

Alignment of Oregon Content Standards and Oregon Assessments

Final Report

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by



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EXECUTIVE SUMMARY

In recognition of the need for proper alignment between Oregon's standards and assessments as well as valid evidence of compliance with NCLB requirements, the Oregon Department of Education (ODE) contracted the Assessment and Standards Development Services Program (ASDS) at WestEd to conduct an independent alignment study. The purpose of this study was to examine the content validity of Oregon's assessments. In particular, alignment analyses were conducted on standards and assessments for the following content areas and grade levels: English Language Arts—Reading and Literature (ELA) and Mathematics for grades 3–8 and high school (Certificate of Initial Mastery [CIM]) and Science for grades 5, 8, and CIM.

WestEd's alignment protocol was systematically applied by WestEd analysts¹ to evaluate the relationship of Oregon's assessments to its content standards. Alignment analyses occurred at the *item level*, the *item pool level*, and the *test level*.² *Item-level* alignment included evaluation according to Webb's (1997) dimensions: categorical concurrence and depth of knowledge. *Item pool* and *test-level* alignment included evaluation with respect to Webb's dimensions: depth of knowledge; range of knowledge; and balance of representation. These analyses involved the comparison of items/item sets to relevant content standards and specification documents in order to determine the actual versus the intended breadth and depth of content coverage.

The analyses aimed to address the following key questions:

- To what degree do the State assessment items reflect the concepts and skills embodied in the State's academic content standards?
- To what degree do the assessment items cover the breadth, depth, and range of complexity of content intended by the State?

This report summarizes the results of the alignment study.

Findings: Overview

English Language Arts—Reading and Literature (ELA)

The concepts and skills reflected in the Reading and Literature strands of the state standards (*Oregon Standards 2006–07*) and their associated common curriculum goals (CCGs) were used as the basis for the content analysis of the items. More specifically, the strands and CCGs assessed on the statewide assessment were included in this analysis. The ELA assessment items (i.e., for Reading and Literature) were multiple-choice (MC) passage-based items, and WestEd conducted its independent analysis to determine the

¹ WestEd analysts involved in this study collectively possessed knowledge and experience in alignment, assessment and standards development, the content areas (ELA, mathematics, science), and K-12 curriculum and instruction. Analysts were trained on the alignment protocol and criteria. Training ended when they were able to accurately and consistently apply the protocol and criteria (calibration).

² One test form in each content area (i.e., grade 5 mathematics, grade 8 ELA—Reading and Literature, CIM science) was evaluated for the test-level analysis.

degree to which the test items reflect the concepts and skills embodied in the State's standards.

There were multiple levels of analysis: item level, item pool level, and test level. As analysts evaluated each item's alignment, they determined the strength of the relationship (categorical concurrence) between an item and standard, as well as the item's depth of knowledge. Alignments to CCGs considered assessable on the state tests are presented in this report. A summary of findings follows.

Item-Level Analyses

Categorical Concurrence

- With four exceptions (i.e., of the 3619 items aligned), every ELA item had a Strong or Partial alignment to at least one strand and at least one assessed CCG. There were three items at grade 3 and one item at grade 8 that were found not to align to any of the assessed CCGs at the given grade level.
- For **Grade 3**, 99%³ of items analyzed (387) had a Strong alignment to a strand. No item was given a Partial alignment to a strand, and three items were found to have “No Relationship” to a strand.
- Of the 390 **Grade 3** items analyzed, 27% (104) were Vocabulary (VOCA) items, 12% (48) were Read to Perform a Task (READ), 17% (66) were Informational Text: Demonstrate General Understanding (DGUI), 12% (45) were Informational Text: Develop an Interpretation (DAII), 15% (59) were Literary Text: Demonstrate General Understanding (DGUL), and 17% (65) were Literary Text: Develop an Interpretation (DAIL). Three items were found to have “No Relationship” to a strand or assessed CCG.⁴ Most items (95% or more) aligned to a given CCG had a Strong alignment to that CCG. However, 5% (5) of the items aligned to the VOCA CCG had a Partial alignment and 7% (4) of the items aligned to the DGUL CCG had a Partial alignment.
- For **Grade 4**, of the 480 items analyzed, 100% (479) had a Strong alignment to a strand. One item was partially aligned to a strand. No item was found to have “No Relationship” to a strand.
- Of the 480 **Grade 4** items analyzed, 24% (115) were Vocabulary (VOCA) items, 13% (60) were Read to Perform a Task (READ); 14% (65) were Informational Text: Demonstrate General Understanding (DGUI); 7% (34) were Informational Text: Develop an Interpretation (DAII); 13% (62) were Informational Text: Examine Content and Structure (ECSI); 11% (55) were Literary Text: Demonstrate General Understanding (DGUL); and 19% (89) were Literary Text: Develop an Interpretation (DAIL). Most items (94% or more) aligned to a given CCG had a Strong alignment to that CCG. However, 6% (7) of the items aligned

³ Values are rounded to the nearest percent.

⁴ As mentioned previously, the alignment of items to assessed CCGs is presented in this report. The three items determined to have “No Relationship” assessed understanding of the author's purpose, which reflects the ECSI CCG, a CCG that is not assessed in grade 3, according to the state's test specifications.

- to the VOCA CCG had a Partial alignment and 5% (3) of the items aligned to the ECSI CCG had a Partial alignment.
- For **Grade 5**, 100% of all items analyzed (604) had a Strong alignment to a strand. No item was given a Partial alignment to a strand, and no item was found to have “No Relationship” to a strand.
 - Of the 604 **Grade 5** items, 19% (115) were Vocabulary (VOCA) items, 12% (71) were Read to Perform a Task (READ), 14% (84) were Informational Text: Demonstrate General Understanding (DGUI), 10% (63) were Informational Text: Develop an Interpretation (DAII), 10% (60) were Informational Text: Examine Content and Structure (ECSI), 12% (71) were Literary Text: Demonstrate General Understanding (DGUL), 11% (67) were Literary Text: Develop an Interpretation (DAIL), and 12% (73) were Literary Text: Examine Content and Structure. Most items (93% or more) aligned to a given CCG had a Strong alignment to that CCG. However, 7% (5) of the items aligned to the ECSL CCG had a Partial alignment.
 - For **Grade 6**, 100% of all items (480) had a Strong alignment to a strand. No item was given a Partial alignment to a strand, and no item was found to have “No Relationship” to a strand.
 - The 480 **Grade 6** items were distributed among eight CCGs as follows: VOCA (19% of the total test, 91 items); READ 13%; (63); DGUI 15%; (74); DAII 8%; (38); ECSI 11%; (53); DGUL 12%; (58); DAIL 11%; (51), and ECSL 12%; (58). The majority of items (100%; 479) was strongly aligned with at least one CCG. Only one item was partially aligned the VOCA CCG.
 - For **Grade 7**, 100% of all items (450) had a Strong alignment to a strand. No item was given a Partial alignment to a strand, and no item was found to have “No Relationship” to a strand.
 - The 450 **Grade 7** items were distributed among eight CCGs as follows: VOCA 21% (95); READ 13% (60); DGUI 15% (66); DAII 8% (34); ECSI 16% (70); DGUL 8% (38); DAIL 9% (42), and ECSL 10% (47). The majority (100%; 449) of items was strongly aligned with at least one CCG. Only one item was partially aligned to the READ CCG.
 - For **Grade 8**, of the 615 items, 100% (614) had a Strong alignment to a strand. One item was not aligned to a strand (“No Relationship”).
 - The 614 **Grade 8** items were distributed among eight CCGs as follows: VOCA 21% (127); READ 11% (69); DGUI 17% (105); DAII 4% (26); ECSI 12% (73); DGUL 13% (82); DAIL (59; 10%), and ECSL 14% (84). The majority (99%; 608) of items was strongly aligned with at least one CCG. Eight items partially aligned to a CCG. One item, as mentioned previously, did not align to any CCG.
 - For **CIM**, 100% of all items (600) had a Strong alignment to a strand. No item was given a Partial alignment to a strand, and no item was found to have “No Relationship” to a strand.
 - The 610 **CIM** items were distributed across eight CCGs as follows: VOCA (16% (93); READ 10% (62); DGUI 14% (81); DAII 13% (79); ECSI 9% (53); DGUL 6% (36); DAIL 17% (101), and ECSL 18% (105). All (100%, 600) items strongly aligned to at least one CCG.
 - Overall, in each grade, more items aligned to the Reading strand than the Literature strand.

Depth of Knowledge⁵

- For **Grade 3**, of the 390 total items, 22% (85) aligned to Recall, 55% (213) aligned to Basic Application, and 22% (85) aligned to Strategic Thinking. No items aligned to Extended Thinking.
- For **Grade 4**, of the 480 total items, 24% (117) aligned to Recall, 58% (279) aligned to Basic Application, and 18% (84) aligned to Strategic Thinking. No items aligned to Extended Thinking.
- For **Grade 5**, of the 604 total items, 25% (153) aligned to Recall, 62% (372) aligned to Basic Application, and 13% (79) aligned to Strategic Thinking. No items aligned to Extended Thinking.
- For **Grade 6**, 43% (205) of items aligned to Strategic Thinking and 36% (174) aligned to Basic Application. The smallest percentage of items, 21% (101), aligned to Recall. No items aligned to Extended Thinking.
- For **Grade 7**, 43% (194) of items aligned to Strategic Thinking and 38% (173) aligned to Basic Application. At the level of Recall, 19% of items (83) were aligned. No items aligned to Extended Thinking.
- For **Grade 8**, the greatest percentage of items (40%) was found at the level of Strategic Thinking with a slightly lower percentage (38%) at the level of Basic Application. The smallest percentage (23%) was found at the level of Recall. No items aligned to Extended Thinking.
- The greatest percentage of **CIM** items (61%) was aligned to Strategic Thinking. The lowest overall percentage of items (3%) was aligned to Recall. The percentage of items aligned to Basic Application was 39%. No items aligned to Extended Thinking.

Item Pool-Level Analyses

Categorical Concurrence

- For all grades except for grade 4, the State's assessment items had a high level of categorical concurrence overall as well as with each CCG in the grade-level standards. At grade 4, items had a high level of categorical concurrence overall and with each CCG in the grade-level standards, except for DGUL, DAIL, and ECSI, which had a low level of categorical concurrence.

Range of Depth of Knowledge

- Overall, at each grade level, items covered a range of DoK. However, the range of DoK appeared restricted for some CCGs at each grade level.

⁵ For this study, analysts found that the DoK distribution shifted across the grades.

Although such variation is not uncommon, WestEd will further investigate these shifts in order to confirm that they are reflective of real differences in the complexity of the items, and/or differences in the way the standards are operationalized at a given grade. An addendum summarizing this additional analysis will be submitted to the ODE.

Range of Knowledge (Comprehensiveness/Breadth)

- Overall, items covered the range of content represented in the standards at each grade level. With the exception of Grade 3, items appeared to address the breadth of content of each CCG, where the standards were assessable according to test specifications.

Balance of Representation (Emphasis)

- Overall, at each grade level there was a balance of representation. However, the *actual* emphasis of content related to specific CCGs in the item pool and the *intended* emphasis of content related to the ELA “score reporting categories” per the test specifications were not entirely consistent. It was expected that the relative emphasis of content reflected in the test specifications would be mirrored in the item pool.⁶ Across the six ELA score reporting categories, some CCGs appear either over-represented or under-represented in the item pool.

Test-Level Analysis

- The examination of items on the Grade 8 ELA assessment shows coverage of content across all six score reporting categories. The emphasis of content appears relatively consistent for VOCA, READ, and ECSL. However, the actual (test items) emphasis of DGU is much higher (30%) than the intended (blueprint) emphasis (18%), and the actual emphases of DAI and ECSI (14% and 11% respectively) are lower than intended (20% and 15%, respectively).

Mathematics

The concepts and skills reflected in the state standards (*Oregon Standards 2006–07*) and their associated common curriculum goals (CCGs) were used as the basis for the content analysis of the items. More specifically, the strands and CCGs assessed on the statewide assessment were included in this analysis. The mathematics assessment items were multiple-choice (MC) items, and WestEd conducted its independent analysis to determine the degree to which the test items reflect the concepts and skills embodied in the State’s standards.

There were multiple levels of analysis: item level, item pool level, and test level. As analysts evaluated each item’s alignment, they determined the strength of the relationship (categorical concurrence) between an item and standard as well as the item’s depth of knowledge. Alignments to CCGs considered assessable on the state tests are presented in this report. A summary of findings follows.

⁶ Per the ODE, the online assessment engine (TESA) is designed to select from the item pool and administer to students a set of items that satisfies the test specifications vis-à-vis intended content breadth, depth, emphasis, and complexity.

Item-Level Analyses

Categorical Concurrence

- For **Grade 3**, 100%⁷ (447) of the items aligned to at least one strand, with a Strong degree of relationship. There were no “Partial” or “No Relationship” alignments in this grade.
- Of the **Grade 3** items analyzed, 57 items aligned to the COMP CCG, and 77% (44) had a Strong alignment, while 23% (13) had a Partial alignment to this CCG. Of the 9 items coded to the OPER CCG, 89% (8) had a Strong alignment to the CCG, while 11% (1) had a Partial alignment. Of the 19 items coded to the COLL CCG, 74% (14) had a Strong alignment to the CCG, while 26% (5) had a Partial alignment. Of the 48 items coded to the ALGE CCG, 68% (32) had a Strong alignment to the CCG, while 32% (15) had a Partial alignment. Of the 62 items coded to the PROP CCG, 77% (44) had a Strong alignment to the CCG, while 23% (13) had a Partial alignment. Of the 20 items coded to the TRAN CCG, 80% (16) had a Strong alignment to the CCG, while 20% (4) had a Partial alignment. No items were aligned to MODE, CHAN, or COOR in Grade 3. For the remaining CCGs, the percentage of Strong alignment was 90% or higher: NUMB; STAT; DATA; PATT; UNIT; DIRE; and MOVI.
- For **Grade 4**, 100% (387) of the items aligned to at least one strand with a Strong degree of relationship. There were no “Partial” or “No Relationship” alignments in this grade.
- Of the **Grade 4** items analyzed, 11 items aligned to the TRAN CCG, 45% (5) had a Strong alignment to the CCG, while 55% (6) had a Partial alignment. Of the 43 items coded to the PATT CCG, 63% (27) had a Strong alignment to the CCG, while 37% (16) had a Partial alignment. Of the 36 items coded to the NUMB CCG, 78% (28) had a Strong alignment to the CCG, while 22% (8) had a Partial alignment. Of the 47 items coded to the COMP CCG, 83% (39) had a Strong alignment to the CCG, while 17% (8) had a Partial alignment. Of the 16 items coded to the STAT CCG, 88% (14) had a Strong alignment to the CCG, while 13% (2) had a Partial alignment. Of the 27 items coded to the PROB CCG, 67% (18) had a Strong alignment to the CCG, while 33% (9) had a Partial alignment. Of the 7 items coded to the COLL CCG, 86% (6) had a Strong alignment to the CCG, while 14% (1) had a Partial alignment. Of the 37 items coded to the DATA CCG, 81% (30) had a Strong alignment to the CCG, while 19% (7) had a Partial alignment. Of the 65 items coded to the DIRE CCG, 83% (54) had a Strong alignment to the CCG, while 17% (11) had a Partial alignment. No items were aligned to MODE, CHAN, or MOVI in Grade 4. For the remaining CCGs, the percentage of Strong codes was 91% to 100% or higher.
- For **Grade 5**, 100% (396) of the items aligned to at least one strand with a Strong degree of relationship. There were no “Partial” or “No Relationship” alignments in this grade.

⁷ Values are rounded to the nearest percent.

- Of the **Grade 5** items analyzed, 14 items aligned to the UNIT CCG, 86% (12) had a Strong alignment to the CCG, while 14% (2) had a Partial alignment. Of the 18 items coded to the TRAN CCG, 89% (16) had a Strong alignment to the CCG, while 11% (2) had a Partial alignment. No items were aligned to COLL in Grade 5. For the remaining CCGs, the percentage of Strong codes was between 93% and 100%. For 21 items, their strongest degree of alignment was Partial to a single CCG.
- For **Grade 6**, 100% (337) of the items aligned to at least one strand with a Strong degree of relationship. There were no “Partial” or “No Relationship” alignments in this grade.
- Of the **Grade 6** items analyzed, 38 items aligned to the COMP CCG, 87% (33) had a Strong alignment, while 13% (5) had a Partial alignment. No items were aligned to COLL, CHAN, or TRAN in Grade 6. For the remaining CCGs, the percentage of Strong codes was between 92% and 100%. For 10 items, their strongest degree of alignment was Partial to a single CCG.
- For **Grade 7**, 100% (327) of the items aligned to at least one strand with a Strong or Partial degree of relationship. One item (less than 1%) aligned to a strand with a Partial degree of relationship.
- Of the **Grade 7** items analyzed, seven items coded to the DATA CCG, 86% (6) had a Strong alignment to the CCG, while 14% (1) had a Partial alignment. Of the 23 items coded to the PROP CCG, 88% (23) had a Strong alignment, while 12% (3) had a Partial alignment. For the remaining CCGs, the percentage of Strong codes was between 92% and 100%. No items were aligned with the OPER CCG of the CE strand.
- For **Grade 8**, 100% (327) of the items aligned to at least one strand with a strong degree of relationship. There were no “Partial” or “No Relationship” alignments in this grade.
- Of the **Grade 8** items analyzed, nine items aligned to the PROB CCG, 44% (4) had a Strong alignment to the CCG, while 56% (5) had a Partial alignment. Of the 4 items coded to the COLL CCG, 75% (3) had a Strong alignment, while 25% (4) had a Partial alignment. For the remaining CCGs, the percentage of Strong codes was between 92% and 100%. No items were aligned with the MOVI CCG of the Geometry strand.
- For **CIM**, 100% (388) of the items aligned to at least one strand with a strong degree of relationship. There were no “Partial” or “No Relationship” alignments in this grade.
- Of the **CIM** items analyzed, 100% (388) of the items had either a Strong or Partial alignment at the CCG level. There were 389 total alignments at the CCG level in CIM, with 94% (365) Strong and 6% (24) Partial. There were 24 items with a partial relationship to a CCG as their strongest relationship to any one CCG.

Depth of Knowledge⁸

- For **Grade 3**, 100% (447) of the items were rated to three Depth of Knowledge levels. The distribution of items across DoK levels is as follows: 34% (153) at Recall; 63% (282) at Basic Application; 3% (12) at Strategic Thinking. There were no items rated at the Extended Thinking level.
- For **Grade 4**, 100% (387) of the items were rated to three Depth of Knowledge levels. The distribution of items across DoK levels is as follows: 32% (123) of items at Recall, 63% (243) of items at Basic Application, 5% (21) of items at Strategic Thinking. There were no items rated at the Extended Thinking level.
- For **Grade 5**, 100% (396) of the items were rated to three Depth of Knowledge levels. The distribution of items across DoK levels is as follows: 17% (68) of the items are at the Recall level; 80% (316) are at the Basic Application level; and 3% (12) are at the Strategic Thinking level. No items are at the Extended Thinking level.
- For **Grade 6**, 100% (337) of the items were rated to three Depth of Knowledge levels. The distribution of items across DoK levels is as follows: 12% (40) of the items are at the Recall level; 86% (291) are at the Basic Application level; and 2% (6) are at the Strategic Thinking level. No items are at the Extended Thinking level.
- For **Grade 7**, 100% (327) of the items were rated to three Depth of Knowledge levels. The distribution of items across DoK levels is as follows: 9% (29) of the items are at the Recall level; 83% (273) are at the Basic Application level; and 8% (25) are at the Strategic Thinking level. There were no items at the Extended Thinking level.
- For **Grade 8**, 100% (327) of the items were rated to three Depth of Knowledge levels. The distribution of items across DoK levels is as follows: 14% (46) are at the Recall level; 82% (269) are at the Basic Application Level; and 4% (12) are at the Strategic Thinking level. There were no items at the Extended Thinking level.
- For **CIM**, 100% (388) of the items were rated to three Depth of Knowledge levels. The distribution of items across DoK levels is as follows: 4% (14) of items are at the Recall level; 76% (295) are at the Basic Application level; and 20% (79) are at the Strategic Thinking level. There were no items at the Extended Thinking level.

Item Pool-Level Analyses

Categorical Concurrence

- For all grades, the State's assessment items had a high level of categorical concurrence overall as well as with each strand in the grade-level standards.

⁸ For this study, analysts found that the DoK distribution shifted across the grades.

Although such variation is not uncommon, WestEd will further investigate these shifts in order to confirm that they are reflective of real differences in the complexity of the items, and/or differences in the way the standards are operationalized at a given grade. An addendum summarizing this additional analysis will be submitted to the ODE.

Range of Depth of Knowledge

- Overall, at each grade level, items covered a range of DoK. However, the range of DoK appeared restricted for some strands at each grade level.

Range of Knowledge (Comprehensiveness/Breadth)

- Overall, items covered the range of content represented in the standards at each grade, with the exception of Grade 6. At the strand level, items for Grades 7, 8, and CIM appeared to address the breadth of content of each strand; however, this was not the case for Grades 3, 4, 5, and 6.

Balance of Representation (Emphasis)

- Overall, at each grade level there was a balance of representation. However, the *actual* emphasis of content related to specific CCGs in the item pool and the *intended* emphasis of content per the test specifications are not entirely consistent. It was expected that the relative emphasis of content reflected in the test specifications would be mirrored in the item pool.⁹ Some strands appear over-represented in Grades 5 and 6.

Test-Level Analysis

- The examination of items on the Grade 5 mathematics assessments shows that overall, the intended and actual distributions of content coverage at the strand level were comparable; that is, no percentage difference exceeded 4%. However, WestEd analysts did find that slightly greater percentages of items were aligned to Calculations and Estimations (2% difference) and Measurement (4% difference) than were specified by the test blueprint, and that a slightly smaller percentage of items were aligned to Statistics and Probability (2% difference), Algebraic Relationships (3% difference), and Geometry (1% difference).

Science

The concepts and skills reflected in the state standards (*Oregon Standards 2006–07*) were used as the basis for the content analysis of the items. More specifically, the strands, CCGs, content standards (combined with CCGs for the purpose of this analysis), and benchmark standards assessed on the statewide assessment were included in this analysis. The science assessment items for grades 5, 8, and CIM were multiple-choice (MC) items, and WestEd conducted its independent analysis to determine the degree to which the test items reflect the concepts and skills embodied in the State's standards.

⁹ Per the ODE, the online assessment engine (TESA) is designed to select from the item pool and administer to students a set of items that satisfies the test specifications vis-à-vis intended content breadth, depth, emphasis, and complexity.

There were multiple levels of analysis: item level, item pool level, and test level. As analysts evaluated each item's alignment, they determined the strength of the relationship (categorical concurrence) between an item and standard as well as the item's depth of knowledge. Alignments to CCGs considered assessable on the state tests are presented in this report. A summary of findings follows.

Item-Level Analyses

Categorical Concurrence

- At **Grade 5**, 100%¹⁰ (347) of the items were strongly aligned to at least one of the strands.
- At the CCG/standard level of analysis, 100% (347) of the **Grade 5** items had either a Strong or Partial relationship to the CCGs/standards; no item was assigned a rating of No Relationship to the CCGs/standards.
- At **Grade 5**, 111%¹¹ (386) of the item ratings were Partial or Strong to the benchmark standards. Of these relationships, 108% (376) were Strong and 3% (10) were Partial. Two items were given a No Relationship rating because of content that did not align to the standards.
- At **Grade 8**, 100% (371) of the items were strongly aligned to at least one of the strands. One item that required students to have in-depth knowledge of atomic structure was determined to have No Relationship at the strand level.
- At the CCG/standard level of analysis 100% (372) of the **Grade 8** items had a Strong relationship to the CCGs/standards. One item had a No Relationship rating.
- At **Grade 8**, all (100%) of the ratings reflected a Strong or Partial relationship to the benchmark standards. Of these, 104% (386) of the relationships were Strong, and less than 1% (3) were Partial. One item was given a No Relationship rating because of content that did not align to the standards.
- For **CIM**, 100% (458) of the items strongly aligned to at least one of the strands.
- At the CCG/standard level of analysis 100% (458) of the **CIM** items had a Strong or Partial relationship to the CCGs/standards.
- For **CIM**, all (100%) of the ratings reflected a Strong or Partial relationship to the benchmark standards. Of these, 97% (443) of the relationships were Strong, and 5% (22) were Partial. Two items were given a No Relationship rating because of content that did not align to the standards.

¹⁰ Values are rounded to the nearest percent.

¹¹ Some percentages exceed 100% because, per the WestEd alignment protocol, items are aligned to multiple strands/CCGs/standards/benchmark standards, as appropriate.

Depth of Knowledge¹²

- For **Grade 5**, analysts determined that 100% of the 347 grade 5 science items reflected the range of depth of knowledge from Recall to Strategic Thinking. For the total pool of items, a majority was rated as DoK Basic Application (235 items/67%), followed by DoK Recall (105 items/30%), and DoK Strategic Thinking (7 items/3%). No items received the DoK Extended Thinking.
- For **Grade 8**, analysts determined that 100% of the 371 grade 8 science items reflected the range of depth of knowledge from Recall to Strategic Thinking. For the total pool of items, a majority was rated as DoK Basic Application (247 items/66%), followed by DoK Recall (107 items/29%), and DoK Strategic Thinking (17 items/5%). No items received the DoK Extended Thinking.
- For **CIM**, analysts determined that 100% of the 458 CIM science items reflected a range of depth of knowledge from Recall to Strategic Thinking. A majority (315 items/69%) of items required Recall of specific facts or vocabulary, with some items (135 items/29%) requiring Basic Application, and few items (8 items/2%) requiring Strategic Thinking. There were no CIM science items at the Extended Thinking level.

Item Pool-Level Analyses

Categorical Concurrence

- For all grades, the State's assessment items had a high level of categorical concurrence overall as well as with each CCG in the grade-level standards.

Range of Depth of Knowledge

- For all grades and for all strands, except Earth and Space Science at CIM, the items represented a range of depth of knowledge levels from Recall to Strategic Thinking. In CIM, items in the Earth and Space Science strand were aligned to two DoK levels only: Recall and Basic Application.

Range of Knowledge (Comprehensiveness/Breadth)

- For **Grade 5**, the items in the test pool generally address the entire breadth of the strand content as operationalized in the benchmark standards and eligible content.
- For **Grade 8**, the items in the test pool generally address the entire breadth of the strand content as operationalized in the benchmark standards and eligible content.
- For **CIM**, the items in the test pool generally address the entire breadth of the strand content as operationalized in the benchmark standards and eligible content.

¹² For this study, analysts found that the DoK distribution shifted across the grades.

Although it is not uncommon for such levels variation, WestEd will further investigate these shifts in order to confirm that they are reflective of real differences in complexity of the items, often as differences in the standards are operationalized at a given grade. An addendum summarizing this additional analysis will be submitted to the ODE.

Balance of Representation (Emphasis)

- For **Grade 5**, there was generally a balanced representation of content, although Life Science had slightly more items than either Physical or Earth Sciences.¹³
- For **Grade 8**, each CCG had a balanced representation of content in the item pool items; however, as was the case with Grade 5, Life Science had slightly more items than either Physical or Earth Sciences.
- For **CIM**, each CCG had a balanced representation of content in the item pool items.
- The content for Physical Science, Life Science, and Earth Science were fairly evenly emphasized throughout the entire item pool.

Test-Level Analysis

- A comparison of the intended and actual distribution of items found that overall, the percentages of items at each strand were comparable; that is, no percentage difference exceeded 6%. However, WestEd analysts did find that slightly greater percentages of items were aligned to the Physical (2% difference) and Life (4% difference) Sciences than were specified by the blueprint, and that a slightly smaller percentage of items were aligned to Earth and Space Science (6% difference).

Conclusions and Recommendations

- For ELA, the vast majority of items (99% or more) had a strong or partial alignment to a strand. For mathematics and science, 100% of items had a strong alignment to a strand. As in most states, the Oregon content standards are generally broadly written to ensure they can subsume a range of content in the present and support future needs. Since WestEd is also reviewing for ODE the structures of all Oregon's content strands and other standards documents, we will include conclusions and recommendations as to whether the balance between breadth and specificity has been appropriately achieved.
- At the CCG level for ELA and mathematics and the CCG/standard level for science, very few items had either partial or no alignment to the CCGs or CCGs/standards. Still, WestEd recommends the ODE revise or replace these items as appropriate in order to maximize the relationships between the items and standards. Current procedures for item development and review also should be analyzed and modified to limit future occurrences of partial or no alignment.
- Additionally, WestEd recommends that the ODE consider a means for verifying that the State's standards appropriately cover the assessed domains (ELA, mathematics, science). That is, in terms of *quality*, the standards are able to

¹³ Per the ODE, the online assessment engine (TESA) is designed to select from the item pool and administer to students a set of items that satisfies the test specifications vis-à-vis intended content breadth, depth, emphasis, and complexity.

support the State's intended curriculum and assessment goals, and in terms of *alignment*, there are no gaps in content coverage (i.e., breadth, depth).

- Verification of domain coverage and purposeful refinement of the State standards and assessment systems will help ensure the quality and rigor of the State's content standards and assessments, and facilitate meaningful connections between test items and content standards that more explicitly communicate learning goals and related expectations for instruction to teachers and students. Such specificity also will facilitate more consistent understanding of content goals and implications for instruction and assessment.
- As with most states, we find that depth of knowledge can be more purposefully incorporated into the assessment development and review process. WestEd recommends that the ODE consider how the assessed content interacts with item format (multiple choice) in order to more clearly articulate its intended range of depth of knowledge. A key consideration is whether the emphasis and range of DoK reflected in its assessments for each grade level and content area are consistent with expectations for each grade level/content area as well as across grade levels for a content area. This review will also help ensure that the item format appropriately and effectively lends itself to students' demonstrations of what they know and can do vis-à-vis the assessed content. Typically, multiple-choice items provide an efficient format to assess knowledge at the Basic Application as well as Recall levels. It is also reasonable to assess Strategic Thinking with multiple-choice items. Consideration of the DoK definitions during item development is encouraged.
- As mentioned in the Findings section, the ODE has an online assessment engine (TESA) that is designed to select items from the item pool and administer to students a set of items that satisfy test specifications (i.e., the intended breadth, depth, emphasis, and range of complexity of content). It is recommended that documentation of the reliability and accuracy with which the test engine adheres to the state's test specifications be provided. The ODE also should consider examining a random sample of the generated assessments to ensure that the actual sets of items administered are indeed consistent with the test specifications in terms of content breadth, depth, emphasis, and complexity.
- For the paper-pencil assessments, the ODE should consider examining the full range of test blueprints vis-à-vis relevant sets of assessment items.

Valid assessments serve as a major lever for improving student achievement by signaling goals, focusing instruction, and providing information that states, districts, and schools can use to fuel improvement. The results of this alignment study may be helpful to Oregon as it continues to refine its assessments in ELA, mathematics, and science. These results can be used to inform the ODE's decisions related to strengthening the alignment (categorical concurrence, depth of knowledge, and range of knowledge) between its test items and standards. Additionally, these results can be used to inform decisions about

content coverage (breadth, depth, emphasis, and complexity) at each grade level as well as across grade levels on the state's assessments.

I. INTRODUCTION

A significant consequence of the No Child Left Behind Act (NCLB) is that states are refining their assessment and accountability systems to make sure they are equitable and valid. As they do so, the alignment between state standards and assessments is falling under scrutiny, particularly as states work to gather evidence that the assessments meet the technical requirements of NCLB and its peer review criteria.

Ensuring proper alignment of standards and assessments is essential because assessment data are used to inform programmatic or policy decisions. Moreover, the need for alignment has become even more critical with the increasing use of assessment results to determine rewards and sanctions for schools and individual students. Strong alignment between content standards and assessments is essential for accurate and meaningful measurement of student achievement and instructional effectiveness. In order to ensure proper alignment between Oregon's content standards and assessments, the Oregon Department of Education (ODE) contracted the Assessment and Standards Development Services Program (ASDS) at WestEd to conduct an independent alignment study. More specifically, WestEd analysts evaluated the relationship of Oregon's assessments to its standards in English Language Arts—Reading and Literature (ELA) and Mathematics for grades 3–8 and high school (Certificate of Initial Mastery [CIM]) and Science for grades 5, 8, and CIM in order to address the following questions:

- To what degree do the State assessment items¹⁴ reflect the concepts and skills embodied in the State's academic content standards?
- To what degree do the assessment items cover the breadth, depth, and range of complexity of content intended by the State?

The report is organized as follows: Section II describes the methodology used to evaluate the alignment of items to content standards and examine the content coverage (breadth, depth) of item pool. Section III presents the findings for this study for each content area, English language arts—Reading and Literature, Mathematics, and Science. Conclusions and recommendations are offered in Section IV.

¹⁴ The assessment item pool that was analyzed by WestEd includes items from the State paper-pencil and TESA assessments.

II. METHODOLOGY

WestEd analysts systematically applied an alignment protocol to evaluate the relationship of Oregon’s assessments to its standards in English language arts—Reading and Literature (ELA) and Mathematics for grades 3–8 and high school (Certificate of Initial Mastery [CIM]) and Science for grades 5, 8, and CIM. This protocol is described in detail in this section.

To address the first question of interest (i.e., To what degree do the State assessment items reflect the concepts and skills embodied in the State’s academic content standards?), WestEd analysts systematically rated (coded) the relationship of assessment items to the content strands and common curriculum goals (CCGs) for ELA and mathematics and to the content strands, CCGs, and benchmark standards for Science. Analysts also rated each item for its depth of knowledge (DoK). (See Appendices A, B, and C for complete item ratings.) Understanding of the targeted skills and concepts was informed by reference to relevant ancillary material provided by ODE, content standards in ELA and mathematics, eligible content in science, and by discussions with ODE content and assessment specialists.¹⁵

WestEd analyses also addressed the second question of interest (i.e., To what degree do the assessment items cover the breadth, depth and range of complexity of content intended by the State?). To further address this question, WestEd analysts evaluated content coverage of the assessment item pool vis-à-vis the state content standards as well as compared actual content coverage of items on one test form in each content area (i.e., 5th grade Mathematics, 8th grade ELA—Reading and Literature, and CIM Science) with the intended coverage (i.e., coverage of content as defined by the assessment blueprints provided by ODE). This study’s methodology is described in detail below. A glossary of terms used in the study is provided in Appendix E.

Unit of Analysis

In each of the subject areas (ELA, mathematics, and science), Oregon’s content standards have a multi-tiered structure. For ELA and mathematics, the broadest tier is the strand. The next tier consists of CCGs that are defined in greater detail by content standards (the third tier) that further specify the concepts and skills that students are expected to know and be able to do. Similar to ELA and mathematics, the broadest tier in Science is the strand. The next tier consists of CCGs, followed by content standards. The Science CCGs and content standards are further defined by benchmark standards (the fourth tier). Eligible content (the fifth tier) provides the greatest level of detail of the concepts and skills students are expected to know and be able to do in science. The full text of the assessed CCGs for ELA and mathematics can be found in the Findings section for each subject. See Appendix D for the full text of the Benchmark Standards for science.) Table 1 provides an overview of the content areas, strands, and CCGs that WestEd

¹⁵ It is important to note that while WestEd discussions with ODE content and assessment specialists informed WestEd alignment analyses (e.g., clarifying the State’s intention with regard to the standards and assessments); these discussions did not influence WestEd’s independent analysis of the State’s standards and assessments in any manner.

analysts analyzed. Strands and CCGs considered assessable according to the test specification are marked with an asterisk.

Table 1. Strand and Common Curriculum Goals by Content Area

ELA (Grades 3–8, CIM)				
Strand CCG		Strand CCG		
1. Reading (RE)* a. Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas (WORD) b. Listen to and Read Informational and Narrative Text (LRIT) c. Vocabulary (VOCA)* d. Read to Perform a Task (READ)* e. Informational Text: Demonstrate General Understanding (DGUI)* f. Informational Text: Develop an Interpretation (DAII)* g. Informational Text: Examine Content and Structure (ECSI)* (not assessed in grade 3)		2. Literature (LI)* a. Listen to and Read Literary Text (LRLT) b. Literary Text: Demonstrate General Understanding (DGUL)* c. Literary Text: Develop an Interpretation (DAIL)* d. Literary Text: Examine Content and Structure (ECSL)* (not assessed in grades 3 and 4)		
Mathematics (Grades 3–8, CIM)				
Strand CCG		Strand CCG		
1. Calculations and Estimations (CE)* a. Numbers (NUMB)* b. Computation and Estimation (COMP)* c. Operations and Properties (OPER)*		4. Measurement (ME)* a. Units and Tools (UNIT) b. Direct & Indirect Measurement (DIRE)		
2. Statistics and Probability (SP)* a. Statistics (STAT)* b. Probability (PROB)* c. Collect and Display Data (COLL)* d. Data Analysis and Predictions (DATA)*		5. Geometry (GE)* a. Properties and Relationships (PROP) b. Modeling: (MOVI) c. Coordinate Geometry (COOR) d. Transformations and Symmetry (TRAN)		
3. Algebraic Relationships (AR)* a. Patterns and Functions (PATT)* b. Algebraic Relationships (ALGE)* c. Modeling (MODE)* d. Change (CHAN)*		6. Mathematical Problem Solving (MP)* a. Conceptual Understanding (CONC)* b. Processes and Strategies (PROC)* c. Verification: (VERI)* d. Communication (COMM)* e. Accuracy (ACCU)*		
Science (Grades 5, 8, CIM)				
Strand CCG	Content Standard	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
1. Physical Science (PS)*	1. Understand structure and properties of matter.	PS.01	PS.01	PS.01
a. Matter(MATT)*	2. Describe and analyze chemical and physical changes.	PS.02	PS.02	PS.02
b. Matter(MATT)*				
c. Force (FORC)*	3. Describe fundamental forces and the motions resulting from them	PS.03	PS.03	PS.03
		PS.04	PS.04	PS.04

d. Energy (ENER)*	4. Explain and analyze the interaction of energy and matter	PS.05	PS.05	PS.05
		PS.06	PS.06	PS.06
2. Life Science (LS)* a. Organisms (ORGA)*	1. Describe the characteristics, structure, and functions of organisms	LS.01	LS.01	LS.01
		LS.02	LS.02	
		LS.03		
b. Heredity (HERE)*	2. Understand the transmission of traits in living things.	LS.04	LS.03	LS.02
c. Diversity/ Interdependence (DIVE)*	3. Explain and analyze the interdependence of organisms in their natural environment.	LS.05	LS.04	LS.03
	4. Describe and analyze diversity of species, natural selection, and adaptations.	LS.06	LS.05	LS.04
3. Earth and Space Science (ES)* a. The Dynamic Earth (DYNA)*	1. Identify the structure of the Earth system and the availability and use of the materials that make up that system.	ES.01	ES.01	ES.01
b. The Earth in Space (EART)*	2. Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	ES.02	ES.02	ES.02
		ES.03	ES.03	ES.03
c. The Universe (UNIV)*	3. Explain relationships among the Earth, sun, moon, and the solar system.	ES.04	ES.04	ES.04

*=Assessable strands and CCGs, per test specifications

For the purposes of this study and at the request of the State, WestEd conducted analyses at the strand and CCG levels for ELA and mathematics. For science, because the CCGs and standards often overlap, WestEd combined them these two levels in its analyses. Therefore, for science, findings are reported according to strand, CCG and standard (a.k.a., CCG/standard), and benchmark standard. For each subject area, analysts used the content standards (for ELA and mathematics) or the eligible content (for science) to inform their understanding of the intent of the strands and CCGs. A summary of the units of analysis for each content area is provided below in Table 2.

Table 2. Unit of Analyses by Subject Area

Subject	Unit of Analysis
ELA	Strand and CCG
Mathematics	Strand and CCG
Science	Strand, CCG/Standard, and Benchmark Standard

Each item was aligned to as many strands and CCGs (ELA and mathematics) or strands, CCG/Standards, and benchmark standards (science) as relevant and appropriate for two reasons: first, certain items assess skills complex enough to be addressed by more than one strand/CCG/benchmark standard¹⁶; and second, some strands/CCGs/benchmark

¹⁶ *Strands* and *CCGs* apply to ELA and mathematics while *strands*, *CCGs/standards*, and *benchmark standards* apply to science.

standards are written so broadly that they can be applied to many items. Therefore, many items were assigned multiple alignments by the WestEd analysts.¹⁷

Levels of Analyses

There were multiple levels of analysis: the item level, item pool level, and test level. Alignment included judgments about items and sets of items (pool, test) with respect to the following dimensions: *categorical concurrence*; *depth of knowledge*; *range of knowledge*; and *balance of representation* (WestEd, 2004a & 2004b, Webb, 1997). These analyses and criteria are described in greater detail below.

Item-Level Analyses

Item-level analyses provide information on the degree to which items align to the content standards,¹⁸ as well as the cognitive complexity of the items. This level of analysis yields information that reflects the breadth, depth, and range of complexity of the assessed content.

Categorical Concurrence

Categorical concurrence is the relationship between items and standards. In rating (coding) the correspondence of test items to content standards, it is beneficial to evaluate the degree of the observed relationships. Therefore, when an item was found to tap the content of a given standard, the relationship was rated as either “Strong” or “Partial,” according to the following working definitions:

Strong: Item assesses a fundamental skill or concept as explicitly stated in the strand/CCG/benchmark standard. The item taps a central idea of the strand/CCG/benchmark standard statement. An item does not need to address all the skills in a strand/CCG/benchmark standard to be rated as a strong match.

Partial: Item may address the strand/CCG/benchmark standard statement in a superficial way or may cover the targeted skill at a lower complexity level than represented by the strand/CCG/benchmark standard.

In addition, a “No Relationship” category, defined as follows, was used when WestEd was unable to code an item to *any* strand/CCG/benchmark standard:

No Relationship: Item does not address the content of any strand/CCG/benchmark standard.

¹⁷ At some grade levels, some CCGs had no assessable standards associated with them. However, items may still have been found to align to these CCGs (i.e., at the CCG level only).

¹⁸ *Standard* is used to refer to the unit of analysis for each content area (i.e., strand and CCG for ELA and mathematics; strand, CCG/standard, and benchmark standard for science).

Depth of Knowledge

Depth of Knowledge (DoK) is a measure of the cognitive complexity of a test item. WestEd analysts gave each item a DoK rating. The four DoK levels are defined below.

Recall: Item requires student to recall a fact, information, or procedure.

Basic Application: Item requires student to use a skill or concept (e.g., information, conceptual knowledge, procedures).

Strategic Thinking: Item requires student to reason or develop a plan or sequence of steps.

Extended Thinking: Item requires student to conduct an investigation or process multiple conditions/elements of a problem or task.¹⁹

Item Pool and Test-Level Analyses

Item pool and test-level analyses provide information on the degree to which the State's assessment items cover an appropriate breadth and depth of content. For these analyses, results of the item-level analysis were evaluated with respect to the breadth and depth of content reflected in the State content standards (item pool level analysis) as well as with respect to the State's test blueprints (test-level analysis²⁰). These analyses provide valuable information in terms of how well the items fulfill the intention of the State in terms of categorical concurrence, range of complexity (DoK), range of knowledge, and balance of representation.

Categorical concurrence and range of complexity (DoK) were discussed previously. The following is a description of range of knowledge and balance of representation.

Range of Knowledge: Breadth of coverage

Range-of-knowledge analyses provide information on the degree to which the items assess the breadth of content covered in the State content standards and specified by the test blueprint. Using information from the item-level analyses (i.e., alignment of item-to-strand/CCG/benchmark standard), the distribution of assessed strands/CCGs/benchmark standards was examined. "Gaps" in content coverage were identified. This analysis addresses the degree to which the test items reflect the range of knowledge (breadth of concepts and skills) intended by the State (standards, blueprints).

Balance of Representation: Emphasis of content

Balance of representation was evaluated by examining the relative emphasis of strands, CCGs, and benchmark standards in the item pool vis-à-vis the emphasis reflected in the content standards as well as in the State's test blueprints. Thus, a comparison was made between *actual* content emphasis (i.e., per item pool/set) and *intended* content emphasis

¹⁹ Cognitive complexity is influenced by a number of factors, including item type and content. Multiple-choice items typically do not lend themselves to measuring at the Extended Thinking level.

²⁰ One test form in each content area (i.e., grade 5 mathematics, grade 8 ELA—Reading and Literature, and CIM science) was evaluated for the test-level analysis.

(i.e., per content standards, per test blueprint). When the percentage of items associated with a particular strand/CCG/benchmark standard was within approximately 5% of the emphasis (depending on the subject and number of score reporting categories in that subject) reflected in the content standards (item pool analysis) or test blueprint (test-level analysis), that strand/CCG/benchmark standard was considered to meet State's intentions in terms of emphasis.

Training of the Analysts and Definition of Decision Rules

WestEd analysts involved in this study collectively possess knowledge and experience in alignment, assessment and standards development, the content areas (i.e., ELA, mathematics, and science), and K-12 curriculum and instruction. Training involved a thorough review of the alignment protocol and criteria, as well as a review of the State content standards, assessment items, and supporting documentation provided by the State for each content area. Specifically, analysts: (a) aligned a sample subset of items to strands/CCGs/benchmark standards, (b) listed all possible strands/CCGs/benchmark standards to which an item aligned, and (c) determined item complexity (DoK). All analysts were required to explain their rationale for coding decisions to the WestEd trainer who also possesses knowledge and experience in alignment, assessment and standards development, and K-12 curriculum and instruction, as well as has experience leading other state alignment studies. Discrepancies or differences in coding were resolved through discussions facilitated by the trainer. Training ended when analysts were able to accurately and consistently apply the alignment protocol and criteria (calibration).

Analyses for this study were based on the analysts' independent evaluation of items across the content areas and grades mentioned previously. To facilitate consistency and accuracy of ratings, WestEd analysts developed *decision rules*. Decision rules are guidelines related to the application of the criteria and the interpretation of a standard, construct, piece of content, or skill (i.e., its operational definition). WestEd analysts develop and use these decision rules when analyzing assessment items and their corresponding content standards. Decision rules for each content area are presented in the Findings section of this report.

Information Regarding the Intention of the State²¹

After a portion of the items was analyzed, WestEd analysts solicited feedback from ODE's curriculum and assessment specialists regarding initial findings and received clarification on questions about the structure, nuances, and intent of the State's standards and assessments.²² Following these discussions, WestEd analysts finalized their decision

²¹ It is important to note that information and feedback solicited from the State did not influence WestEd's independent analysis of the State's assessment and standards alignment. Rather, information and feedback were used to inform WestEd's understanding of the intent of the State vis-à-vis its standards and assessments and to help ensure that implications/recommendations based on the findings of WestEd's independent analyses would be valid and meaningful to the State.

²² For example, in mathematics, the State content specialist clarified the intent of the State in the distinction between two CCGs under the Statistics and Probability strand: Collect and Display Data (COLL) and Data Analysis and Predictions (DATA). For COLL, the intent of the CCG is that items focus on student

rules and proceeded with their independent analyses of the State's assessments and standards. It is important to underscore that these initial discussions with ODE did not influence the objectivity of WestEd's independent analyses. Rather, these discussions helped to ensure that the State's intentions and the nuances of the standards and assessments were clearly understood and that implications/recommendations based on the findings of WestEd's independent analyses would be valid (i.e., accurate and consistent with the State's intentions) and meaningful to the State.

formulated questions and the process of data organization and display. For DATA, items focus on interpretation and analysis of data displays.

III. FINDINGS

This section presents findings of the analysis of the relationship between Oregon's content standards and assessment items for English language arts—Reading and Literature, Mathematics, and Science. This section is organized as follows:

III-A. English Language Arts—Reading and Literature

III-B. Mathematics

III-C. Science

III-A. English Language Arts—Reading and Literature

Overview

The English language arts—Reading and Literature (ELA) items analyzed in this study were developed to assess the concepts and skills reflected in the Oregon content standards—*Oregon Standards 2006–07*. More specifically, the concepts and skills reflected in the Reading and Literature strands and their associated common curriculum goals (CCGs) were used as the basis for the content analysis of the items. The strands and CCGs assessed on the statewide assessment were included in this analysis. The table below shows a list of the strands and CCGs considered in this analysis.

Table 3. ELA Strands and Common Curriculum Goals

ELA (Grades 3–8, CIM)	
Strand CCG	Strand CCG
<p>1. Reading (RE) Vocabulary (VOCA): Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.</p> <p>Read to Perform a Task (READ): Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.</p> <p>Informational Text: Demonstrate General Understanding (DGUI): Demonstrate general understanding of grade-level informational text across the subject areas.</p> <p>Informational Text: Develop an Interpretation (DAII): Develop an interpretation of grade-level informational text across the subject areas.</p> <p>Informational Text: Examine Content and Structure (ECSI): Examine content and structure of grade-level informational text across the subject areas. (not assessed in grade 3)</p>	<p>2. Literature (LI) Literary Text: Demonstrate General Understanding (DGUL): Demonstrate general understanding of grade-level literary text.</p> <p>Literary Text: Develop an Interpretation (DAII): Develop an interpretation of grade-level literary text.</p> <p>Literary Text: Examine Content and Structure (ECSL): Examine content and structure of grade-level literary text. (not assessed in grade 3 or grade 4)</p>
ELA Score Reporting Category-to-Strand/CCG Crosswalk	
Score Reporting Category	Strand(s)/CCG(s)
1. Vocabulary	RE/Vocabulary (VOCA)
2. Read to Perform a Task	RE/Read to Perform a Task (READ)
3. Demonstrate General Understanding	RE/Informational Text: Demonstrate General Understanding LI/Literary Text: Demonstrate General Understanding
4. Develop an Interpretation	RE/Informational Text: Develop an Interpretation LI/Literary Text: Develop an Interpretation
5. Examine Content and Structure: Informational Text	RE/Informational Text: Examine Content and Structure
6. Examine Content and Structure: Literary Text	LI/Literary Text: Examine Content and Structure

The ELA assessment items (i.e., for Reading and Literature) are multiple-choice (MC) passage-based items. WestEd conducted an independent analysis to determine the degree to which the test items reflect the concepts and skills embodied in the State’s standards.

There were multiple levels of analysis: item level, item pool level, and test level. As analysts evaluated each item’s alignment, they determined the strength of the relationship (categorical concurrence) between an item and standard as well as the item’s depth of knowledge. Only the alignments to CCGs considered assessable on the state tests are reported.

Item-Level Analyses

Item-level findings are presented below in terms of overall alignment, categorical concurrence, and depth of knowledge. Table 4 summarizes for each grade level the percentage and number of items that WestEd analysts aligned to the ELA strands and CCGs specified previously. (See Appendix A for detailed item-level alignment matrices for ELA.)

Table 4. Number of All ELA—Reading and Literature Items Aligned to Strands and CCGs by Grade Level

Grade Level	Total number of items aligned* to strand	Total number of items <u>not</u> aligned* to strand	Total number of items aligned* to CCGs	Total number of items <u>not</u> aligned* to CCGs
3	387	3	387	3
4	480	0	480	0
5	604	0	604	0
6	480	0	480	0
7	450	0	450	0
8	614	1	614	1
CIM	600	0	600	0

* Strong or Partial alignment

With four exceptions, every ELA item had a Strong or Partial alignment to at least one strand and at least one CCG. At grade 3, three items were found not to align to any of the assessed CCGs for grade 3. They were found to align to ECSI, but since this CCG is not assessed at grade 3 according to the state test specifications, the items were considered not aligned at the strand and CCG levels. At grade 8, one item was found to not align with any strand or CCG. This was due to the item having a correct answer that was not based on its associated passage; that is, the item appeared to rely on students’ prior knowledge. This item is discussed further below.

Categorical concurrence: The relationship between items and standards

Strand Level Categorical Concurrence

Table 5 summarizes for each grade level the number of items and codes that aligned to each ELA strand—Reading (RE) and Literature (LI). Items found to align strongly (Strong) to one strand and partially (Partial) to another strand were reported according to the higher level of relationship. Also, because some items aligned to multiple strands, the total number of relationships reported in the table may exceed the total number of items analyzed.

Table 5. ELA Categorical Concurrence at the Strand Level by Grade

Grade Level	Strand	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
3	TOTAL Items	390	387	99%	0	0%	387	99%
	RE (Codes)	263	263	100%	0	0%	263	100%
	LI (Codes)	124	124	100%	0	0%	124	100%
	No Relationship (Items)	3	N/A	N/A	N/A	N/A	N/A	N/A
4	TOTAL Items	480	479	100%	1	0%	480	100%
	RE (Codes)	336	335	100%	1	0%	336	100%
	LI (Codes)	144	144	100%	0	0%	144	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
5	TOTAL Items	604	603	100%	0	0%	603	100%
	RE (Codes)	393	393	100%	0	0%	393	100%
	LI (Codes)	211	211	100%	0	0%	211	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
6	TOTAL Items	480	480	100%	0	0%	480	100%
	RE (Codes)	317	317	100%	0	0%	317	100%
	LI (Codes)	163	163	100%	0	0%	163	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
7	TOTAL Items	450	450	100%	0	0%	450	100%
	RE (Codes)	324	324	100%	0	0%	324	100%
	LI (Codes)	126	126	100%	0	0%	126	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
8	TOTAL Items	615	616	100%	0	0%	616	100%
	RE (Codes)	393	395	100%	0	0%	395	100%
	LI (Codes)	221	221	100%	0	0%	221	100%
	No Relationship (Items)	1	N/A	N/A	N/A	N/A	N/A	N/A
CIM	TOTAL Items	600	610	102%	0	0%	610	100%
	RE (Codes)	367	367	100%	0	0%	367	100%
	LI (Codes)	243	243	100%	0	0%	243	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are rounded to the nearest percent.

Note: The total number of relationships may exceed the total number of items when items are aligned to multiple strands. Some items may have a Strong alignment to one (or more) strand(s) and a Partial alignment to (an)other strand(s).

For **grade 3**, 99% of items analyzed (387) had a Strong alignment to a strand. These items received 263 RE codes and 124 LI codes. No item was given a Partial alignment to a strand, and three items were found to have “No Relationship” to a strand. As mentioned earlier, the three items tested understanding of the author’s purpose. This skill is covered under the RE strand, ECSI CCG. ECSI is not assessed in grade 3, which indicates that

this skill should not be considered in interpreting this strand. Therefore, the three items were found to have “No Relationship” at the strand level.

For **grade 4**, of the 480 items analyzed, 100% (479) had a Strong alignment to a strand. These items received 336 RE codes and 144 LI codes. One item was partially aligned to the strand RE. This was an item testing understanding of cause and effect, associated with a literary passage. Because the passage type did not match the strand (RE), the item was coded as having a Partial alignment to a strand. No item was found to have “No Relationship” to a strand.

For **grade 5**, 100% of all items analyzed (604) had a Strong alignment to a strand. These items received 393 RE codes and 211 LI codes. No item was given a Partial alignment to a strand, and no item was found to have “No Relationship” to a strand.

For **grade 6**, 100% of all items (480) had a Strong alignment to a strand. These items received 317 RE codes and 163 LI codes. No item was given a Partial alignment to a strand, and no item was found to have “No Relationship” to a strand.

For **grade 7**, 100% of all items (450) had a Strong alignment to a strand. These items received 324 RE codes and 126 LI codes. No item was given a Partial alignment to a strand, and no item was found to have “No Relationship” to a strand.

For **grade 8**, of the 615 items, 100% (614) had a Strong alignment to a strand. The 615 items were assigned 395 RE codes and 221 LI codes for a total of 616 codes. No item was given a Partial alignment to a strand. One item was not aligned to either strand (“No Relationship”); this item appeared to assess students’ knowledge of historical information beyond the information presented in the reading passage. Two items aligned to both the RE and LI strands; these items required students to understand a main idea of a literary text or evaluate the effect of a literary device and also required students to interpret unusual or figurative vocabulary, which reflected the concepts/skills in the Reading strand (Vocabulary CCG).

For **CIM**, 100% of all items (600) had a Strong alignment to a strand. These items were assigned 367 RE codes and 243 LI codes. No item was given a Partial alignment to a strand, and no item was found to have “No Relationship” to a strand. Ten items were aligned to both the RE and LI strands; these items reflected concepts and skills related to LI and also reflected concepts and skills related to RE, in particular figurative language (VOCA) and author’s purpose (ECSI).

Generally, across all grade levels, more items aligned with RE than with LI. Approximately two-thirds of the items in each grade aligned with the RE strand.

CCG Level Categorical Concurrence

Table 6 summarizes the categorical concurrence, or strength of alignment, for all ELA—Reading and Literature items at the CCG level. Items found to align strongly (Strong) to one CCG and partially (Partial) to another CCG were reported according to the higher

level of relationship. Also, because some items aligned to multiple CCGs, the total number of relationships reported in the table may exceed the total number of items analyzed.

Table 6. ELA Categorical Concurrence at the CCG Level by Grade

Grade Level	CCG	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
3	TOTAL (Items)	390	378	97%	9	2%	387	99%
3	VOCA Vocabulary (Codes)	104	99	95%	5	5%	104	100%
3	READ Read to Perform a Task (Codes)	48	48	100%	0	0%	48	100%
3	DGUI Informational Text: Demonstrate General Understanding (Codes)	66	66	100%	0	0%	66	100%
3	DAII Informational Text: Develop an Interpretation (Codes)	45	45	100%	0	0%	45	100%
3	DGUL Literary Text: Demonstrate General Understanding (Codes)	59	55	93%	4	7%	59	100%
3	DAIL Literary Text: Develop an Interpretation (Codes)	65	65	100%	0	0%	65	100%
3	No Relationship (Items)	3	N/A	N/A	N/A	N/A	N/A	N/A
4	TOTAL (Items)	480	470	98%	10	2%	480	100%
4	VOCA Vocabulary (Codes)	115	108	94%	7	6%	115	100%
4	READ Read to Perform a Task (Codes)	60	60	100%	0	0%	60	100%
4	DGUI Informational Text: Demonstrate General Understanding (Codes)	65	65	100%	0	0%	65	100%
4	DAII Informational Text: Develop an Interpretation (Codes)	34	34	100%	0	0%	34	100%

Grade Level	CCG	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
4	ECSI Informational Text: Examine Content and Structure (Codes)	62	59	95%	3	5%	62	100%
4	DGUL Literary Text: Demonstrate General Understanding (Codes)	55	55	100%	0	0%	55	100%
4	DAIL Literary Text: Develop an Interpretation (Codes)	89	89	100%	0	0%	89	100%
4	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
5	TOTAL (Items)	604	599	99%	5	1%	604	100%
5	VOCA Vocabulary (Codes)	115	115	100%	0	0%	115	100%
5	READ Read to Perform a Task (Codes)	71	71	100%	0	0%	71	100%
5	DGUI Informational Text: Demonstrate General Understanding (Codes)	84	84	100%	0	0%	84	100%
5	DAII Informational Text: Develop an Interpretation (Codes)	63	63	100%	0	0%	63	100%
5	ECSI Informational Text: Examine Content and Structure (Codes)	60	60	100%	0	0%	60	100%
5	DGUL Literary Text: Demonstrate General Understanding (Codes)	71	71	100%	0	0%	71	100%
5	DAIL Literary Text: Develop an Interpretation (Codes)	67	67	100%	0	0%	67	100%
5	ECSL Literary Text: Examine Content and Structure (Codes)	73	68	93%	5	7%	73	100%
5	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
6	TOTAL (Items)	480	484	101%	2	0%	486	101%

Grade Level	CCG	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
6	VOCA Vocabulary (Codes)	91	90	99%	1	1%	91	100%
6	READ Read to Perform a Task (Codes)	63	63	100%	0	0%	63	100%
6	DGUI Informational Text: Demonstrate General Understanding (Codes)	74	74	100%	0	0%	74	100%
6	DAII Informational Text: Develop an Interpretation (Codes)	38	38	100%	0	0%	38	100%
6	ECSI Informational Text: Examine Content and Structure (Codes)	53	53	100%	0	0%	53	100%
6	DGUL Literary Text: Demonstrate General Understanding (Codes)	58	58	100%	0	0%	58	100%
6	DAIL Literary Text: Develop an Interpretation (Codes)	51	51	100%	0	0%	51	100%
6	ECSL Literary Text: Examine Content and Structure (Codes)	58	57	98%	1	2%	58	100%
6	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
7	TOTAL (Items)	450	451	100%	1	0%	452	100%
7	VOCA Vocabulary (Codes)	95	95	100%	0	0%	95	100%
7	READ Read to Perform a Task (Codes)	60	59	98%	1	2%	60	100%
7	DGUI Informational Text: Demonstrate General Understanding (Codes)	66	66	100%	0	0%	66	100%
7	DAII Informational Text: Develop an Interpretation (Codes)	34	34	100%	0	0%	34	100%

Grade Level	CCG	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
7	ECSI Informational Text: Examine Content and Structure (Codes)	70	70	100%	0	0%	70	100%
7	DGUL Literary Text: Demonstrate General Understanding (Codes)	38	38	100%	0	0%	38	100%
7	DAIL Literary Text: Develop an Interpretation (Codes)	42	42	100%	0	0%	42	100%
7	ECSL Literary Text: Examine Content and Structure (Codes)	47	47	100%	0	0%	47	100%
7	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
8	TOTAL (Items)	615	617	100%	8	1%	625	102%
8	VOCA Vocabulary (Codes)	127	127	100%	0	0%	127	100%
8	READ Read to Perform a Task (Codes)	68	69	101%	0	0%	69	101%
8	DGUI Informational Text: Demonstrate General Understanding (Codes)	105	104	99%	1	1%	105	100%
8	DAII Informational Text: Develop an Interpretation (Codes)	26	26	100%	0	0%	26	100%
8	ECSI Informational Text: Examine Content and Structure (Codes)	73	71	97%	2	3%	73	100%
8	DGUL Literary Text: Demonstrate General Understanding (Codes)	82	81	99%	1	1%	82	100%
8	DAIL Literary Text: Develop an Interpretation (Codes)	59	57	97%	2	3%	59	100%
8	ECSL Literary Text: Examine Content and Structure (Codes)	84	82	98%	2	2%	84	100%

Grade Level	CCG	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
8	No Relationship (Items)	1	N/A	N/A	N/A	N/A	N/A	N/A
CIM	TOTAL (Items)	600	610	102%	0	0%	610	102%
CIM	VOCA Vocabulary (Codes)	93	93	100%	0	0%	93	100%
CIM	READ Read to Perform a Task (Codes)	62	62	100%	0	0%	62	100%
CIM	DGUI Informational Text: Demonstrate General Understanding (Codes)	81	81	100%	0	0%	81	100%
CIM	DAII Informational Text: Develop an Interpretation (Codes)	79	79	100%	0	0%	79	100%
CIM	ECSI Informational Text: Examine Content and Structure (Codes)	53	53	100%	0	0%	53	100%
CIM	DGUL Literary Text: Demonstrate General Understanding (Codes)	36	36	100%	0	0%	36	100%
CIM	DAIL Literary Text: Develop an Interpretation (Codes)	101	101	100%	0	0%	101	100%
CIM	ECSL Literary Text: Examine Content and Structure (Codes)	105	105	100%	0	0%	105	100%
CIM	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are rounded to the nearest percent.

Note: The total number of alignments may exceed the total number of items when items are aligned to multiple CCGs. Some items may have a Strong alignment to one (or more) CCG(s) and a Partial alignment to (an)other CCG(s).

For **grade 3**, of the 390 items analyzed, 97% (378) were strongly aligned with at least one CCG. There were nine Partial item relationships at the CCG-level. In this case, the nine items had a Partial alignment as their strongest alignment at the CCG level. Three items were found to have “No Relationship” to a strand. As mentioned earlier, the three items tested understanding of the author’s purpose. This skill is covered under the ECSI CCG. ECSI is not assessed in grade 3, according to the test specifications. Therefore, the three items were found to have “No Relationship” at the CCG level.

Of the 390 items, 27% (104) were Vocabulary (VOCA) items, 12% (48) were Read to Perform a Task (READ), 17% (66) were Informational Text: Demonstrate General Understanding (DGUI), 12% (45) were Informational Text: Develop an Interpretation (DAII), 15% (59) were Literary Text: Demonstrate General Understanding (DGUL), and 17% (65) were Literary Text: Develop an Interpretation (DAIL).

Of the 104 items coded to the VOCA CCG, 95% (99) have a Strong alignment to the CCG, while 5% (5) have a Partial alignment to the CCG. In all cases, the Partial rating was given because the item required interpretation of an idiom or figurative language, which appears in the grade 4 and grade 5 standards. These items were determined to align to the VOCA CCG, but at a higher grade level.

Of the 59 items coded to DGUL, 93% (55) have a Strong alignment to the CCG, while 7% (4) have a Partial alignment to the CCG. In all cases, the Partial rating was given because the item required the identification of a minor point or detail in the text—the standard associated with this CCG requires students to “determine significant events from the story.” The item aligned to the CCG, but at a lower level than is implied in the language of the standards.

Of the 48 items coded to READ, 100% (48) have a Strong alignment to the CCG. This also was the case for 100% (66) of the items coded to DGUI; 100% (45) of the items coded to DAII, and 100% (65) of the items coded to DAIL. As an example of this Strong alignment, a grade 3 item asked students to identify a possible outcome in a fictional passage, based on clues from the passage, including specific words of the narrator. The analyst determined that this item strongly aligned to the Literary Text: Develop an Interpretation CCG, because the critical skill being measured by this CCG was determined to require students to interpret what they had read—students must use the clues in the passage to make an interpretation to determine the correct answer.

For **grade 4**, of the 480 items analyzed, 98% (470) were strongly aligned with at least one CCG. There were ten Partial item relationships at the CCG-level. In this case, the ten items had a Partial alignment as their strongest alignment at the CCG level. No items were found to have “No Relationship” to a CCG.

Of the 480 items analyzed, 24% (115) were Vocabulary (VOCA) items, 13% (60) were Read to Perform a Task (READ), 14% (65) were Informational Text: Demonstrate General Understanding (DGUI), 7% (34) were Informational Text: Develop an Interpretation (DAII), 13% (62) were Informational Text: Examine Content and Structure (ECSI), 11% (55) were Literary Text: Demonstrate General Understanding (DGUL), and 19% (89) were Literary Text: Develop an Interpretation (DAIL).

Of the 115 items coded to VOCA, 94% (108) have a Strong alignment to the CCG, while 6% (7) have a Partial alignment to the CCG. In all cases, the Partial rating was given because the item required interpretation of figurative language, which appears in the grade 5 standards. These items were determined to align to the VOCA CCG, but at a higher level.

Of the 62 items coded to the ECSI CCG, 95% (59) have a Strong alignment to the CCG, and 5% (3) have a Partial alignment to the CCG. For two items, the Partial rating was given because the item required students to analyze the characteristics of *persuasive* text, which is specified in the grade 5 standards and not in the grade 4 standards. These items were determined to align to the ECSI CCG, but at a higher level. One item asked students to identify a cause-and-effect relationship in the story. This item received a Partial rating to the ECSI CCG because the passage itself was a *literary* text and the standards associated with the Literary CCGs do not specify cause and effect.

Of the 60 items coded to READ, 100% (60) have a Strong alignment to the CCG. This also was the case for 100% of the items (65) coded to DGUI; 100% (34) of the items coded to DAII CG; 100% of the items (55) coded to DGUL; and 100% (89) of the items coded to DAIL. As an example of this Strong alignment, a grade 4 item asked students to answer a question about an animal based on an illustration provided with the passage. The analyst determined that this item strongly aligned to the Read to Perform a Task (READ) CCG, because the critical skill being measured by this CCG was determined to require students to “use specific information in a variety of texts across the subject areas to perform a task.”

There were more items coded to the ECSI CCG in grade 4 than in grade 3. This increase is most likely due to a difference in standards associated with the CCG. At grade 3, there are only two assessable standards for this CCG, while at grade 4 there are five (The grade 4 standards also allow for a broader range of related skills, such as distinguishing between cause and effect and fact an opinion in informational text.)

For **grade 5**, of the 604 items analyzed, 99% (599) were strongly aligned with at least one CCG. There were five Partial item relationships at the CCG-level. In this case, the five items had a Partial alignment as their strongest alignment at the CCG level. No items were found to have “No Relationship” to a CCG.

Of the 604 total items, 19% (115) were Vocabulary (VOCA) items, 12% (71) were Read to Perform a Task (READ), 14% (84) were Informational Text: Demonstrate General Understanding (DGUI), 10% (63) were Informational Text: Develop an Interpretation (DAII), 10% (60) were Informational Text: Examine Content and Structure (ECSI), 12% (71) were Literary Text: Demonstrate General Understanding (DGUL), 11% (67) were Literary Text: Develop an Interpretation (DAIL), and 12% (73) were Literary Text: Examine Content and Structure. There were five Partial item relationships at the CCG-level, and no items with No Relationship.

Of the 73 items coded to the ECSL CCG, 93% (68) were found to have a Strong alignment to the CCG, and 7% (5) were found to have a Partial alignment to the CCG. For 4 of the items with Partial alignments, the Partial rating was given because the item required students to analyze the characteristics of fiction, which appears in the grade 6 standards. The other item with a partial alignment asked students to consider the author’s

use of techniques, including point of view, which appears in the grade 6 standards. All 5 items were determined to align to the ECSL CCG, but at a higher level.

Of the 115 items coded to the VOCA CCG, 100% (115) were found to have a Strong alignment to the CCG. This also was the case for 100% of the items (71) coded to the READ CCG; 100% of the items (84) coded to the DGUI CCG; 100% of the items (63) coded to the DAIL CCG; 100% of the items (60) coded to the ECSI CCG; 100% (71) of the items coded to the DGUL CCG; and 100% (67) of the items coded to the DAIL CCG. As an example of this Strong alignment, a grade 5 item asked students to answer a question based on the information from the passage. The analyst determined that this item strongly aligned to the Read to Perform a Task (READ) CCG, because the critical skill being measured by this CCG was student's "use [of] specific information in a variety of texts across the subject areas to perform a task."

For **grade 6**, 100% (479) of the 480 total items were strongly aligned with at least one CCG. Only one item was partially aligned to a single CCG as its strongest alignment. That item, aligned to the CCG for Vocabulary, was determined to be at a lower level of complexity vis-à-vis the grade-level CCG. One other item was strongly aligned to one CCG and partially aligned to a second; the item was given a Partial alignment because it addressed the concept/skill of the CCG at a superficial level.

In grade 6, the 480 items were distributed among a total of 8 CCGs as follows: VOCA (19% of the total test, 91 items); READ 13% (63); DGUI 15% (74); DAIL 8% (38); ECSI 11% (53); DGUL 12% (58); DAIL 11% (51), and ECSL 12% (58).

Most items aligned to a single CCG. Five items aligned to two (2) CCGs—two of these items aligned both to READ and to DGUI because they referred to passages containing both informational text and graphic representations, and the items assessed students' understanding of both; the three other items aligned both to DAIL and ECSL because the items required students to interpret the personality traits of a character (DAIL) and to consider the author's intention in developing the characterization (ECSL).

In **grade 7**, 100% (449) of the 450 total items were strongly aligned with at least one CCG. Only one item was partially aligned to a CCG. This item required students to understand a specific convention for text formatting (READ), but the assessed information was not explicitly stated in the CCG; therefore, the Partial rating reflects the need to more clearly specify the centrality of this convention to the CCG.

For grade 7, the 450 items were distributed among a total of eight CCGs as follows: VOCA 21% (95); READ 13% (60); DGUI 15% (66); DAIL 8% (34); ECSI 16% (70); DGUL 8% (38); DAIL 9% (42), and ECSL 10% (47).

Most items aligned to a single CCG. Two items aligned to two CCGs—one item aligned to ECSL because the item required students to consider the purpose of the language used by a character, and the item also aligned to DAIL because students also needed to interpret the personality traits of the character, based on his dialogue.

For **grade 8**, 99% (608) of the 615 total items were strongly aligned with at least one (1) CCG. Six items aligned partially to a CCG as their strongest alignment at the CCG level. One item, as mentioned earlier, did not align to any CCG because the correct answer was not based on the accompanying reading passage. Ten items aligned to two CCGs, with two of these items having one Strong and one Partial alignment code. Of items aligned to two CCGs, three were coded to READ and DGUI because the items referred to passages including both informational text and accompanying graphic representations. Three were aligned with VOCA and either DGUI, DGUL, or ECSL because students were required to interpret the meaning of unusual or figurative language in the text in order to determine the author's purpose or identify a main idea.

A total of eight items at grade 8 were partially aligned to a CCG. As mentioned above, two of these items strongly aligned to one CCG and only partially aligned to another because the items addressed the CCG at a superficial level. One item was partially aligned to DAIL because the analyst determined that the item assessed the skill at a lower level of complexity than required by the CCG. In several other instances, the Partial alignment reflects items that appear to tap concepts and knowledge related to a CCG, but the CCG is not explicit about the centrality of the concept/knowledge. For example, a Literature item asked students to identify the author's attitude towards a character. This item appears to align to ECSL because "attitude" can be interpreted to relate to point-of-view or tone. However, the item did not explicitly address any literary device or element or any specific content of the text specified by the CCG.

The 614 grade-8 items that aligned at the CCG level were distributed across a total of eight CCGs as follows: VOCA 21% (127); READ 11% (69); DGUI 17% (105); DAIL 4% (26); ECSI 12% (73); DGUL 13% (82); DAIL (59; 10%), and ECSL 14% (84).

For **CIM**, 100% (600) of the 600 total items were strongly aligned with at least one CCG. Ten items aligned to two CCGs. The items that aligned to multiple CCGs were of three types. Three items reflected the parallel standards in VOCA and ECSL related to figurative language. Two items strongly related to ECSL and DAIL, in terms of both the analysis and interpretation they require. And five items strongly aligned to central concepts/skills reflected in DGUI and DGUL in addition to requiring inferential thinking, as required by DAIL.

The 610 CIM codes were distributed across a total of eight (8) CCGs as follows: VOCA (16% (93); READ 10% (62); DGUI 14% (81); DAIL 13% (79); ECSI 9% (53); DGUL 6% (36); DAIL 17% (101), and ECSL 18% (105).

Generally, across grades 3–5, more items were given a Strong alignment to a CCG in grade 5 than in grades 3 and 4. This may be due in part to the natural expansion and extension of the standards associated with the CCGs, which allows for a greater breadth of items. Many of the items given Partial alignments at grades 3 and 4 were given Partial alignments because they were determined to align to the CCG, but at a higher level. In other words, in these cases, the items were at a higher complexity level than that reflected

in the language of the grade 3 or 4 CCGs. With the exception of grade 8, where 6 items were coded as Partial as their strongest alignment, the proportion of Strong alignments continues to increase as the grades increase. However, as the number of Partial alignments decreases, the rationale for those Partial codes is not always related to alignment to a higher grade level.

Overall, in each grade, more items were aligned to the Reading strand than the Literature strand. Vocabulary had the highest percentage of aligned items for any single CCG for all grades except CIM: 27% for grade 3, 24% for grade 4, 19% for grade 5, 19% for grade 6, 21% for grades 7 and 8, and 16% for CIM. At CIM, the CCG for ECSL had the highest overall percentage of aligned items (18%), followed by DAIL (17%) and VOCA (16%).

The distribution of the Examine Content and Structure CCGs (ECSL and ECSI) and the Develop an Interpretation CCGs (DAIL and DAII) varied differently across the two strands in different grades. In the Reading strand, in grade 3, there were more items aligned to DAII (12%) than to ECSI (1%). In grade 4 there were more items aligned to ECSI (13%) than to DAII (7%). In grade 5, there was approximately equal representation (approximately 10%) of the two CCGs among items. In grades 6–8, there were more items aligned to the CCGs for Examine Content and Structure (informational and literary) than for Develop an Interpretation (informational and literary). More specifically, at grade 6, 8% of Reading items were aligned to DAII while 11% were aligned to ECSI. At grade 7, 8% of Reading items were aligned to DAII while 16% were aligned to ECSI. At grade 8, only 4% of Reading items aligned to DAII while 12% aligned to ECSI.

Within the Literature strand, the distribution between these two CCGs was more even for grades 5–8: 11% aligned to DAIL and 12% to ECSL at grades 5 and 6; 9% aligned to DAIL and 10% to ECSL at grade 7; and 10% aligned to DAIL and 14% aligned to ECSL at grade 8.

At the CIM level, the relative distribution of the Examine Content and Structure CCGs (ECSL and ECSI) and the Develop an Interpretation CCGs (DAIL and DAII) CCGs is reversed, with a higher percentage of items (30%) aligned to DAII and DAIL combined compared to 27% aligned to ECSI and ECSL combined.

Partial and No Relationship at Strand and CCG Level

Table 7 summarizes the number of ELA items with either a *Partial* alignment only to the content standards or *No Relationship* to the content standards.

Table 7. ELA Items with Only Partial or No Relationships to Standards by Grade

Grade Level		No. of Items with <u>Only</u> Partial Relationships to Standards	No. of Items with <u>No</u> Relationship to Standards
3 (n=390)	Strand level	0	3
	CCG level	9	3
4 (n=480)	Strand level	1	0
	CCG level	10	0
5 (n=604)	Strand level	0	0
	CCG level	5	0
6 (n=480)	Strand level	0	0
	CCG level	1	0
7 (n=450)	Strand level	0	0
	CCG level	1	0
8 (n=615)	Strand level	0	1
	CCG level	6	1
CIM (n=600)	Strand level	0	0
	CCG level	0	0

As shown in Table 7, analysts determined that three items at grade 3 and one item at grade 8 had no relationship to the content standards at either the strand or CCG levels. All other items analyzed had either a strong or partial relationship to the standards.

There were items with only partial relationships to the standards in grades 3 through 8. More specifically, at grade 3, nine items had only partial relationships to the standards at the CCG level. At grade 4 one item had only a partial relationship at the strand level and 10 items at the CCG level. grade 5 had five items that only partially aligned to standards at the CCG level, and grades 6 and 7 each had one item that only partially aligned to standards at the CCG level. At grade 8, six items only partially aligned to standards at the CCG level. All CIM items analyzed had items that strongly aligned to a standard or standards; there were no items that only had partial relationships to the standards at this grade level.

Depth of Knowledge: Item Complexity

Applying the criteria described on page 6, WestEd analysts evaluated the depth of knowledge for each item. Descriptions of items coded to each depth of knowledge level are provided below as examples.

Recall: In items rated as Recall, the information in the correct answers could be found directly in the text, though it might be paraphrased or summarized in the answer. For example, an item based on a literary passage asked students to identify a process used by a character. Since the information in the correct response is taken directly from the passage and the student only has to identify it, the item is rated as DoK Recall.

Basic Application: Items rated as Basic Application ranged from those requiring students to apply their skill at making sense of words in context to those requiring knowledge of the organizing structures of charts or web pages. For example, an item asks students to correctly identify the meaning of the word in a sentence quoted from a reading passage. The sentence provides context clues, as does the passage more generally. Identifying the correct answer requires students to apply their skill at determining the meaning of unfamiliar words from the surrounding context. Thus, the item is rated Basic Application.

Strategic Thinking: Items rated as Strategic Thinking included those requiring students to evaluate an author's purpose, interpret a character or theme in a literary text, or infer unstated meaning based on indirect clues within the text. For example, an item asks students to determine the author's purpose for including certain details in a story—e.g., to add humor, build suspense, etc. The answer is not explicitly stated in the text; rather, students must determine the answer by evaluating the intended effect of the specific details with respect to the text in its entirety. The item is rated as Strategic Thinking because the student must use his or her understanding of the text to think beyond the explicit information or meaning it provides.

Extended Thinking: No items rated as Extended Thinking were identified in the pool of items analyzed.

Strand Level Depth of Knowledge

Table 8 shows the distribution of items across depth of knowledge levels for each grade level and strand.²³

Table 8. ELA Depth of Knowledge at Strand Level by Grade

Grade Level	Strand	Depth of Knowledge Levels				Total
		R	BA	ST	ET ²⁴	
3	TOTAL	89	213	85	0	387
	RE	65	158	40	0	263
	Specific Strand	25%	60%	15%	0%	100%
	Entire Pool	17%	41%	10%	0%	67%
	LI	24	55	45	0	124

²³ For this study, analysts found that the DoK distribution shifted across the grades.

Although such variation is not uncommon, WestEd will further investigate these shifts in order to confirm that they are reflective of real differences in the complexity of the items, and/or differences in the way the standards are operationalized at a given grade. An addendum summarizing this additional analysis will be submitted to the ODE.

²⁴ Cognitive complexity is influenced by a number of factors, including item type and content. Multiple-choice items typically do not lend themselves to measuring at the Extended Thinking level.

Grade Level	Strand	Depth of Knowledge Levels				Total
		R	BA	ST	ET ²⁴	
	Specific Strand	19%	44%	36%	0%	100%
	Entire Pool	6%	14%	12%	0%	32%
4	TOTAL	117	279	84	0	480
	RE	82	206	48	0	336
	Specific Strand	24%	61%	14%	0%	100%
	Entire Pool	17%	43%	10%	0%	70%
	LI	35	73	36	0	144
	Specific Strand	24%	51%	25%	0%	100%
	Entire Pool	7%	15%	8%	0%	30%
5	TOTAL	153	372	79	0	604
	RE	108	241	44	0	393
	Specific Strand	27%	61%	11%	0%	100%
	Entire Pool	18%	40%	7%	0%	65%
	LI	45	131	35	0	211
	Specific Strand	21%	62%	17%	0%	100%
	Entire Pool	7%	22%	6%	0%	35%
6	TOTAL	101	174	205	0	480
	RE	64	154	99	0	317
	Specific Strand	20%	49%	31%	0%	100%
	Entire Pool	13%	32%	21%	0%	66%
	LI	37	20	106	0	163
	Specific Strand	23%	12%	65%	0%	100%
	Entire Pool	8%	4%	22%	0%	34%
7	TOTAL	83	173	194	0	450
	RE	53	164	107	0	324
	Specific Strand	16%	51%	33%	0%	100%
	Entire Pool	12%	36%	24%	0%	72%
	LI	30	9	87	0	126
	Specific Strand	24%	7%	69%	0%	100%
	Entire Pool	7%	2%	19%	0%	28%
8	TOTAL	145	228	241	0	614
	RE	81	200	114	0	395
	Specific Strand	21%	51%	29%	0%	100%
	Entire Pool	13%	33%	19%	0%	64%
	LI	64	29	128	0	221
	Specific Strand	29%	13%	58%	0%	100%
	Entire Pool	10%	5%	21%	0%	36%
CIM	TOTAL	15	231	354	0	600
	RE	12	190	165	0	367
	Specific Strand	3%	52%	45%	0%	100%
	Entire Pool	2%	32%	28%	0%	61%
	LI	3	44	196	0	243

Grade Level	Strand	Depth of Knowledge Levels				Total
		R	BA	ST	ET ²⁴	
	Specific Strand	1%	18%	81%	0%	100%
	Entire Pool	1%	7%	33%	0%	41%

Note: Percentages are rounded to the nearest percent.

Key:

Specific Strand refers to the percentage and number of items coded to the particular strand across the four DoK levels for each grade. The ratio used to determine “Specific Strand” is the number of items coded to a DoK level and strand divided by the number of all items coded to that strand. The “Specific Strand” percentages for a strand at a grade should total 100%.

% of Entire Pool is the percentage of the entire pool for that grade represented by the “Specific Strand” number. The ratio used to determine “% of Entire Pool” is the number of items coded to a strand across the four DoK levels for a grade divided by the total number of items for that grade. Because WestEd’s protocol allows for items to be coded to multiple strands, the “% of Entire Pool” percentages across a grade level may exceed 100%.

For **grade 3**, of the 390 total items, 22% (85) aligned to Recall, 55% (213) aligned to Basic Application, and 22% (85) aligned to Strategic Thinking. No items aligned to Extended Thinking. This range is consistent with the grade level and subject matter and was within expectations.

Of the 263 items aligned to the RE Strand, 24% (65) aligned to Recall, 59% (158) aligned to Basic Application, and 15% (40) aligned to Strategic Thinking. No items aligned to Extended Thinking. This range is consistent with the grade level and subject matter and was within expectations.

Of the 124 items aligned to the LI Strand, 19% (24) aligned to Recall, 44% (55) aligned to Basic Application, and 36% (45) aligned to Strategic Thinking. No items aligned to Extended Thinking. This range is consistent with the grade level and subject matter and was within expectations.

For **grade 4**, of the 480 total items, 24% (117) aligned to Recall, 58% (279) aligned to Basic Application, and 18% (84) aligned to Strategic Thinking. No items aligned to Extended Thinking. This range is consistent with the grade level and subject matter and was within expectations.

Of the 336 items aligned to the RE Strand, 24% (82) aligned to Recall, 61% (206) aligned to Basic Application, and 14% (48) aligned to Strategic Thinking. No items aligned to Extended Thinking. This range is consistent with the grade level and subject matter and was within expectations.

Of the 144 items aligned to the LI Strand, 24% (35) aligned to Recall, 51% (73) aligned to Basic Application, and 25% (36) aligned to Strategic Thinking. No items aligned to Extended Thinking. This range is consistent with the grade level and subject matter and was within expectations.

For **grade 5**, of the 604 total items, 25% (153) aligned to Recall, 62% (372) aligned to Basic Application, and 13% (79) aligned to Strategic Thinking. No items aligned to

Extended Thinking. This range is consistent with the grade level and subject matter and was within expectations.

Of the 393 items aligned to the RE Strand, 27% (108) aligned to Recall, 61% (241) aligned to Basic Application, and 11% (44) aligned to Strategic Thinking. No items aligned to Extended Thinking. This range is consistent with the grade level and subject matter and was within expectations.

Of the 211 items aligned to the LI Strand, 21% (45) aligned to Recall, 62% (131) aligned to Basic Application, and 17% (35) aligned to Strategic Thinking. No items aligned to Extended Thinking. This range is consistent with the grade level and subject matter and was within expectations.

For **grade 6**, 43% (205) of items aligned to Strategic Thinking and 36% (174) aligned to Basic Application. The smallest percentage of items, 21% (101), aligned to Recall. This distribution across depth of knowledge levels appears appropriate for this grade level; 6th grade students would be expected to have developed skills in reading and literature and a growing capacity for independent analysis and interpretation of texts.

Of the 317 items aligned to the RE Strand, 20% (64) aligned to Recall, 49% (154) aligned to Basic Application, and 31% (99) aligned to Strategic Thinking. No items aligned to Extended Thinking.

Of the 163 items aligned to the LI Strand, 23% (37) aligned to Recall, 12% (20) aligned to Basic Application, and 65% (106) aligned to Strategic Thinking. No items aligned to Extended Thinking. This range reflects an increase in the proportion of Strategic Thinking items from grade 5.²⁵

Within the two strands, there were more items at the level of Strategic Thinking in Literature (65%) than in Reading (31%). Within the Reading strand, the greatest percentage of items (49%) was found at the level of Basic Application.

For **grade 7**, 43% (194) of items aligned to Strategic Thinking and 38% (173) aligned to Basic Application. At the level of Recall, 19% of items (83) were aligned. This distribution appears appropriate for this grade level; 7th grade students would be expected to have developed skills in reading and literature and an increasing capacity for independent analysis and interpretation of texts.

Of the 324 items aligned to the RE Strand, 16% (53) aligned to Recall, 51% (164) aligned to Basic Application, and 33% (107) aligned to Strategic Thinking. No items aligned to Extended Thinking.

²⁵ For this study, analysts found that the DoK distribution shifted across the grades. Although such variation is not uncommon, WestEd will further investigate these shifts in order to confirm that they are reflective of real differences in the complexity of the items, and/or differences in the way the standards are operationalized at a given grade. An addendum summarizing this additional analysis will be submitted to the ODE.

Of the 126 items aligned to the LI Strand, 24% (30) aligned to Recall, 7% (9) aligned to Basic Application, and 69% (87) aligned to Strategic Thinking. No items aligned to Extended Thinking.

Within the two strands, there were more items at the level of Strategic Thinking in Literature (69%) than in Reading (33%). Within the Reading strand, the greatest percentage of items (51%) was found at the level of Basic Application.

For **grade 8**, the greatest percentage of items (40%) was found at the level of Strategic Thinking with a slightly lower percentage (38%) at the level of Basic Application. The smallest percentage (23%) was found at the level of Recall. This distribution appears appropriate for this grade level; 8th grade students would be expected to have developed skills in reading and literature and to be capable of more independent analysis and interpretation of texts.

Of the 395 items aligned to the RE Strand, 21% (81) aligned to Recall, 51% (200) aligned to Basic Application, and 29% (114) aligned to Strategic Thinking. No items aligned to Extended Thinking.

Of the 221 items aligned to the LI Strand, 29% (64) aligned to Recall, 13% (29) aligned to Basic Application, and 58% (128) aligned to Strategic Thinking. No items aligned to Extended Thinking.

Within the two strands, there were more items at the level of Strategic Thinking in Literature (58%) than in Reading (29%). Within the Reading strand, the greatest percentage (51%) was found at the level of Basic Application.

The greatest percentage of **CIM** items (61%) was aligned to Strategic Thinking. The lowest overall percentage of items (3%) was aligned to Recall. The percentage of items aligned to Basic Application was 39%. This distribution seems appropriate for students at the high school level, who are expected to be more capable of independent analysis and interpretation.

Of the 367 items aligned to the RE Strand, 3% (12) aligned to Recall, 52% (190) aligned to Basic Application, and 45% (165) aligned to Strategic Thinking. No items aligned to Extended Thinking.

Of the 243 items aligned to the LI Strand, 1% (3) aligned to Recall, 18% (44) aligned to Basic Application, and 81% (196) aligned to Strategic Thinking. No items aligned to Extended Thinking. This range reflects an increase in the proportion of Strategic Thinking items from grade 5.²⁶

²⁶ For this study, analysts found that the DoK distribution shifted across the grades. Although such variation is not uncommon, WestEd will further investigate these shifts in order to confirm that they are reflective of real differences in the complexity of the items, and/or differences in the way the

Within the two strands, there were more items aligned to Strategic Thinking in Literature (81%) than in Reading (45%). Within the Reading strand, the highest percentage, 52%, were aligned to Basic Application.

CCG Level Depth of Knowledge

Table 9 shows the distribution of items across depth of knowledge levels for each grade level and CCG.

Table 9. ELA Depth of Knowledge at CCG Level by Grade

Grade Level	CCG	R	BA	ST	ET	Total
3	TOTAL	89	213	85	0	387
3	VOCA Vocabulary	7	97	0	0	104
	Specific CCG	7%	93%	0%	0%	100%
	Entire Pool	2%	25%	0%	0%	27%
3	READ Read to Perform a Task	21	26	1	0	48
	Specific CCG	44%	54%	2%	0%	100%
	Entire Pool	5%	7%	0%	0%	12%
3	DGUI Informational Text: Demonstrate General Understanding	36	20	10	0	66
	Specific CCG	55%	30%	15%	0%	100%
	Entire Pool	9%	5%	3%	0%	17%
3	DAII Informational Text: Develop an Interpretation	1	15	29	0	45
	Specific CCG	2%	33%	64%	0%	100%
	Entire Pool	0%	4%	7%	0%	12%
3	DGUL Literary Text: Demonstrate General Understanding	24	33	2	0	59
	Specific CCG	41%	56%	3%	0%	100%
	Entire Pool	6%	8%	1%	0%	15%
3	DAIL Literary Text: Develop an Interpretation	0	22	43	0	65

standards are operationalized at a given grade. An addendum summarizing this additional analysis will be submitted to the ODE.

Grade Level	CCG	R	BA	ST	ET	Total
	Specific CCG	0%	34%	66%	0%	100%
	Entire Pool	0%	6%	11%	0%	17%
4	TOTAL	117	279	84	0	480
	VOCA Vocabulary	0	115	0	0	115
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	24%	0%	0%	24%
	READ Read to Perform a Task	32	27	1	0	60
	Specific CCG	53%	45%	2%	0%	100%
	Entire Pool	7%	6%	0%	0%	13%
4	DGUI Informational Text: Demonstrate General Understanding	49	14	2	0	65
	Specific CCG	75%	22%	3%	0%	100%
	Entire Pool	10%	3%	0%	0%	14%
4	DAII Informational Text: Develop an Interpretation	1	15	18	0	34
	Specific CCG	3%	44%	53%	0%	100%
	Entire Pool	0%	3%	4%	0%	7%
4	ECSI Informational Text: Examine Content and Structure	0	35	27	0	62
	Specific CCG	0%	56%	44%	0%	100%
	Entire Pool	0%	7%	6%	0%	13%
4	DGUL Literary Text: Demonstrate General Understanding	34	20	1	0	55
	Specific CCG	62%	36%	2%	0%	100%
	Entire Pool	7%	4%	0%	0%	11%
4	DAIL Literary Text: Develop an Interpretation	1	53	35	0	89
	Specific CCG	1%	60%	39%	0%	100%
	Entire Pool	0%	11%	7%	0%	19%
5	TOTAL	153	372	79	0	604

Grade Level	CCG	R	BA	ST	ET	Total
5	VOCA Vocabulary	0	115	0	0	115
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	19%	0%	0%	19%
5	READ Read to Perform a Task	46	25	0	0	71
	Specific CCG	65%	35%	0%	0%	100%
	Entire Pool	8%	4%	0%	0%	12%
5	DGUI Informational Text: Demonstrate General Understanding	62	18	4	0	84
	Specific CCG	74%	21%	5%	0%	100%
	Entire Pool	10%	3%	1%	0%	14%
5	DAII Informational Text: Develop an Interpretation	0	43	20	0	63
	Specific CCG	0%	68%	32%	0%	100%
	Entire Pool	0%	7%	3%	0%	10%
5	ECSI Informational Text: Examine Content and Structure	1	39	20	0	60
	Specific CCG	2%	65%	33%	0%	100%
	Entire Pool	0%	6%	3%	0%	10%
5	DGUL Literary Text: Demonstrate General Understanding	44	27	0	0	71
	Specific CCG	62%	38%	0%	0%	100%
	Entire Pool	7%	4%	0%	0%	12%
5	DAIL Literary Text: Develop an Interpretation	0	35	32	0	67
	Specific CCG	0%	52%	48%	0%	100%
	Entire Pool	0%	6%	5%	0%	11%
5	ECSL Literary Text: Examine Content and Structure	0	70	3	0	73
	Specific CCG	0%	96%	4%	0%	100%
	Entire Pool	0%	12%	0%	0%	12%

Grade Level	CCG	R	BA	ST	ET	Total
6	TOTAL	101	174	205	0	480
6	VOCA Vocabulary	0	84	7	0	91
	Specific CCG	0%	92%	8%	0%	100%
	Entire Pool	0%	18%	1%	0%	19%
6	READ Read to Perform a Task	7	52	4	0	63
	Specific CCG	11%	83%	6%	0%	100%
	Entire Pool	1%	11%	1%	0%	13%
6	DGUI Informational Text: Demonstrate General Understanding	59	15	0	0	74
	Specific CCG	80%	20%	0%	0%	100%
	Entire Pool	12%	3%	0%	0%	15%
6	DAII Informational Text: Develop an Interpretation	0	0	38	0	38
	Specific CCG	0%	0%	100%	0%	100%
	Entire Pool	0%	0%	8%	0%	8%
6	ECSI Informational Text: Examine Content and Structure	0	3	50	0	53
	Specific CCG	0%	6%	94%	0%	100%
	Entire Pool	0%	1%	10%	0%	11%
6	DGUL Literary Text: Demonstrate General Understanding	37	19	2	0	58
	Specific CCG	64%	33%	3%	0%	100%
	Entire Pool	8%	4%	0%	0%	12%
6	DAIL Literary Text: Develop an Interpretation	0	0	51	0	51
	Specific CCG	0%	0%	100%	0%	100%
	Entire Pool	0%	0%	11%	0%	11%
6	ECSL Literary Text: Examine Content and Structure	0	1	57	0	58
	Specific CCG	0%	2%	98%	0%	100%

Grade Level	CCG	R	BA	ST	ET	Total
	Entire Pool	0%	0%	12%	0%	12%
7	TOTAL	83	173	194	0	450
7	VOCA Vocabulary	0	92	3	0	95
	Specific CCG	0%	97%	3%	0%	100%
	Entire Pool	0%	20%	1%	0%	21%
7	READ Read to Perform a Task	0	55	5	0	60
	Specific CCG	0%	92%	8%	0%	100%
	Entire Pool	0%	12%	1%	0%	13%
7	DGUI Informational Text: Demonstrate General Understanding	53	12	1	0	66
	Specific CCG	80%	18%	2%	0%	100%
	Entire Pool	12%	3%	0%	0%	15%
7	DAII Informational Text: Develop an Interpretation	0	1	33	0	34
	Specific CCG	0%	3%	97%	0%	100%
	Entire Pool	0%	0%	7%	0%	8%
7	ECSI Informational Text: Examine Content and Structure	0	5	65	0	70
	Specific CCG	0%	7%	93%	0%	100%
	Entire Pool	0%	1%	14%	0%	16%
7	DGUL Literary Text: Demonstrate General Understanding	30	8	0	0	38
	Specific CCG	79%	21%	0%	0%	100%
	Entire Pool	7%	2%	0%	0%	8%
7	DAIL Literary Text: Develop an Interpretation	0	0	42	0	42
	Specific CCG	0%	0%	100%	0%	100%
	Entire Pool	0%	0%	9%	0%	9%
7	ECSL Literary Text: Examine Content and Structure	0	1	46	0	47

Grade Level	CCG	R	BA	ST	ET	Total
	Specific CCG	0%	2%	98%	0%	100%
	Entire Pool	0%	0%	10%	0%	10%
8	TOTAL	145	228	241	0	614
8	VOCA Vocabulary	0	117	10	0	127
	Specific CCG	0%	92%	8%	0%	100%
	Entire Pool	0%	19%	2%	0%	21%
8	READ Read to Perform a Task	2	53	14	0	69
	Specific CCG	3%	77%	20%	0%	100%
	Entire Pool	0%	9%	2%	0%	11%
8	DGUI Informational Text: Demonstrate General Understanding	81	22	2	0	105
	Specific CCG	77%	21%	2%	0%	100%
	Entire Pool	13%	4%	0%	0%	17%
8	DAII Informational Text: Develop an Interpretation	0	1	25	0	26
	Specific CCG	0%	4%	96%	0%	100%
	Entire Pool	0%	0%	4%	0%	4%
8	ECSI Informational Text: Examine Content and Structure	0	9	64	0	73
	Specific CCG	0%	12%	88%	0%	100%
	Entire Pool	0%	1%	10%	0%	12%
8	DGUL Literary Text: Demonstrate General Understanding	64	14	4	0	82
	Specific CCG	78%	17%	5%	0%	100%
	Entire Pool	10%	2%	1%	0%	13%
8	DAIL Literary Text: Develop an Interpretation	0	2	57	0	59
	Specific CCG	0%	3%	97%	0%	100%
	Entire Pool	0%	0%	9%	0%	10%

Grade Level	CCG	R	BA	ST	ET	Total
8	ECSL Literary Text: Examine Content and Structure	1	13	70	0	84
	Specific CCG	1%	15%	83%	0%	100%
	Entire Pool	0%	2%	11%	0%	14%
CIM	TOTAL	15	231	354	0	600
CIM	VOCA Vocabulary	0	87	6	0	93
	Specific CCG	0%	94%	6%	0%	100%
	Entire Pool	0%	15%	1%	0%	16%
CIM	READ Read to Perform a Task	1	33	28	0	62
	Specific CCG	2%	53%	45%	0%	100%
	Entire Pool	0%	6%	5%	0%	10%
CIM	DGUI Informational Text: Demonstrate General Understanding	11	67	3	0	81
	Specific CCG	14%	83%	4%	0%	100%
	Entire Pool	2%	11%	1%	0%	14%
CIM	DAII Informational Text: Develop an Interpretation	0	2	77	0	79
	Specific CCG	0%	3%	97%	0%	100%
	Entire Pool	0%	0%	13%	0%	13%
CIM	ECSI Informational Text: Examine Content and Structure	0	4	49	0	53
	Specific CCG	0%	8%	92%	0%	100%
	Entire Pool	0%	1%	8%	0%	9%
CIM	DGUL Literary Text: Demonstrate General Understanding	3	31	2	0	36
	Specific CCG	8%	86%	6%	0%	100%
	Entire Pool	1%	5%	0%	0%	6%
CIM	DAIL Literary Text: Develop an Interpretation	0	2	99	0	101
	Specific CCG	0%	2%	98%	0%	100%

Grade Level	CCG	R	BA	ST	ET	Total
	Entire Pool	0%	0%	17%	0%	17%
CIM	ECSL Literary Text: Examine Content and Structure	0	8	97	0	105
	Specific CCG	0%	8%	92%	0%	100%
	Entire Pool	0%	1%	16%	0%	18%

Note: Percentages are rounded to the nearest percent.

Key:

Specific CCG refers to the percentage and number of items coded to the particular CCG across the four DoK levels for each grade. The ratio used to determine “Specific CCG” is the number of items coded to a DoK level and CCG divided by the number of all items coded to that CCG. The “Specific CCG” percentages for a CCG at a grade should total 100%.

% of Entire Pool is the percentage of the entire pool for that grade represented by the “Specific CCG” number. The ratio used to determine “% of Entire Pool” is the number of items coded to a CCG across the four DoK levels for a grade divided by the total number of items for that grade. Because WestEd’s protocol allows for items to be coded to multiple CCGs, the “% of Entire Pool” percentages across a grade level may exceed 100%.

For **grade 3**, of the 104 total VOCA items, 7% (7) were Recall, and 93% (97) were Basic Application. No items were Strategic Thinking or Extended Thinking. This is consistent with expectations, as Vocabulary items tend to use lower levels of depth of knowledge (Recall and Basic Application); they mainly require recalling or applying basic vocabulary skills. Vocabulary items can also ask students to define a new word, or a content specific word, that has been introduced in the text; such an item would be rated as Recall.

Of the 48 READ items, 44% (21) were Recall, 54% (26) were Basic Application, and 2% (1) was Strategic Thinking. No items were Extended Thinking. This is consistent with expectations, because items coded to this CCG require students to “find, understand, and use specific information in a variety of texts.”

Of the 66 DGUI items, 55% (36) were Recall, 30% (20) were Basic Application, and 15% (10) were Strategic Thinking. No items were Extended Thinking. This is consistent with expectations, because items coded to this CCG mainly require students to “demonstrate general understanding of grade-level informational text.” Items rated as Strategic Thinking were mainly items requiring students to interpret information in order, for example, to identify the main idea of the passage, rather than simply understanding the passage or using more explicit clues in the passage (such as the title, topic sentences, etc.).

Of the 45 DAII items, 2% (1) was Recall, 33% (15) were Basic Application, and 64% (29) were Strategic Thinking. No items were Extended Thinking. This is consistent with expectations, because items coded to this CCG require students to “develop an interpretation” of informational text. An item coded to this CCG required students to predict what would happen at the end of the passage. The answer choices were logical extensions of the information in the passage. The WestEd analyst determined that this

item should be rated as Strategic Thinking because it required students to develop an interpretation of what they have read in order to answer the question being asked.

Of the 59 DGUL items, 41% (24) were Recall, 56% (33) were Basic Application, and 3% (2) were Strategic Thinking. No items were Extended Thinking. This is consistent with expectations, because items coded to this CCG require students to “demonstrate general understanding” of literary text. Such items can ask students to recall information from the passage, or can require students to make a basic application of knowledge. For example, an item coded to this CCG asked students to determine which event happened last in the story. The WestEd analyst determined that the item should be coded to Recall, because the student is recalling the timing of a specific event in the passage to answer this question. In another passage, an item aligned to this CCG asked students to determine why one character needed another character’s help. The WestEd analyst determined that this item reflected Basic Application, because the item required students to understand the main problem in the story, which could not be explicitly recalled from the passage.

Of the 65 DAIL items, 34% (22) were Basic Application, and 66% (43) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “develop an interpretation” of literary text. Such items cannot ask students to recall information from the passage, but must require students to make a basic application of knowledge or demonstrate strategic thinking. For example, an item coded to this CCG at the Basic Application level asked students to determine why one character most likely performed a certain action in the story. This item required students to interpret the character’s actions in the story. In another passage, an item asked students to choose the word that best describes a character in the story, based on what that character does in the story. The WestEd analyst determined that this item should be rated as Strategic Thinking because the item required students to interpret the actions of the character and relate them to the given choices to determine the correct answer. The correct answer could not be explicitly recalled from the passage, but had to be understood based on an interpretation of the passage.

For **grade 4**, of the 115 VOCA items, 100% (115) were Basic Application. No items were Recall, Strategic Thinking, or Extended Thinking. This is consistent with expectations, as Vocabulary items at this grade level should mainly require making a basic application of vocabulary skills.

Of the 60 READ items, 53% (32) were Recall, 45% (27) were Basic Application, and 2% (1) was Strategic Thinking. No items were Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “find, understand, and use specific information in a variety of texts” and the item can require students to recall information from a specialized text, or to apply basic skills.

Of the 65 DGUI items, 75% (49) were Recall, 21% (14) were Basic Application, and 3% (2) were Strategic Thinking. No items were Extended Thinking. There is a slightly higher percentage of Recall items at this CCG than in grade 3, which is a little lower than might be expected. Both items rated as Strategic Thinking asked students to use extended

thinking in answering questions about main ideas and supporting details from the passage. For example, an item asked students to identify a phrase that best described an important part of the passage. The answer choices were logical descriptions that were based on information in the passage. The WestEd analyst determined that this item should be rated as Strategic Thinking because the student had to understand the main idea of the passage and consider the most important and relevant details to be able to answer the question; it could not be answered based on recall or a basic application of the information in the passage.

Of the 34 DAII items, 44% (15) were Basic Application, and 56% (19) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “develop an interpretation” of informational text.

Of the 62 ECSI items, 56% (35) were Basic Application, and 44% (27) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with the language of the CCG, which requires students to “examine content and structure” of texts. As noted above, there are new skills associated with this CCG at this grade, including distinguishing between cause and effect and fact and opinion in informational text and recognizing text primarily written to persuade. For example, an item asked students why the author chose a particular graphic to use with the text. The answer choices related to details in the passage. The WestEd analyst determined that this item should be rated as Basic Application because it required students to apply their knowledge of the author’s purpose to the use of the graphic to answer the question. In another passage, an item asked students to identify an example of a persuasive sentence. The answer choices were sentences from the passage. The WestEd analyst determined that this item should be rated as Basic Application because it required an understanding of persuasive techniques. The question could not be answered based on recall of the information in the passage.

Of the 55 DGUL items, 62% (34) were Recall, 36% (20) were Basic Application, and 2% (1) was Strategic Thinking. No items were Extended Thinking. There is a slightly higher percentage of Recall items at this CCG than in grade 3, which is a little lower than might be expected, but mostly consistent with expectations, as items coded to this CCG require students to “demonstrate general understanding” of literary text. Such items can ask students to recall information from the passage, or can require students to make a basic application of knowledge. The item rated to Strategic Thinking asked students to identify a word that described the characters at the beginning of the story. This requires an analysis of the characters’ traits and actions, and also of their traits and actions in relation to the plot of the story. The question could not be answered based on recall or a basic application of the information in the passage.

Of the 89 DAIL items, 61% (54) were Basic Application, and 39% (35) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “develop an interpretation” of literary text. Such items cannot ask students to recall information from the passage, but

must require students to make a basic application of knowledge or demonstrate strategic thinking. For example, an item coded to this CCG at the Basic Application level asked students what a certain detail from the passage let us know about the main character in the passage. This item required students to interpret the relationship between the detail and the character's personality and traits in the story. In another passage, an item asked students to identify the message of the story. The WestEd analyst determined that this item should be rated as Strategic Thinking because the item required students to understand the main idea and theme of the passage and relate them to the given choices to determine the correct answer. The correct answer could not be explicitly recalled from the passage, but had to be understood based on an interpretation of the passage.

For **grade 5**, of the 115 VOCA items, 100% (115) were Basic Application. No items were Recall, Strategic Thinking, or Extended Thinking. This is consistent with expectations, as Vocabulary items at this grade level should mainly require making a basic application of vocabulary skills.

Of the 71 READ items, 65% (46) were Recall, and 35% (25) were Basic Application. No items were Strategic Thinking or Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “find, understand, and use specific information in a variety of texts” and the item can require students to recall information from a specialized text, or to apply basic skills. The language of the CCG does not imply higher levels of depth of knowledge.

Of the 84 DGUI items, 74% (62) were Recall, 21% (18) were Basic Application, and 3% (4) were Strategic Thinking. No items were Extended Thinking. As seen in grade 4, there is a slightly higher percentage of Recall items at this CCG than in grade 3, which is a little lower than might be expected. A grade 5 item asked students to determine the author's purpose. The answer choices were based on the main idea and supporting details from the passage. The WestEd analyst determined that this item should be rated as Strategic Thinking because the student had to understand the main idea of the passage and consider the most important and relevant details, and then relate those to the author's purpose, to be able to answer the question; it could not be answered based on recall or a basic application of the information in the passage.

Of the 63 DAII items, 68% (43) were Basic Application, and 32% (20) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “develop an interpretation” of informational text. At grade 5, there is a higher percentage of items coded to Basic Application than is seen in grade 4. This may be because the standards associated with this CCG are naturally expanding and extending as the students' abilities expand and extend. It may also be due in part to the difficulty associated with assessing some standards that require an interpretation within the structure of a multiple-choice standardized exam. A grade 5 item asked students to identify a possible, hypothetical outcome based on the information in an informational passage. The answer choices were based on information from the passage. The WestEd analyst determined that this item this item should be rated as Strategic Thinking because the critical skill being measured by

this CCG requires students to interpret what they have read. Students must use the main idea and relevant details in the passage to make an interpretation to determine the correct answer.

Of the 60 ECSI items, 2% (1) was Recall, 65% (39) were Basic Application, and 33% (20) were Strategic Thinking. No items were Extended Thinking. This is consistent with the language of the CCG, which requires students to “examine content and structure” of texts. The skills associated with this CCG at this grade are more applicable to Basic Application- and Strategic Thinking-level items.

Of the 71 DGUL items, 62% (44) were Recall, and 38% (27) were Basic Application. No items were Strategic Thinking or Extended Thinking. Again, there is a slightly higher percentage of Recall items at this CCG than in grade 3, which is a little lower than might be expected, but this percentage is consistent with the percentage found on grade 4, and mostly consistent with expectations, as items coded to this CCG require students to “demonstrate general understanding” of literary text. Such items can ask students to recall information from the passage, or can require students to make a basic application of knowledge.

Of the 67 DAIL items, 52% (35) were Basic Application, and 48% (32) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “develop an interpretation” of literary text. Such items cannot ask students to recall information from the passage, but must require students to make a basic application of knowledge or demonstrate strategic thinking.

Of the 73 ECSL items, 96% (70) were Basic Application, and 4% (3) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “examine content and structure of grade-level literary text.” Items written to this CCG require at least a basic application of knowledge. As an example, an item asked students to identify a sentence that used figurative language to add a mood to the story. The answer choices were sentences from the passage. The WestEd analyst determined that this item should be rated as Basic Application because it required students to identify figurative language, but the analysis of the mood was given in the stem. In another passage, an item asked students to identify a single word that described the mood of the passage. The WestEd analyst determined that this item should be rated as Strategic Thinking because the item required students to understand the concept of mood, and then evaluate the passage as a whole and evaluate each choice to determine the correct answer.

For **grade 6**, of the 91 VOCA items, 92% (84) were Basic Application and 8% (7) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as Vocabulary items at this grade level should mainly require making a basic application of vocabulary skills.

Of the 63 READ items, 11% (7) were Recall, 83% (52) were Basic Application, and 6% (4) were Strategic Thinking. No items were coded as Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “find, understand, and use specific information in a variety of texts” and the item can require students to recall information from a specialized text, or to apply basic skills.

Of the 74 DGUI items, 80% (59) were Recall and 20% (15) were Basic Application. There were no Strategic Thinking or Extended Thinking items.

Of the 38 DAII items, 100% (38) were Strategic Thinking. The DoK in these items is different from previous grades, which included items at the Recall (grades 3 and 4) and Basic Application (grades 3, 4, and 5) levels as well.²⁷

Of the 53 ECSI items, 6% (3) were Basic Application and 94% (50) were Strategic Thinking. No items were Extended Thinking. This is consistent with the language of the CCG, which requires students to “examine content and structure” of texts. The skills associated with this CCG at this grade are more applicable to Basic Application- and Strategic Thinking-level items.

Of the 58 DGUL items, 64% (37) were Recall, 33% (19) were Basic Application, and 3% (2) were Strategic Thinking. No items were coded to Extended Thinking.

Of the 51 DAIL items, 100% (51) were Strategic Thinking. This is consistent with expectations, as items coded to this CCG require students to “develop an interpretation” of literary text. This also reflects an increase in complexity from grade 5 in that all the items were coded to the Strategic Thinking level.¹³

Of the 58 ECSL items, 2% (1) was Basic Application, and 98% (57) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “examine content and structure of grade-level literary text.” Further, the content standards used to inform the intent of the CCG increase in cognitive complexity from grade 5 to grade 6. For example, the language of one standard at grade 5 describes the skill “differentiate among the different types of fiction, and apply knowledge of the major characteristics of each”. At grade 6, the accompanying standard is “identify and analyze the characteristics of poetry, drama, fiction, and non-fiction, and explain the appropriateness of the literary forms chosen by an author for a specific purpose.” Thus, it seems reasonable to expect the CCG at grade 6 to require a greater degree of inference and reasoning than the same CCG at grade 5.

²⁷ For this study, analysts found that the DoK distribution shifted across the grades. Although such variation is not uncommon, WestEd will further investigate these shifts in order to confirm that they are reflective of real differences in the complexity of the items, and/or differences in the way the standards are operationalized at a given grade. An addendum summarizing this additional analysis will be submitted to the ODE.

For **grade 7**, of the 95 VOCA items, 97% (92) were Basic Application and 3% (3) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as Vocabulary items at this grade level should mainly require making a basic application of vocabulary skills.

Of the 60 READ items, 92% (55) were Basic Application and 8% (5) were Strategic Thinking. No items were coded as Recall or Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “find, understand, and use specific information in a variety of texts,” for the most part requiring students to apply basic skills.

Of the 66 DGUI items, 80% (53) were Recall, 18% (12) were Basic Application, and 2% (1) was Strategic Thinking. There were no Extended Thinking items.

Of the 34 DAIL items, 3% (1) was Basic Application and 97% (33) were Strategic Thinking. This is consistent with grade 6, with the exception of the one Basic Application item.

Of the 70 ECSI items, 7% (5) were Basic Application and 93% (65) were Strategic Thinking. No items were coded to Recall or Extended Thinking. This is consistent with the language of the CCG, which requires students to “examine content and structure” of texts. The skills associated with this CCG at this grade are more applicable to Basic Application- and Strategic Thinking-level items. This distribution is also consistent with grade 6.

Of the 38 DGUL items, 79% (30) were Recall and 21% (8) were Basic Application. No items were coded to Strategic Thinking or Extended Thinking.

Of the 42 DAIL items, 100% (42) were Strategic Thinking. This is consistent with expectations, as items coded to this CCG require students to “develop an interpretation” of literary text. This is consistent with grade 6, in which all items for this CCG were coded to the Strategic Thinking level.

Of the 47 ECSL items, 2% (1) was Basic Application, and 98% (46) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “examine content and structure of grade-level literary text.” This is also consistent with the distribution in grade 6.

For **grade 8**, of the 127 VOCA items, 92% (117) were Basic Application and 8% (10) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as Vocabulary items at this grade level should mainly require making a basic application of vocabulary skills.

Of the 69 READ items, 3% (2) were Recall, 77% (53) were Basic Application, and 20% (14) were Strategic Thinking. No items were coded as Extended Thinking. This is

consistent with expectations, as items coded to this CCG require students to “find, understand, and use specific information in a variety of texts,” for the most part requiring students to apply basic skills. However, in grade 8 there is an increase in the proportion of Strategic Thinking items.

Of the 105 DGUI items, 77% (81) were Recall, 21% (22) were Basic Application, and 2% (2) were Strategic Thinking. There were no Extended Thinking items. This distribution is similar to grade 7.

Of the 26 DAII items, 4% (1) was Basic Application and 96% (25) were Strategic Thinking. This is consistent with grade 7.

Of the 73 ECSI items, 12% (9) were Basic Application and 88% (64) were Strategic Thinking. No items were coded to Recall or Extended Thinking. This is consistent with the language of the CCG, which requires students to “examine content and structure” of texts. The skills associated with this CCG at this grade are more applicable to Basic Application- and Strategic Thinking-level items. This distribution is also consistent with grades 6 and 7, although there is a small increase in the percentage of Basic Application and decrease in the percentage of Strategic Thinking items.

Of the 82 DGUL items, 78% (64) were Recall, 17% (14) were Basic Application, and 5% (4) were Strategic Thinking. No items were coded to Extended Thinking.

Of the 59 DAIL items, 3% (2) were Basic Application and 97% (57) were Strategic Thinking. This is consistent with expectations, as items coded to this CCG require students to “develop an interpretation” of literary text. This is consistent with grades 6 and 7, with the exception of the two items coded at the Basic Application level.

Of the 84 ECSL items, 1% (1) was Recall, 15% (13) were Basic Application, and 83% (70) were Strategic Thinking. No items were Extended Thinking. This represents a broader distribution than at grades 6 and 7.

For **CIM**, of the 93 VOCA items, 94% (87) were Basic Application and 6% (6) were Strategic Thinking. No items were Recall or Extended Thinking. This is consistent with expectations, as Vocabulary items at this grade level should mainly require making a basic application of vocabulary skills.

Of the 62 READ items, 2% (1) was Recall, 53% (33) were Basic Application and 45% (28) were Strategic Thinking. No items were coded as Extended Thinking. This is consistent with expectations, as items coded to this CCG require students to “find, understand, and use specific information in a variety of texts,” for the most part requiring students to apply basic skills. As in grade 8, there is a further increase in the proportion of Strategic Thinking items.

Of the 81 DGUI items, 14% (11) were Recall, 83% (67) were Basic Application, and 4% (3) were Strategic Thinking. There were no Extended Thinking items. This distribution

reflects an increase in the proportion of Basic Application items at this grade level, in comparison with the preceding grades.²⁸

Of the 26 DAII items, 3% (2) were Basic Application and 97% (77) were Strategic Thinking. This distribution is consistent with grades 7 and 8.

Of the 53 ECSI items, 8% (4) were Basic Application and 92% (49) were Strategic Thinking. No items were coded to Recall or Extended Thinking. This is consistent with the language of the CCG, which requires students to “examine content and structure” of texts. The skills associated with this CCG at this grade are more applicable to Basic Application- and Strategic Thinking-level items. This distribution is also consistent with grades 6, 7, and 8.

Of the 36 DGUL items, 8% (3) were Recall, 86% (31) were Basic Application, and 6% (2) were Strategic Thinking. No items were coded to Extended Thinking. This marks a shift in distribution between Recall and Basic Application.

Of the 101 DAIL items, 2% (2) were Basic Application and 98% (99) were Strategic Thinking. This is consistent with expectations, as items coded to this CCG require students to “develop an interpretation” of literary text. This is consistent with grades 6, 7, and 8.

Of the 105 ECSL items, 8% (8) were Basic Application, and 92% (97) were Strategic Thinking. No items were Extended Thinking. This is very similar to the distribution at grades 6 and 7.

Item Pool-Level Analyses

The following table summarizes the item pool-level analyses which involves an examination of the content coverage and levels of complexity of items in the assessment item pool.

²⁸ For this study, analysts found that the DoK distribution shifted across the grades. Although such variation is not uncommon, WestEd will further investigate these shifts in order to confirm that they are reflective of real differences in the complexity of the items, and/or differences in the way the standards are operationalized at a given grade. An addendum summarizing this additional analysis will be submitted to the ODE.

Table 10. ELA Item Pool Summary of Findings from WestEd Analyses

Grade Level	CCG	Categorical Concurrence	Range of Depth of Knowledge	Range of Knowledge (Comprehensiveness/Breadth)	Balance of Representation (Emphasis)²⁹
3	Overall	High	Yes	Yes	Yes
	VOCA	High	No	No	Yes
	READ	High	Yes	Yes	No
	DGUI	High	Yes	Yes	No
	DGUL	High	Yes	Yes	No
	DAII	High	Yes	Yes	Yes
	DAIL	High	No	Yes	Yes
4	Overall	High	Yes	Yes	Yes
	VOCA	High	No	Yes	Yes
	READ	High	Yes	Yes	Yes
	DGUI	High	Yes	Yes	Yes
	DGUL	Low	Yes	Yes	Yes
	DAII	High	Yes	Yes	Yes
	DAIL	Low	Yes	Yes	Yes
	ECSI	Low	No	Yes	Yes
5	Overall	High	Yes	Yes	Yes
	VOCA	High	No	Yes	Yes
	READ	High	No	Yes	Yes
	DGUI	High	Yes	Yes	No
	DGUL	High	No	Yes	No
	DAII	High	No	Yes	Yes
	DAIL	High	No	Yes	Yes
	ECSI	High	Yes	Yes	Yes
	ECSL	High	No	Yes	Yes
6	Overall	High	Yes	Yes	Yes
	VOCA	High	No	Yes	Yes
	READ	High	Yes	Yes	Yes
	DGUI	High	No	Yes	No
	DGUL	High	Yes	Yes	No
	DAII	High	No	Yes	Yes
	DAIL	High	No	Yes	Yes

²⁹ WestEd's Balance of Representation (Emphasis) analyses are based on a comparison of the test specifications with the total item pool, which contains the paper-and-pencil items as well as the TESA pool. ODE has informed WestEd that TESA is an adaptive test, with a test engine designed to administer to students a selection of items from the pool that match the content requirements articulated in the test specifications. WestEd recommends that ode provide documentation of the reliability and accuracy with which the test engine adheres to the state's test specifications in order to verify appropriate balance of representation of content for each student administration.

Grade Level	CCG	Categorical Concurrence	Range of Depth of Knowledge	Range of Knowledge (Comprehensiveness/Breadth)	Balance of Representation (Emphasis)²⁹
	ECSI	High	No	Yes	Yes
	ECSL	High	No	Yes	Yes
7	Overall	High	Yes	Yes	Yes
	VOCA	High	No	Yes	Yes
	READ	High	No	Yes	Yes
	DGUI	High	Yes	Yes	Yes
	DGUL	High	No	Yes	Yes
	DAII	High	No	Yes	Yes
	DAIL	High	No	Yes	Yes
	ECSI	High	No	Yes	Yes
	ECSL	High	No	Yes	No
8	Overall	High	Yes	Yes	Yes
	VOCA	High	No	Yes	Yes
	READ	High	Yes	Yes	Yes
	DGUI	High	Yes	Yes	No
	DGUL	High	Yes	Yes	Yes
	DAII	High	No	Yes	No
	DAIL	High	No	Yes	No
	ECSI	High	No	Yes	Yes
	ECSL	High	Yes	Yes	No
CIM	Overall	High	Yes	Yes	Yes
	VOCA	High	No	Yes	No
	READ	High	Yes	Yes	Yes
	DGUI	High	Yes	Yes	No
	DGUL	High	Yes	Yes	Yes
	DAII	High	No	Yes	No
	DAIL	High	No	Yes	No
	ECSI	High	No	Yes	No
	ECSL	High	No	Yes	Yes

Categorical Concurrence

Categorical concurrence reflects the strength of relationship between items standards and is summarized as follows: Based on the percent of strong and partial relationships, the level of categorical concurrence of items in the state assessment item pool is, Low = 59% or lower; Moderately Low = 60 to 69%; Moderate = 70 to 79%; Moderately High = 80 to 89%; High = 90% or higher.

For all grades except for grade 4, the State's assessment items have a high level of categorical concurrence overall as well as with each CCG in the grade-level standards. At

grade 4, items had a high level of categorical concurrence overall and with each CCG in the grade-level standards, except for DGUL, DAIL, and ECSI, which had a low level of categorical concurrence.

Range of Depth of Knowledge

Range of Depth of Knowledge reflects the degree to which items reflect various levels of complexity and is summarized as follows: Yes = Items in the state assessment item pool covered at least three of four DoK levels (Recall, Basic Application, Strategic Thinking, and Extended Thinking); No = Restricted range of DoK in the state assessment item pool; there were fewer than three DoK levels covered by the items—WestEd recommends that ODE verify that this restricted range is purposeful.

Overall, at each grade level, items covered a range of DoK. However, the range of DoK appeared restricted for some CCGs at each grade level.

More specifically, at grade 3, items coded to VOCA had a limited range of DoK from Recall to Basic Application. Items coded to DAIL had a limited range of DoK from Basic Application to Strategic Thinking. And, items coded to ECSI had a DoK of Strategic Thinking only.

At grade 4, items coded to VOCA had a DoK of Basic Application only. And, items coded to ECSI had a limited range of DoK from Basic Application to Strategic Thinking.

At grade 5, items coded to VOCA CCG had a DoK of Basic Application only. Items coded to READ had a limited range of DoK from Recall to Basic Application. Items coded to DGUL had a limited range of DoK from Recall to Basic Application. Items coded to DAIL had a limited range of DoK from Basic Application to Strategic Thinking. Items coded to DAIL had a limited range of DoK from Basic Application to Strategic Thinking. And, items coded to ECSL had a limited range of DoK from Basic Application to Strategic Thinking.

At grade 6, items coded to VOCA had a limited range of DoK from Basic Application to Strategic Thinking. Items coded to DGUL had a limited range of DoK from Recall to Basic Application. Items coded to DAIL had a DoK of Strategic Thinking only. Items coded to DAIL had a DoK of Strategic Thinking only. Items coded to ECSI had a limited range of DoK from Basic Application to Strategic Thinking. And, items coded to ECSL had a limited range of DoK from Basic Application to Strategic Thinking.

At grade 7, items coded to VOCA had a limited range of DoK from Basic Application to Strategic Thinking. Items coded to READ had a limited range of DoK from Basic Application to Strategic Thinking. Items coded to DGUL had a limited range of DoK from Recall to Basic Application. Items coded to DAIL had a DoK of Strategic Thinking only. Items coded to DAIL had a DoK of Strategic Thinking only. Items coded to ECSI had a limited range of DoK from Basic Application to Strategic Thinking. And, items coded to ECSL had a limited range of DoK from Basic Application to Strategic Thinking.

At grade 8, items coded to VOCA had a limited range of DoK from Basic Application to Strategic Thinking. Items coded to DAII had a limited range of DoK from Basic Application to Strategic Thinking. Items coded to DAIL had a limited range of DoK from Basic Application to Strategic Thinking. Items coded to ECSI had a limited range of DoK from Basic Application to Strategic Thinking.

At CIM, items coded to VOCA had a limited range of DoK from Basic Application to Strategic Thinking. Items coded to DAII had a limited range of DoK from Basic Application to Strategic Thinking. Items coded to DAIL had a limited range of DoK from Basic Application to Strategic Thinking. Items coded to ECSI had a limited range of DoK from Basic Application to Strategic Thinking. And, items coded to ECSL had a limited range of DoK from Basic Application to Strategic Thinking.

Several CCGs appear to have a restricted range of DoK at multiple grade levels: VOCA; ECSI; READ; DGUL; DAII; DAIL; ECSL; DGUI. As mentioned previously, WestEd recommends that ODE verify that this restricted range is purposeful, and that the particular level(s) of DoK for a given CCG is appropriately consistent across grades, since the concepts/skills central to a CCG may lend themselves to only one or two DoK levels.

Range of Knowledge (Comprehensiveness/Breadth)

Range of Knowledge addresses the question, “Does the pool of items assess the breadth of content described in the CCGs?” And the findings are summarized as follows: Yes = Items in the state assessment item pool well reflect the range of content represented in the CCGs, as informed by the content standards. No = Items in the item pool reflect a restricted range of the content represented in the CCGs. This is a holistic judgment based on the degree to which the items generally cover the concepts and skills (per the content standards) associated with that CCG.

Overall, items covered the range of content represented in the standards at each grade level. With the exception of grade 3, items appeared to address the breadth of content of each CCG, where the standards were assessable according to test specifications. At grade 3, the items aligned to VOCA focused on the skills described in two standards, EL.03.RE.14 and EL.03.RE.15, and therefore were determined by analysts to insufficiently cover the breadth of the CCG.

Balance of Representation (Emphasis)

Balance of Representation addresses the following question, based on the **strong** item alignments to content standards: “Does the pool of items at this grade represent a balanced emphasis, as specified in the test specifications?” And the findings are summarized as follows: Yes = CCG is given relatively consistent emphasis in comparison with the other items in the pool, vis-à-vis the test specifications. No = CCG is given inconsistent (less or greater) emphasis relative to other items in the pool, vis-à-vis the test specifications.

Overall, at each grade level there was a balance of representation. However, the *actual* emphasis of content related to specific CCGs in the item pool and the *intended* emphasis of content related to the ELA “score reporting categories” per the test specifications are not entirely consistent. It was expected that the relative emphasis of content reflected in the test specifications would be mirrored in the item pool. Across the six ELA score reporting categories, some CCGs appear either over-represented or under-represented in the item pool.

For example, at grade 3 there are two cases in which a CCG appears either over- or under-represented: READ represents 12% of the items, but its intended representation is 16%; and DGU represents 32% of the items, but its intended representation is 28%. No grade 3 CCG had content representation in the item pool that varied more than 4% from the test specifications.

At grade 5, there is one case in which a CCG appears over-represented: DGU represents 26% of the item pool, but its intended representation is 21%.

The CCGs for DGUI and DGUL represent combined totals of 27% at grade 6, 23% at grade 7 and 30% at grade 8. According to the test specifications, the single category of DGU is intended to represent 20% at grades 6 and 7 and 18% at grade 8. Overall, DGUI and DGUL appear over-represented in the pool, with the largest difference (12%) between the test specifications and the item pool at grade 8. In contrast, DAII and DAIL appear slightly under-represented in the pool, especially at grade 8, with 14% combined DAII and DAIL in the item pool compared to 20% for all DAI (literary and informational) items in the test specifications. More specifically, the percentage of items aligned to DAII appears especially low at grade 8, at 4%.

The CCGs for ECSI and ECSL are represented separately in the test specifications, as they are in the item pool. Overall, these CCGs appear under-represented at grades 8, with 8% ECSI and 11% ECSL in the grade 8 item pool compared to 15% for each CCG as specified in the test specifications. At grade 7, the 10% of items aligned to ECSL compared to 14% in the test specifications seems slightly lower than expected.

At CIM, the combined total of items aligned to DGUI and DGUL represent 20% of the item pool; the test specifications call for 16% DGU items. The combined total of items aligned to DAII and DAIL in the item pool represents 30% of the pool; the test specifications call for 20% of total DAI items. Items aligned to ECSI appear under-represented in the item pool, with 9% in the item pool compared to 16% per the test specifications. VOCA items are also slightly lower in percentage (16%) compared to the specifications, which call for 20% VOCA items.

Test-Level Analysis

At the request of the State, WestEd conducted a test-level analysis in ELA for one grade—grade 8. The test blueprint for ELA grade 8 specifies the percent of items for each

score reporting category. Analysts compared WestEd item codes to the distribution of standards on the test blueprint specifications. The results are presented below.

Table 11 shows the comparison between the intended distribution of items across score reporting categories, as specified by the test blueprint, and the actual distribution of items as determined by the items specified by the blueprint that were analyzed by WestEd analysts.

Table 11. ELA Test Blueprint Summary of Findings from WestEd Analyses: Grade 8

Oregon Score Reporting Category (WestEd Code)	Percentage Required by Test Blueprint	Percentage (Number) of Items Aligned*
1 (VOCA)	20%	20% (41)
2 (READ)	12%	11% (22)
3 (DGU)	18%	30% (62)
4 (DAI)	20%	14% (29)
5 (ECSI)	15%	11% (22)
6 (ECSL)	15%	14% (28)

Total number of items analyzed= 205

*WestEd analysts could not align one item to any strand/CCG

The examination of items on the grade 8 ELA assessment shows coverage of content across all six score reporting categories. The emphasis of content appears relatively consistent for VOCA, READ, and ECSL. However, the actual (test items) emphasis of DGU is much higher (30%) than the intended (blueprint) emphasis (18%), and the actual emphases of DAI and ECSI (14% and 11% respectively) are lower than intended (20% and 15% respectively).

Decision Rules: English Language Arts—Reading and Literature

To ensure consistency of codes and ratings, the following conventions or decision rules were used to evaluate the coding of ELA—Reading and Literature items to standards.

1. Alignment of items focused on figurative language: Items which ask students ONLY to identify the literal meaning of a figurative phrase (metaphor, simile, etc.) are aligned to VOCA and not to ECSL as long as the item does NOT require the student to identify the type of literary device used or to analyze or evaluate its effect on the larger text. An item may be aligned to both VOCA and ECSL if it requires interpretation of the meaning of a figurative phrase AND any evaluation of its effect on the larger text or of the author's purpose.
2. Determining DoK levels for items aligned with DGUI and DGUL: In some instances, an item that relies primarily on students' recall of events or facts in a text may be rated as BA instead of R if A) the language used in the stem and/or in the answer is not the same as the language of the text, and the difference is enough to require some interpretation by the student and/or B) the item requires students to recall a more complex sequence of events rather than a single event or fact.

3. DoK levels for READ items: Items aligned with the CCG for READ may be ranked 'Recall' if they only require recall of information presented in informational text accompanying a chart, graph, etc. Items requiring students to locate information within a chart, graph, etc. are ranked 'Basic Application' because students need to apply their knowledge of such visual representations to determine the answer (even if the answer is given within the chart). READ items are ranked 'Strategic Thinking' if they require students to make an inference or draw a conclusion based on information in the item.

III-B. Mathematics

Overview

The mathematics items analyzed in this study were developed to assess the concepts and skills reflected in the Oregon content standards—*Oregon Standards 2006–07*. More specifically, the concepts and skills reflected in the mathematics strands and their associated common curriculum goals (CCGs) were used as the basis for the content analysis of the items. The strands and CCGs assessed on the statewide assessment were included in this analysis.³⁰ The table below shows a list of the strands and CCGs considered in this analysis.

Table 12. Mathematics Strands and Common Curriculum Goals

Mathematics (Grades 3–8, CIM)	
Strand CCG	Strand CCG
1. Calculations and Estimations (CE) Numbers (NUMB): Understand numbers, ways of representing numbers, relationships among numbers, and number systems. Computation and Estimation (COMP): Compute fluently and make reasonable estimates. Operations and Properties (OPER): Understand meanings of operations and how they relate to one another.	3. Algebraic Relationships (AR) Patterns and Functions (PATT): Understand patterns, relations, and functions. Algebraic Relationships (ALGE): Represent and analyze mathematical situations and structures using algebraic symbols. Modeling (MODE): Use mathematical models to represent and understand quantitative relationships. Change (CHAN): Analyze change in various contexts.
2. Statistics and Probability (SP) Statistics (STAT): Select and use appropriate statistical methods to analyze data. Probability (PROB): Understand and apply basic concepts of probability. Collect and Display Data (COLL): Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. Data Analysis and Predictions (DATA): Develop and evaluate inferences and predictions that are based on data.	4. Measurement (ME) Units and Tools (UNIT): Understand measurable attributes of objects and the units, systems and processes of measurement. Direct & Indirect Measurement (DIRE): Apply appropriate techniques, tools, and formulas to determine measurements.

³⁰ At some grade levels, some CCGs had no assessable standards associated with them. However, items may still have been found to align to these CCGs (i.e., at the CCG level only).

5. Geometry (GE)

Properties and Relationships (PROP): Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships

Modeling (MOVI): Use visualization, spatial reasoning, and geometric modeling to solve problems.

Coordinate Geometry (COOR): Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

Transformations and Symmetry (TRAN): Apply transformations and use symmetry to analyze mathematical situations.

The mathematics assessment items are multiple-choice (MC) items. WestEd conducted an independent analysis to determine the degree to which the test items reflect the concepts and skills embodied in the State's standards. There were multiple levels of analysis: item level, item pool level, and test level. As analysts evaluated each item's alignment, they determined the strength of the relationship (categorical concurrence) between an item and standard as well as the item's depth of knowledge.

Item-Level Analyses

Item-level findings are presented below in terms of overall alignment, categorical concurrence, and depth of knowledge. Table 13 summarizes for each grade level the percentage and number of items that WestEd analysts aligned to the mathematics strands and CCGs specified previously. (See Appendix B for detailed item-level alignment matrices for mathematics.)

Table 13. Number of All Mathematics Items Aligned to Strands and CCGs by Grade Level

Grade Level	Total number of items aligned* to strand	Total number of items <u>not</u> aligned* to strand	Total number of items aligned* to CCGs	Total number of items <u>not</u> aligned* to CCGs
3	447	0	447	0
4	387	0	387	0
5	396	0	396	0
6	337	0	337	0
7	327	0	327	0
8	327	0	327	0
CIM	388	0	388	0

*Strong or Partial alignment

As shown in Table 13, 100% of the items in each grade (3-8 and CIM) aligned to both the strand and CCG levels. No items in the mathematics pool were found *not* to align either partially or strongly to a strand or CCG.

Categorical concurrence: The relationship between items and standards

Strand Level Categorical Concurrence

Table 14 summarizes for each grade level the number of items and codes that aligned to each mathematics strand. Items found to align strongly (Strong) to one strand and partially (Partial) to another strand were reported according to the higher level of relationship. Also, because some items aligned to multiple strands, the total number of relationships reported in the table may exceed the total number of items analyzed.

Table 14. Mathematics Categorical Concurrence at the Strand Level by Grade

Grade Level	Strand	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
3	TOTAL (Items)	447	486	109%	0	0%	486	109%
	CE (Codes)	128	128	100%	0	0%	128	100%
	SP (Codes)	84	84	100%	0	0%	84	100%
	AR (Codes)	107	107	100%	0	0%	107	100%
	ME (Codes)	83	83	100%	0	0%	83	100%
	GM (Codes)	84	84	100%	0	0%	84	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
4	TOTAL (Items)	387	409	106%	0	0%	409	106%
	CE (Codes)	88	88	100%	0	0%	88	100%
	SP (Codes)	87	87	100%	0	0%	87	100%
	AR (Codes)	64	64	100%	0	0%	64	100%
	ME (Codes)	92	92	100%	0	0%	92	100%
	GM (Codes)	78	78	100%	0	0%	78	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
5	TOTAL (Items)	396	416	105%	0	0%	416	105%
	CE (Codes)	98	98	100%	0	0%	98	100%
	SP (Codes)	79	79	100%	0	0%	79	100%
	AR (Codes)	74	74	100%	0	0%	74	100%
	ME (Codes)	95	95	100%	0	0%	95	100%
	GM (Codes)	70	70	100%	0	0%	70	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
6	TOTAL (Items)	337	372	110%	0	0%	372	110%
	CE (Codes)	86	86	100%	0	0%	86	100%
	SP (Codes)	74	74	100%	0	0%	74	100%
	AR (Codes)	56	56	100%	0	0%	56	100%
	ME (Codes)	85	85	100%	0	0%	85	100%
	GM (Codes)	71	71	100%	0	0%	71	100%

Grade Level	Strand	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
7	TOTAL (Items)	327	344	105%	1	0%	345	106%
	CE (Codes)	78	77	99%	1	1%	78	100%
	SP (Codes)	67	67	100%	0	0%	67	100%
	AR (Codes)	83	83	100%	0	0%	83	100%
	ME (Codes)	59	59	100%	0	0%	59	100%
	GM (Codes)	58	58	100%	0	0%	58	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
8	TOTAL (Items)	327	340	104%	0	0%	340	104%
	CE (Codes)	80	80	100%	0	0%	80	100%
	SP (Codes)	51	51	100%	0	0%	51	100%
	AR (Codes)	109	109	100%	0	0%	109	100%
	ME (Codes)	58	58	100%	0	0%	58	100%
	GM (Codes)	42	42	100%	0	0%	42	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
CIM	TOTAL (Items)	388	389	100%	0	0%	389	100%
	CE (Codes)	34	34	100%	0	0%	34	100%
	SP (Codes)	79	79	100%	0	0%	79	100%
	AR (Codes)	122	122	100%	0	0%	122	100%
	ME (Codes)	53	53	100%	0	0%	53	100%
	GM (Codes)	101	101	100%	0	0%	101	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are rounded to the nearest percent.

Note: Total number of relationships may exceed number of items when items are aligned to multiple strands. Some items may have a Strong alignment to one (or more) strand(s) and a Partial alignment to (an)other strand(s).

For **grade 3**, 100% (447) of the items aligned to at least one strand, with a Strong degree of relationship. There were no “Partial” or “No Relationship” alignments in this grade. The percentage of total Strong relationships, 109% (486), exceeds 100% because some items are coded to more than one strand. Of the 447 items, 9% (39) aligned to more than one strand. The most common double alignment was to CE and AR.

The largest number of items aligned to CE (128) and AR (107), and accounted for more than half of the alignment. This is reasonable since students at this grade are still mastering the basic skills of number and computation, and it would be appropriate for

more items to appear in these strands. In addition, CE lends itself well to building the algebraic concepts in AR that will be necessary in later grades.

For **grade 4**, 100% (387) of the items aligned to at least one strand with a Strong degree of relationship. There were no “Partial” or “No Relationship” alignments in this grade. The percentage of total Strong relationships, 106% (409), exceeds 100% because some items are coded to more than one strand. Of the 387 items, 6% (22) aligned to more than one strand.

For **grade 5**, 100% (396) of the items aligned to at least one strand with a Strong degree of relationship. There were no “Partial” or “No Relationship” alignments in this grade. The percentage of total Strong relationships, 105% (416), exceeds 100% because some items are coded to more than one strand. Of the 396 items, 5% (20) aligned to more than one strand.

The multiple coding reflects the interrelated nature of the mathematics included in the strands. An example of an item aligned to AR and CE involves interpreting a line graph and adding decimals.

For **grade 6**, 100% (337) of the items aligned to at least one strand with a Strong degree of relationship. There were no “Partial” or “No Relationship” alignments in this grade. The percentage of total Strong relationships, 110% (372), exceeds 100% because some items are coded to more than one strand. Of the 337 items, 10% (35) aligned to more than two strands.

An example of an item aligned to two strands involves computation with fractions to find the perimeter of a polygon. This item aligns to both CE and ME skills.

For **grade 7**, 100% (327) of the items aligned to at least one strand with a Strong or Partial degree of relationship. The percentage of total Strong relationships, 105% (344), exceeds 100% because some items are coded to more than one strand. Less than 1% (1) aligned to a strand with a Partial degree of relationship, while nearly 100% (326) aligned to at least one strand with a Strong degree of relationship. Of those 326 items, 6% (18) aligned to more than one strand. Almost half of the alignments were to the CE and AR strands, which seem appropriate for this grade level.

An example of an item aligned to two strands is an item that requires students to solve for an unknown part of a geometric figure. Students need to know both the geometric properties of the figure, and how to solve problem algebraically. This item aligned to both the AR and GE strands.

The grade 7 item with a partial relationship to a strand requires students to perform a computation below grade level. This item aligns to the CE strand.

For **grade 8**, 100% (327) of the items aligned to at least one strand with a strong degree of relationship. There were no “Partial” or “No Relationship” alignments in this grade.

The percentage of total strong relationships, 104% (340), exceeds 100% because some items are coded to more than one strand. Of the 327 items, 4% (13) aligned to more than one strand. Almost a third of the relationships are with the AR strand, which seems appropriate for this grade level.

An example of an item with a strong relationship to two strands is an item in which students are asked to solve a two-step linear equation, in which one step required the use of the coefficient's multiplicative inverse. This item aligned to both the AR and CE strands.

For **CIM**, 100% (388) of the items aligned to at least one strand with a strong degree of relationship. There were no "Partial" or "No Relationship" alignments in this grade. The percentage of total strong relationships, just over 100% (389), exceeds 100% because some items are coded to more than one strand. Almost one third of the relationships are with the AR strand, which seems appropriate for this grade level.

Of the 388 items, less than 1% (1) aligned to more than one strand. The item that aligned to more than one strand required students to determine the perimeter of a figure in a coordinate plane, and aligned with both GE (COOR) and ME (DIRE).

CCG Level Categorical Concurrence

Table 15 summarizes the categorical concurrence, or strength of relationship, for all mathematics items at the CCG level. Items found to align strongly (Strong) to one CCG and partially (Partial) to another CCG were reported according to the higher level of relationship. Also, because some items aligned to multiple CCGs, the total number of relationships reported in the table may exceed the total number of items analyzed.

Table 15. Mathematics Categorical Concurrence at the CCG Level by Grade

Grade Level	CCG	Total	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
3	TOTAL (Items)	447	422	94%	64	14%	486	109%
3	NUMB Numbers (Codes)	62	60	97%	2	3%	62	100%
3	COMP Computation and Estimation (Codes)	57	44	77%	13	23%	57	100%
3	OPER Operations and Properties (Codes)	9	8	89%	1	11%	9	100%
3	STAT Statistics (Codes)	15	15	100%	0	0%	15	100%
3	PROB Probability (Codes)	1	0	0%	1	100%	1	100%

Grade Level	CCG	Total	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
3	COLL Collect and Display Data (Codes)	19	14	74%	5	26%	19	100%
3	DATA Data Analysis and Predictions (Codes)	49	49	100%	0	0%	49	100%
3	PATT Patterns and Functions (Codes)	60	54	90%	6	10%	60	100%
3	ALGE Algebraic Relationships (Codes)	47	32	68%	15	32%	47	100%
3	MODE Modeling (Codes)	0	0	N/A	0	N/A	0	N/A
3	CHAN Change (Codes)	0	0	N/A	0	N/A	0	N/A
3	UNIT Units and Tools (Codes)	31	30	97%	1	3%	31	100%
3	DIRE Direct & Indirect Measurement (Codes)	52	47	90%	5	10%	52	100%
3	PROP Properties and Relationships (Codes)	62	51	82%	11	18%	62	100%
3	MOVI Modeling (Codes)	2	2	100%	0	0%	2	100%
3	COOR Coordinate Geometry (Codes)	0	0	N/A	0	N/A	0	N/A
3	TRAN Transformations and Symmetry (Codes)	20	16	80%	4	20%	20	100%
3	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
4	TOTAL (Items)	387	335	87%	74	19%	409	106%
4	NUMB Numbers (Codes)	36	28	78%	8	22%	36	100%
4	COMP Computation and Estimation (Codes)	47	39	83%	8	17%	47	100%
4	OPER Operations and Properties (Codes)	5	5	100%	0	0%	5	100%
4	STAT Statistics (Codes)	16	14	88%	2	13%	16	100%

Grade Level	CCG	Total	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
4	PROB Probability (Codes)	27	18	67%	9	33%	27	100%
4	COLL Collect and Display Data (Codes)	7	6	86%	1	14%	7	100%
4	DATA Data Analysis and Predictions (Codes)	37	30	81%	7	19%	37	100%
4	PATT Patterns and Functions (Codes)	43	27	63%	16	37%	43	100%
4	ALGE Algebraic Relationships (Codes)	21	21	100%	0	0%	21	100%
4	MODE Modeling (Codes)	0	0	N/A	0	N/A	0	N/A
4	CHAN Change (Codes)	0	0	N/A	0	N/A	0	N/A
4	UNIT Units and Tools (Codes)	27	26	96%	1	4%	27	100%
4	DIRE Direct & Indirect Measurement (Codes)	65	54	83%	11	17%	65	100%
4	PROP Properties and Relationships (Codes)	58	53	91%	5	9%	58	100%
4	MOVI Modeling (Codes)	0	0	N/A	0	N/A	0	N/A
4	COOR Coordinate Geometry (Codes)	9	9	100%	0	0%	9	100%
4	TRAN Transformations and Symmetry (Codes)	11	5	45%	6	55%	11	100%
4	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
5	TOTAL (Items)	396	420	106%	22	6%	442	112%
5	NUMB Numbers (Codes)	34	32	94%	2	6%	34	100%
5	COMP Computation and Estimation (Codes)	50	46	92%	4	8%	50	100%
5	OPER Operations and Properties (Codes)	14	13	93%	1	7%	14	100%

Grade Level	CCG	Total	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
5	STAT Statistics (Codes)	38	35	92%	3	8%	38	100%
5	PROB Probability (Codes)	4	4	100%	0	0%	4	100%
5	COLL Collect and Display Data (Codes)	0	0	N/A	0	N/A	0	N/A
5	DATA Data Analysis and Predictions (Codes)	62	61	98%	1	2%	62	100%
5	PATT Patterns and Functions (Codes)	28	28	100%	0	0%	28	100%
5	ALGE Algebraic Relationships (Codes)	42	41	98%	1	2%	42	100%
5	MODE Modeling (Codes)	4	4	100%	0	0%	4	100%
5	CHAN Change (Codes)	1	1	100%	0	0%	1	100%
5	UNIT Units and Tools (Codes)	14	12	86%	2	14%	14	100%
5	DIRE Direct & Indirect Measurement (Codes)	81	76	94%	5	6%	81	100%
5	PROP Properties and Relationships (Codes)	25	25	100%	0	0%	25	100%
5	MOVI Modeling (Codes)	12	12	100%	0	0%	12	100%
5	COOR Coordinate Geometry (Codes)	15	14	93%	1	7%	15	100%
5	TRAN Transformations and Symmetry (Codes)	18	16	89%	2	11%	18	100%
5	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
6	TOTAL (Items)	337	367	109%	13	4%	380	113%
6	NUMB Numbers (Codes)	45	44	98%	1	2%	45	100%
6	COMP Computation and Estimation (Codes)	38	33	87%	5	13%	38	100%

Grade Level	CCG	Total	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
6	OPER Operations and Properties (Codes)	4	4	100%	0	0%	4	100%
6	STAT Statistics (Codes)	24	24	100%	0	0%	24	100%
6	PROB Probability (Codes)	40	40	100%	0	0%	40	100%
6	COLL Collect and Display Data (Codes)	0	0	N/A	0	N/A	0	N/A
6	DATA Data Analysis and Predictions (Codes)	9	9	100%	0	0%	9	100%
6	PATT Patterns and Functions (Codes)	18	18	100%	0	0%	18	100%
6	ALGE Algebraic Relationships (Codes)	39	38	97%	1	3%	39	100%
6	MODE Modeling (Codes)	2	2	100%	0	0%	2	100%
6	CHAN Change (Codes)	0	0	N/A	0	N/A	0	N/A
6	UNIT Units and Tools (Codes)	13	12	92%	1	8%	13	100%
6	DIRE Direct & Indirect Measurement (Codes)	76	73	96%	3	4%	76	100%
6	PROP Properties and Relationships (Codes)	67	65	97%	2	3%	67	100%
6	MOVI Modeling (Codes)	1	1	100%	0	0%	1	100%
6	COOR Coordinate Geometry (Codes)	4	4	100%	0	0%	4	100%
6	TRAN Transformations and Symmetry (Codes)	0	0	N/A	0	N/A	0	N/A
6	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
7	TOTAL (Items)	327	336	103%	18	6%	354	108%
7	NUMB Numbers (Codes)	43	43	100%	0	0%	43	100%

Grade Level	CCG	Total	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
7	COMP Computation and Estimation (Codes)	38	37	97%	1	3%	38	100%
7	OPER Operations and Properties (Codes)	0	0	N/A	0	N/A	0	N/A
7	STAT Statistics (Codes)	19	19	100%	0	0%	19	100%
7	PROB Probability (Codes)	21	14	67%	7	33%	21	100%
7	COLL Collect and Display Data (Codes)	20	20	100%	0	0%	20	100%
7	DATA Data Analysis and Predictions (Codes)	7	6	86%	1	14%	7	100%
7	PATT Patterns and Functions (Codes)	11	11	100%	0	0%	11	100%
7	ALGE Algebraic Relationships (Codes)	62	60	97%	2	3%	62	100%
7	MODE Modeling (Codes)	13	13	100%	0	0%	13	100%
7	CHAN Change (Codes)	4	4	100%	0	0%	4	100%
7	UNIT Units and Tools (Codes)	17	17	100%	0	0%	17	100%
7	DIRE Direct & Indirect Measurement (Codes)	45	45	100%	0	0%	45	100%
7	PROP Properties and Relationships (Codes)	26	23	88%	3	12%	26	100%
7	MOVI Modeling (Codes)	2	0	0%	2	100%	2	100%
7	COOR Coordinate Geometry (Codes)	13	12	92%	1	8%	13	100%
7	TRAN Transformations and Symmetry (Codes)	13	12	92%	1	8%	13	100%
7	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
8	TOTAL (Items)	327	329	101%	23	7%	352	108%

Grade Level	CCG	Total	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
8	NUMB Numbers (Codes)	39	38	97%	1	3%	39	100%
8	COMP Computation and Estimation (Codes)	33	31	94%	2	6%	33	100%
8	OPER Operations and Properties (Codes)	10	10	100%	0	0%	10	100%
8	STAT Statistics (Codes)	31	26	84%	5	16%	31	100%
8	PROB Probability (Codes)	9	4	44%	5	56%	9	100%
8	COLL Collect and Display Data (Codes)	4	3	75%	1	25%	4	100%
8	DATA Data Analysis and Predictions (Codes)	7	7	100%	0	0%	7	100%
8	PATT Patterns and Functions (Codes)	15	15	100%	0	0%	15	100%
8	ALGE Algebraic Relationships (Codes)	82	82	100%	0	0%	82	100%
8	MODE Modeling (Codes)	16	15	94%	1	6%	16	100%
8	CHAN Change (Codes)	5	5	100%	0	0%	5	100%
8	UNIT Units and Tools (Codes)	10	9	90%	1	10%	10	100%
8	DIRE Direct & Indirect Measurement	49	45	92%	4	8%	49	100%
8	PROP Properties and Relationships	27	24	89%	3	11%	27	100%
8	MOVI Modeling (Codes)	0	0	N/A	0	N/A	0	N/A
8	COOR Coordinate Geometry (Codes)	5	5	100%	0	0%	5	100%
8	TRAN Transformations and Symmetry (Codes)	10	10	100%	0	0%	10	100%
8	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
CIM	TOTAL (Items)	388	365	94%	24	6%	389	100%

Grade Level	CCG	Total	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
CIM	NUMB Numbers (Codes)	17	16	94%	1	6%	17	100%
CIM	COMP Computation and Estimation (Codes)	16	15	94%	1	6%	16	100%
CIM	OPER Operations and Properties (Codes)	2	2	100%	0	0%	2	100%
CIM	STAT Statistics (Codes)	7	7	100%	0	0%	7	100%
CIM	PROB Probability (Codes)	49	48	98%	1	2%	49	100%
CIM	COLL Collect and Display Data (Codes)	1	1	100%	0	0%	1	100%
CIM	DATA Data Analysis and Predictions	22	21	95%	1	5%	22	100%
CIM	PATT Patterns and Functions (Codes)	23	23	100%	0	0%	23	100%
CIM	ALGE Algebraic Relationships (Codes)	92	75	82%	17	18%	92	100%
CIM	MODE Modeling (Codes)	2	2	100%	0	0%	2	100%
CIM	CHAN Change (Codes)	5	5	100%	0	0%	5	100%
CIM	UNIT Units and Tools (Codes)	6	5	83%	1	17%	6	100%
CIM	DIRE Direct & Indirect Measurement (Codes)	47	47	100%	0	0%	47	100%
CIM	PROP Properties and Relationships (Codes)	44	44	100%	0	0%	44	100%
CIM	MOVI Modeling (Codes)	9	9	100%	0	0%	9	100%
CIM	COOR Coordinate Geometry (Codes)	23	23	100%	0	0%	23	100%
CIM	TRAN Transformations and Symmetry (Codes)	24	22	92%	2	8%	24	100%
CIM	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are rounded to the nearest percent.

Note: Total number of relationships may exceed number of items when items are aligned to multiple CCGs. Some items may have a Strong alignment to one (or more) CCG(s) and a Partial alignment to (an)other CCG(s).

For **grade 3**, 100% (447) of the items had either a Strong or Partial alignment at the CCG level. There were 486 total alignments at the CCG level in grade 3, with 94% (422) Strong and 14% (64) Partial. Thirty-nine items were coded to more than one CCG.

Of the 57 items coded to the COMP CCG, 77% (44) have a Strong alignment to the CCG, while 23% (13) have a Partial alignment. Of the 9 items coded to the OPER CCG, 89% (8) have a Strong alignment to the CCG, while 11% (1) have a Partial alignment. Of the 19 items coded to the COLL CCG, 74% (14) have a Strong alignment to the CCG, while 26% (5) have a Partial alignment. Of the 48 items coded to the ALGE CCG, 68% (32) have a Strong alignment to the CCG, while 32% (15) have a Partial alignment. Of the 62 items coded to the PROP CCG, 77% (44) have a Strong alignment to the CCG, while 23% (13) have a Partial alignment. Of the 20 items coded to the TRAN CCG, 80% (16) have a Strong alignment to the CCG, while 20% (4) have a Partial alignment.

No items were aligned to MODE, CHAN, or COOR in grade 3. For the remaining CCGs, the percentage of Strong codes was 90% or higher: NUMB; STAT; DATA; PATT; UNIT; DIRE; and MOVI.

For 52 items, their strongest degree of alignment is Partial to a single CCG. In many cases, the Partial alignment was assigned because the item was determined to be either below or above grade level. For example, items that asked students to identify quadrilaterals or to solve open number sentences or equations were assigned a Partial relationship since both were considered grade 5 skills.

For **grade 4**, 100% (387) of the items had either a Strong or Partial alignment at the CCG level. There were 409 total alignments at the CCG level in grade 4, with 87% (335) Strong and 19% (74) Partial. Twenty-two items were coded to more than one CCG.

Of the 11 items coded to the TRAN CCG, 45% (5) have a Strong alignment to the CCG, while 55% (6) have a Partial alignment. Of the 43 items coded to the PATT CCG, 63% (27) have a Strong alignment to the CCG, while 37% (16) have a Partial alignment. The CCGs that follow had between 67% and 89% Strong alignments. Of the 36 items coded to the NUMB CCG, 78% (28) have a Strong alignment to the CCG, while 22% (8) have a Partial alignment. Of the 47 items coded to the COMP CCG, 83% (39) have a Strong alignment to the CCG, while 17% (8) have a Partial alignment. Of the 16 items coded to the STAT CCG, 88% (14) have a Strong alignment to the CCG, while 13% (2) have a Partial alignment. Of the 27 items coded to the PROB CCG, 67% (18) have a Strong alignment to the CCG, while 33% (9) have a Partial alignment. Of the 7 items coded to the COLL CCG, 86% (6) have a Strong alignment to the CCG, while 14% (1) have a Partial alignment. Of the 37 items coded to the DATA CCG, 81% (30) have a Strong alignment to the CCG, while 19% (7) have a Partial alignment. Of the 65 items coded to the DIRE CCG, 83% (54) have a Strong alignment to the CCG, while 17% (11) have a Partial alignment.

No items were aligned to MODE, CHAN, or MOVI in grade 4. For the remaining CCGs, the percentage of Strong codes was 91% to 100% or higher.

For 59 items, their strongest degree of alignment is Partial to a single CCG. In many cases, the Partial alignment was assigned because the item was determined to be either below or above grade level. For example, items requiring students to estimate time is a grade 3 skill, while items requiring students to extend patterns using division or solve problems involving integers are grade 5 and grade 7 skills, respectively.

For **grade 5**, 100% (396) of the items had either a Strong or Partial alignment at the CCG level. There were 442 total alignments at the CCG level in grade 5, with 106% (420) Strong and 6% (22) Partial. Forty-six items were coded to more than one CCG.

Of the 14 items coded to the UNIT CCG, 86% (12) have a Strong alignment to the CCG, while 14% (2) have a Partial alignment. Of the 18 items coded to the TRAN CCG, 89% (16) have a Strong alignment to the CCG, while 11% (2) have a Partial alignment.

No items were aligned to COLL in grade 5. For the remaining CCGs, the percentage of Strong codes was between 93% and 100%.

As mentioned earlier, the percentage of total relationships exceeds 100% because some items are coded to more than one CCG. In some cases, the CCGs were in the same strand. In others, they were in different strands. An example of an item aligned to two CCGs in the same strand asks students to interpret information in a graph or table to compare the ranges of several sets of data. This item aligns to the SP strand in both the STAT and DATA CCGs. An example of an item aligned to two CCGs in different strands involves interpreting a line graph and adding decimals, and so aligns to both the AR strand and the CE strand.

For 21 items, their strongest degree of alignment is Partial to a single CCG. Most of these items were determined to be below grade level. For example, one item asked students to estimate the sum of four whole numbers, a grade 4 skill, according to Oregon's standards.

For **grade 6**, 100% (337) of the items had either a Strong or Partial alignment at the CCG level. There were 380 total alignments at the CCG level in grade 6, with 109% (367) Strong and 4% (13) Partial. Forty-three items were coded to more than one CCG.

Of the 38 items coded to the COMP CCG, 87% (33) have a Strong alignment, while 13% (5) have a Partial alignment.

No items were aligned to COLL, CHAN, or TRAN in grade 6. For the remaining CCGs, the percentage of Strong codes was between 92% and 100%.

As mentioned earlier, the percentage of relationships in total exceeds 100% because some items are coded to more than one CCG. An example of an item aligned to two CCGs in

the same strand asks students to represent the rule for a pattern as an equation with variables. This item aligns to the AR strand in both the ALGE and PATT CCGs.

An example of an item aligned to two CCGs in different strands involves computation with fractions to find the perimeter of a polygon. This item aligns to CCGs in both the CE strand and the ME strand.

For 10 items, their strongest degree of alignment is Partial to a single CCG. Most of these items were determined to be below grade level. For example, one item requires students to use unit conversions to find elapsed time, a grade 4 skill according to Oregon's standards.

For **grade 7**, 100% (327) of the items had either a Strong or Partial alignment at the CCG level. There were 354 total alignments at the CCG level in grade 7, with 103% (336) Strong and 6% (18) Partial. Eighteen items were coded to more than one CCG.

Ninety-five percent (311) of the items at grade 7 were aligned to at least one CCG with a Strong degree of relationship. Of the 16 items that were not aligned strongly to a CCG, 7 of them were PROB items that require students to count the number of possible outcomes to an event. This skill is below grade level for the PROB CCG. Of the 21 items coded to the PROB CCG, 67% (14) have a Strong alignment to the CCG, while 33% (7) have a Partial alignment.

Of the 7 items coded to the DATA CCG, 86% (6) have a Strong alignment to the CCG, while 14% (1) have a Partial alignment. Of the 23 items coded to the PROP CCG, 88% (23) have a Strong alignment, while 12% (3) have a Partial alignment. For the remaining CCGs, the percentage of Strong codes was between 92% and 100%.

Aside from the items that were aligned to two different strands (discussed above), 3% (10) were aligned to two CCGs within the same strand. The primary reason for this was that some items assessed skills spanning more than one CCG within a strand.

An example of an item aligned to two different CCGs within a strand is an item in which the students are required to compute the volume of a three-dimensional figure whose dimensions were given in two different units. This item is aligned with two CCGs within the ME strand: UNIT and DIRE.

With the single exception noted below, the alignments covered the breadth of the strands. Although the distributions within each strand were not uniform across the strand's CCGs, they are what would be expected, for example placing greater emphasis on geometric PROP than on geometric MODE.

No items were aligned with the OPER CCG of the CE strand. This CCG includes: the meaning of whole number exponents; inverse operations; applying the associative, commutative, and distributive properties; and the effects of multiplying or dividing by a number between 0 and 1. These are important skills for both computation and algebra.

For **grade 8**, 100% (327) of the items had either a Strong or Partial alignment at the CCG level. There were 352 total alignments at the CCG level in grade 8, with 101% (329) Strong and 7% (23) Partial. Twenty-five items were coded to more than one CCG.

For grade 8, 100% of the items aligned to at least one CCG with a Strong or Partial degree of relationship. Ninety five percent of the items (310) were aligned to at least one CCG with a strong degree of relationship.

Of the 9 items coded to the PROB CCG, 44% (4) have a Strong alignment to the CCG, while 56% (5) have a Partial alignment. Of the 4 items coded to the COLL CCG, 75% (3) have a Strong alignment, while 25% (1) have a Partial alignment. For the remaining CCGs, the percentage of Strong codes was between 92% and 100%.

Aside from the items that were aligned to two different strands, 4% of the items (12) were aligned to two CCGs within a strand; 11 of these consisted of two Strong alignments and one consisted of two Partial alignments. The primary reason for aligning an item to two CCGs was that some items assessed skills spanning across more than one CCG.

An example of an item aligned strongly to two CCGs within the same strand is one in which students are required to describe the relationship between two variables in a linear equation. This item was aligned strongly to both the MODE and CHAN CCGs of the AR strand.

The item which was aligned strongly to one CCG and partially to another CCG within the same strand is one in which the students were asked to compute the weight of an object filled with water given the dimensions of the object. This item was aligned partially to both the UNIT and DIRE CCGs of the ME strand.

With one exception, the alignments covered the breadth of the strands. Although the distributions among the CCGs within each strand were not uniform, they are what would be expected; e.g., placing greater emphasis on ALGE than on CHAN.

No items were aligned with the MOVI CCG of the Geometry strand. This CCG includes specific skills related to scale drawings. More general skills involving scale drawings are covered in the DIRE CCG of the ME strand.

For CIM, 100% (388) of the items had either a Strong or Partial alignment at the CCG level. There were 389 total alignments at the CCG level in CIM, with 94% (365) Strong and 6% (24) Partial. One item was coded to more than one CCG. For the 24 items aligned as Partial, this was their strongest relationship to any one CCG.

For the **CIM** items in general, the Partial alignment at the CCG level occurred because the item being assessed was at a lower grade level (i.e., 8, or lower). For example, one

item requires a student to solve a very simple word problem typical of middle school mathematics.

The main source for the Partial alignments at the CCG level was ALGE. This occurred due to an emphasis on quadratic, exponential, and non-linear functions at the CIM level descriptions, with the linear functions matching more closely to the grade 8 level. Although the test specifications indicated that “linear and non-linear” functions are included in the ALGE CCG, the examples and standards seem to exclude questions of the “set up and solve problems involving linear functions” type.

The alignments covered the breadth of the strands. Although the distributions among the CCGs within each strand were not uniform, they are what would be expected, for example placing greater emphasis on ALGE than on CHAN.

Partial and No Relationship at Strand and CCG Level

Table 16 summarizes the number of mathematics items with either a Partial relationship only to the content standards or No Relationship to the strands or CCGs.

Table 16. Mathematics Items with Only Partial or No Relationship to Standards by Grade

Grade Level		No. of Items with <u>Only</u> Partial Relationships to Standards	No. of Items with <u>No</u> Relationship to Standards
3 (n=447)	Strand level	0	0
	CCG level	52	0
4 (n=387)	Strand level	0	0
	CCG level	59	0
5 (n=396)	Strand level	0	0
	CCG level	21	0
6 (n=337)	Strand level	0	0
	CCG level	10	0
7 (n=327)	Strand level	1	0
	CCG level	15	0
8 (n=327)	Strand level	0	0
	CCG level	17	0
CIM (n=388)	Strand level	0	0
	CCG level	24	0

As shown in Table16, all (100%) items analyzed had either a Strong or Partial relationship to the mathematics strands and CCGs. There were no items with No Relationship at either the strand or CCG levels in grades 3 though 8 and CIM.

There were items with only Partial relationship alignments at the strand or CCG levels in grades 3 through 8. Of the total items in grade 3, 52 items had only partial relationships at the CCG level. At grade 4, 59 items had only partial ratings at the CCG level. grade 5 had 21 items that aligned only partially at the CCG level. grade 6 had 10 items that aligned

only partially at the CCG level. For grade 7, however, there was 1 item at the strand level, and 15 items at the CCG level that had only partial alignments. At grade 8, 17 items aligned only partially at the CCG level. And, CIM had 24 items that aligned to only partially at the CCG level.

Depth of Knowledge: Item Complexity

Applying the criteria described on page 6, WestEd analysts evaluated the depth of knowledge for each item. Descriptions of items from grades 7 and 8 coded to each depth of knowledge level are provided below as examples.

Recall: An example of an item at the Recall level is one in which students are required to identify a figure that resulted from a given transformation. Another example of an item at the Recall level is one in which students are required to determine if two figures are more similar than their corresponding side lengths are proportional.

Basic Application: An example of an item at the Basic Application level is one in which students are required to translate a verbal expression into a symbolic one. Another example of an item at the Basic Application level is one in which students are required to apply the formula for volume of a cone to determine the volume of a cone.

Strategic Thinking: An example of an item at the Strategic Thinking level is one in which students are required to determine an actual distance from a complex scale drawing. Another example of an item at the Strategic Thinking level is one in which students are required to determine the measure of an angle in a geometric figure and link combinations of geometric theorems (e.g. vertical angles, congruence theorems, etc.).

Extended Thinking: No items were coded to Extended Thinking in the pool of items analyzed.

Strand Level Depth of Knowledge

Table 17 shows the distribution of items across depth of knowledge levels for each grade level and strand.³¹

Table 17. Mathematics Depth of Knowledge at Strand Level by Grade

Grade Level	Strand	Depth of Knowledge				Total
		R	BA	ST	ET ³²	
3	TOTAL	153	282	12	0	447
	CE	44	76	8	0	128
	Specific Strand	34%	59%	6%	0%	100%

³¹ For this study, analysts found that the DoK distribution shifted across the grades.

Although such variation is not uncommon, WestEd will further investigate these shifts in order to confirm that they are reflective of real differences in the complexity of the items, and/or differences in the way the standards are operationalized at a given grade. An addendum summarizing this additional analysis will be submitted to the ODE.

³² Cognitive complexity is influenced by a number of factors, including item type and content. Multiple-choice items typically do not lend themselves to measuring at the Extended Thinking level.

Grade Level	Strand	Depth of Knowledge				
		R	BA	ST	ET ³²	Total
	Entire Pool	10%	17%	2%	0%	29%
	SP	10	71	3	0	84
	Specific Strand	12%	85%	4%	0%	100%
	Entire Pool	2%	16%	1%	0%	19%
	AR	1	100	6	0	107
	Specific Strand	1%	93%	6%	0%	100%
	Entire Pool	0%	22%	1%	0%	24%
	ME	42	40	1	0	83
	Specific Strand	51%	48%	1%	0%	100%
	Entire Pool	9%	9%	0%	0%	19%
	GM	56	28	0	0	84
	Specific Strand	67%	33%	0%	0%	100%
	Entire Pool	13%	6%	0%	0%	19%
4	TOTAL	123	243	21	0	387
	CE	39	42	7	0	88
	Specific Strand	44%	48%	8%	0%	100%
	Entire Pool	10%	11%	2%	0%	23%
	SP	7	77	3	0	87
	Specific Strand	8%	89%	3%	0%	100%
	Entire Pool	2%	20%	1%	0%	22%
	AR	1	60	3	0	64
	Specific Strand	2%	94%	5%	0%	100%
	Entire Pool	0%	16%	1%	0%	17%
	ME	24	56	12	0	92
	Specific Strand	26%	61%	13%	0%	100%
	Entire Pool	6%	14%	3%	0%	24%
	GM	54	19	5	0	78
	Specific Strand	69%	24%	6%	0%	100%
	Entire Pool	14%	5%	1%	0%	20%
5	TOTAL	68	316	12	0	396
	CE	20	73	5	0	98
	Specific Standard	20%	74%	5%	0%	100%
	Entire Pool	5%	18%	1%	0%	25%
	SP	7	71	1	0	79
	Specific Standard	9%	90%	1%	0%	100%
	Entire Pool	2%	18%	0%	0%	20%

Grade Level	Strand	Depth of Knowledge				
		R	BA	ST	ET ³²	Total
	AR	3	67	4	0	74
	Specific Standard	4%	91%	5%	0%	100%
	Entire Pool	1%	17%	1%	0%	19%
	ME	22	72	1	0	95
	Specific Standard	23%	76%	1%	0%	100%
	Entire Pool	6%	18%	0%	0%	24%
	GM	17	52	1	0	70
	Specific Standard	24%	74%	1%	0%	100%
	Entire Pool	4%	13%	0%	0%	18%
6	TOTAL	40	291	6	0	337
	CE	1	84	1	0	86
	Specific Standard	1%	98%	1%	0%	100%
	Entire Pool	0%	25%	0%	0%	26%
	SP	5	67	2	0	74
	Specific Standard	7%	91%	3%	0%	100%
	Entire Pool	1%	20%	1%	0%	22%
	AR	0	56	0	0	56
	Specific Standard	0%	100%	0%	0%	100%
	Entire Pool	0%	17%	0%	0%	17%
	ME	5	77	3	0	85
	Specific Standard	6%	91%	4%	0%	100%
	Entire Pool	1%	23%	1%	0%	25%
	GM	30	40	1	0	71
	Specific Standard	42%	56%	1%	0%	100%
	Entire Pool	9%	12%	0%	0%	21%
7	TOTAL	29	273	25	0	327
	CE	11	61	6	0	78
	Specific Strand	14%	78%	8%	0%	100%
	Entire Pool	3%	19%	2%	0%	24%
	SP	6	57	4	0	67
	Specific Strand	9%	85%	6%	0%	100%
	Entire Pool	2%	17%	1%	0%	20%
	AR	2	75	6	0	83
	Specific Strand	2%	90%	7%	0%	100%

Grade Level	Strand	Depth of Knowledge				
		R	BA	ST	ET ³²	Total
	Entire Pool	1%	23%	2%	0%	25%
	ME	2	51	6	0	59
	Specific Strand	3%	86%	10%	0%	100%
	Entire Pool	1%	16%	2%	0%	18%
	GM	8	43	7	0	58
	Specific Strand	14%	74%	12%	0%	100%
	Entire Pool	2%	13%	2%	0%	18%
8	TOTAL	46	269	12	0	327
	CE	7	71	2	0	80
	Specific Standard	9%	89%	3%	0%	100%
	Entire Pool	2%	22%	1%	0%	24%
	SP	10	39	2	0	51
	Specific Standard	20%	76%	4%	0%	100%
	Entire Pool	3%	12%	1%	0%	16%
	AR	15	90	4	0	109
	Specific Standard	14%	83%	4%	0%	100%
	Entire Pool	5%	28%	1%	0%	33%
	ME	4	49	5	0	58
	Specific Standard	7%	84%	9%	0%	100%
	Entire Pool	1%	15%	2%	0%	18%
	GM	10	32	0	0	42
	Specific Standard	24%	76%	0%	0%	100%
	Entire Pool	3%	10%	0%	0%	13%
CIM	TOTAL	14	295	79	0	388
	CE	1	33	0	0	34
	Specific Standard	3%	97%	0%	0%	100%
	Entire Pool	0%	9%	0%	0%	9%
	SP	0	59	20	0	79
	Specific Standard	0%	75%	25%	0%	100%
	Entire Pool	0%	15%	5%	0%	20%
	AR	4	101	17	0	122
	Specific Standard	3%	83%	14%	0%	100%
	Entire Pool	1%	26%	4%	0%	31%
	ME	1	38	14	0	53

Grade Level	Strand	Depth of Knowledge				
		R	BA	ST	ET ³²	Total
	Specific Standard	2%	72%	26%	0%	100%
	Entire Pool	0%	10%	4%	0%	14%
	GM	8	65	28	0	101
	Specific Standard	8%	64%	28%	0%	100%
	Entire Pool	2%	17%	7%	0%	26%

Key:

Specific Strand refers to the percentage and number of items coded to the particular strand across the four DoK levels for each grade. The ratio used to determine “Specific Strand” is the number of items coded to a DoK level and strand divided by the number of all items coded to that strand. The “Specific Strand” percentages for a strand at a grade should total 100%.

% of Entire Pool is the percentage of the entire pool for that grade represented by the “Specific Strand” number. The ratio used to determine “% of Entire Pool” is the number of items coded to a strand across the four DoK levels for a grade divided by the total number of items for that grade. Because WestEd’s protocol allows for items to be coded to multiple strands, the “% of Entire Pool” percentages across a grade level may exceed 100%.

For **grade 3**, 100% (447) of the items were rated to three Depth of Knowledge ratings. The distribution of items across DoK levels is as follows: 34% (153) at Recall; 63% (282) at Basic Application; 3% (12) at Strategic Thinking. There were no items at Extended Thinking level.

The strand with the largest percent of Recall items was GM, with 67% (56). This accounted for 13% of the entire pool. CE and ME had 34% (44) and 51% (42) Recall items, respectively. 12% (10) of the SP items were Recall, and 1% (1) of the AR items were Recall.

The strand with the largest percentage of Basic Application items was AR, with 93% (100). AR items rated as Basic Application accounted for 22% of the entire pool. The percentage of Basic Application items in each the remaining strands was as follows: SP 85% (71), CE 59% (76), ME 48% (40), and GM 33% (28).

The strands with the largest percentages of Strategic Thinking items was CE, with 6% (8) and AR at 6% (6) respectively, accounting for 2% and 1% of the entire pool. SP followed with 3% (3) of the items rated as Strategic Thinking, and ME had 1% (3) of the items rated as Strategic Thinking. GM had no Strategic Thinking ratings.

For **grade 4**, 100% (387) of the items were rated to three Depth of Knowledge ratings. The distribution of items across DoK level is as follows: 32% (123) items at Recall, 63% (243) items at Basic Application, 5% (21) items at Strategic Thinking. There were no items rated as Extended Thinking level.

The strand with the largest number and percentage of Recall items was GM with 69% (54). Recall items also accounted for 14% of the items aligned to the GM strand. Recall

made up 44% (39) and 26% (24) respectively of the CE and ME items. SP followed with 8% (7), while AR consisted of 2% (1) Recall items.

The strand with the largest percentage of Basic Application items is AR with 94% (60). This strand accounts for 16% of the entire pool. Basic Application items made up 89% (77) and 61 (56) respectively of the SP and ME items. CE followed with 48% (42) of Basic Application items, and GM had 24% (19) of the Basic Application items.

The strand with the largest percentage of Strategic Thinking items was ME with 13% (12). This strand accounted for 3% of the total Strategic Thinking items in the entire pool. Strategic Thinking items made up 8% (7) and 6% (5) respectively of the items aligned to the CE and GM strands. AR followed with 5% (3), while SP had 3% (3) of the items rated as Strategic Thinking.

For **grade 5**, 100% (396) of the items were rated to three Depth of Knowledge ratings. The distribution of items across DoK levels is as follows: 17% (68) of the items are at the Recall level; 80% (316) are at the Basic Application level, and 3% (12) are at the Strategic Thinking level. No items are at the Extended Thinking level.

The strand with the largest percentage of Recall items was GM with 24% (17). Recall items made up 23% (22) and 20% (20) respectively of the ME and CE strands. SP followed with 9% (7), and AR with 4% (3). The Recall and Basic Application items are not evenly distributed throughout the strands. Many of these Recall items involve definitions of geometric and measurement terms and comparisons of common fractions.

The strand with the largest percentage of Basic Application items is AR with 91% (67). This accounts for 17% of the entire pool. Basic Application items made up 90% (71) and 76% (72) respectively of the SP and ME strands. GM and CE followed with 74% (52) and 74% (73) of the items rated as Basic Application.

There were a number of strand that had equal percentages of items rated as Strategic Thinking. Both CE and AR had 5% (5 and 4 items respectively). SP, ME, and GM all had 1% of their items (all 1 item each) rated as Strategic Thinking.

For **grade 6**, 100% (337) of the items were rated to three Depth of Knowledge ratings. The distribution of items across DoK levels is as follows: 12% (40) of the items are at the Recall level; 86% (291) are at the Basic Application level, and 2% (6) are at the Strategic Thinking level. No items are at the Extended Thinking level.

The strand with the largest percentage of Recall items was GM with 42% (30). This accounted for 9% of the total items in the entire pool. Recall items made up 7% (5) and 6% (5) respectively of the SP and ME strands. CE followed with 1% (1), and no AR items rated as Recall.

The strand with the largest percentage of Basic Application items was AR with 100% (56). This accounts for 17% of the entire pool. Basic Application items made up 98%

(84) of the CE strand. Both SP and ME followed with 91% (67) and 91% (77) of the items rated as Basic Application, and GM had 56% (40) of its items rated as Basic Application.

The strand with the largest percentage of Strategic Thinking items was ME with 4% (3). This accounted for 1% of the total Strategic Thinking items in the entire pool. Strategic Thinking items made up 3% (2) of the SP strand. Strategic Thinking items made up 1% (1) and 1% (1) respectively of the CE and GM strands. AR followed with no items rated as Strategic Thinking.

For **grade 7**, 100% (327) of the items were rated to three Depth of Knowledge ratings. The distribution of items across DoK levels is as follows: 9% (29) of the items are at the Recall level; 83% (273) are at the Basic Application level; and 8% (25) are at the Strategic Thinking level. There were no items at the Extended Thinking level.

The strands with the largest percentage of Recall items were CE and GM with 14% (11) and 14% (8) respectively. Taken together, this accounted for 5% of the items in the entire pool. Recall items made up 9% (6) of SP, 3% (2) of ME, and 2% (2) of the AR strand.

The strand with the largest percentage of Basic Application items is AR with 90% (75). This accounts for 23% of the entire pool. Basic Application items made up 86% (51) of the ME strand. SP had 85% (57) of the items. CE followed with 78% (61) of the items rated as Basic Application, and GM had 74% (43) of items rated as Basic Application.

The strand with the largest percentage of Strategic Thinking items was GM with 12% (7). This accounted for 2% of the total Strategic Thinking items in the entire pool. Strategic Thinking items made up 10% (6) of the ME strand. Strategic Thinking items made up 8% (6) and 7% (6) respectively of the CE and AR strands. SP followed with 6% (4) of items rated as Strategic Thinking.

For **grade 8**, 100% (327) of the items were rated to three Depth of Knowledge rating. The distribution of items across DoK levels is as follows: 14% (46) are at the Recall level; 82% (269) are at the Basic Application Level; and 4% (12) are at the Strategic Thinking level. There were no grade 8 items at the Extended Thinking level.

The strand with the largest percentage of Recall items was SP made up 76% (39). This accounted for 12% of the Recall Items in the entire pool. GM accounted for 24% (10) of the Recall items. AR and CE followed with 14% (15) and 9% (7) of the Recall items, and ME had 7% (4) of the Recall items.

The strand with the largest percentage of Basic Application items is CE with 89% (71). This accounts for 22% of the entire pool. Basic Application items made up 84% (49) of the ME strand. AR had 83% (90) of the items rated as Basic Application. CE followed with 78% (61) of the items rated as Basic Application, and SP and GM followed with 76% (39) and 76% (32) of items rated as Basic Application.

The strand with the largest percentage of Strategic Thinking items was ME with 9% (5). This accounted for 2% of the total Strategic Thinking items in the entire pool. Strategic Thinking items made up 4% (6) and 4% (4) respectively of the SP and AR items. CE followed with 3% (3) of the items. There were no GM items rated as Strategic Thinking.

For **CIM**, 100% (388) of the items were rated to three Depth of Knowledge ratings. The distribution of items across DoK levels is as follows: 4% (14) of items are at the Recall level; 76% (295) are at the Basic Application level; and 20% (79) are at the Strategic Thinking level. There were no items at the Extended Thinking level.

The strand with the largest percentage of Recall items was GM with 8% (8). This accounted for 2% of the entire pool. Recall items made up 3% (4) and 3% (4) respectively of the CE and AR strands. ME followed with 2% (1) of the items in its strand rated as Recall, and SP had no Recall items.

The strand with the largest percentage of Basic Application items is CE with 97% (33). This accounts for 9% of the entire pool. Basic Application items made up 83% (101) of the AR strand. SP and ME followed with 75% (59) and 72% (38) respectively of the items rated as Basic Application, and GM had 64% (65) of the items rated as Basic Application.

The strand with the largest percentage of Strategic Thinking items was GM with 28% (28). This accounted for 7% of the items in the entire pool. Strategic Thinking items made up 26% (14) and 25% (20) respectively of the ME and SP strands. AR followed with 14% (17) of the items. There were no CE items rated as Strategic Thinking.

CCG Level Depth of Knowledge

Table 18 shows the distribution of items across depth of knowledge levels for each grade level and CCG.

Table 18. Mathematics Depth of Knowledge at CCG Level by Grade

Grade Level	CCG	R	BA	ST	ET	Total
3	TOTAL	153	282	12	0	447
3	NUMB Numbers	38	21	3	0	62
	Specific CCG	61%	34%	5%	0%	100%
	Entire Pool	9%	5%	1%	0%	14%
3	COMP Computation and Estimation	3	49	5	0	57
	Specific CCG	5%	86%	9%	0%	100%
	Entire Pool	1%	11%	1%	0%	13%
3	OPER Operations and Properties	3	6	0	0	9
	Specific CCG	33%	67%	0%	0%	100%

Grade Level	CCG	R	BA	ST	ET	Total
	Entire Pool	1%	1%	0%	0%	2%
3	STAT Statistics	0	15	0	0	15
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	3%	0%	0%	3%
3	PROB Probability	0	1	0	0	1
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	0%	0%	0%	0%
3	COLL Collect and Display Data	2	17	0	0	19
	Specific CCG	11%	89%	0%	0%	100%
	Entire Pool	0%	4%	0%	0%	4%
3	DATA Data Analysis and Predictions	8	38	3	0	49
	Specific CCG	16%	78%	6%	0%	100%
	Entire Pool	2%	9%	1%	0%	11%
3	PATT Patterns and Functions	1	58	1	0	60
	Specific CCG	2%	97%	2%	0%	100%
	Entire Pool	0%	13%	0%	0%	13%
3	ALGE Algebraic Relationships	0	42	5	0	47
	Specific CCG	0%	89%	11%	0%	100%
	Entire Pool	0%	9%	1%	0%	11%
3	MODE Modeling	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
3	CHAN Change	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
3	UNIT Units and Tools	28	3	0	0	31
	Specific CCG	90%	10%	0%	0%	100%
	Entire Pool	6%	1%	0%	0%	7%
3	DIRE Direct & Indirect Measurement	14	37	1	0	52
	Specific CCG	27%	71%	2%	0%	100%

Grade Level	CCG	R	BA	ST	ET	Total
	Entire Pool	3%	8%	0%	0%	12%
3	PROP Properties and Relationships	50	12	0	0	62
	Specific CCG	81%	19%	0%	0%	100%
	Entire Pool	11%	3%	0%	0%	14%
3	MOVI Modeling: Use visualization, spatial reasoning, and geometric modeling to solve problems.	1	1	0	0	2
	Specific CCG	50%	50%	0%	0%	100%
	Entire Pool	0%	0%	0%	0%	0%
3	COOR Coordinate Geometry	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
3	TRAN Transformations and Symmetry	5	15	0	0	20
	Specific CCG	25%	75%	0%	0%	100%
	Entire Pool	1%	3%	0%	0%	4%
4	TOTAL	123	243	21	0	387
4	NUMB Numbers	27	8	1	0	36
	Specific CCG	75%	22%	3%	0%	100%
	Entire Pool	7%	2%	0%	0%	9%
4	COMP Computation and Estimation	8	33	6	0	47
	Specific CCG	17%	70%	13%	0%	100%
	Entire Pool	2%	9%	2%	0%	12%
4	OPER Operations and Properties	4	1	0	0	5
	Specific CCG	80%	20%	0%	0%	100%
	Entire Pool	1%	0%	0%	0%	1%
4	STAT Statistics	0	14	2	0	16
	Specific CCG	0%	88%	13%	0%	100%
	Entire Pool	0%	4%	1%	0%	4%
4	PROB Probability	7	20	0	0	27
	Specific CCG	26%	74%	0%	0%	100%
	Entire Pool	2%	5%	0%	0%	7%

Grade Level	CCG	R	BA	ST	ET	Total
4	COLL Collect and Display Data	0	7	0	0	7
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	2%	0%	0%	2%
4	DATA Data Analysis and Predictions	0	36	1	0	37
	Specific CCG	0%	97%	3%	0%	100%
	Entire Pool	0%	9%	0%	0%	10%
4	PATT Patterns and Functions	0	41	2	0	43
	Specific CCG	0%	95%	5%	0%	100%
	Entire Pool	0%	11%	1%	0%	11%
4	ALGE Algebraic Relationships	1	19	1	0	21
	Specific CCG	5%	90%	5%	0%	100%
	Entire Pool	0%	5%	0%	0%	5%
4	MODE Modeling	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
4	CHAN Change	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
4	UNIT Units and Tools	9	16	2	0	27
	Specific CCG	33%	59%	7%	0%	100%
	Entire Pool	2%	4%	1%	0%	7%
4	DIRE Direct & Indirect Measurement	15	40	10	0	65
	Specific CCG	23%	62%	15%	0%	100%
	Entire Pool	4%	10%	3%	0%	17%
4	PROP Properties and Relationships	44	9	5	0	58
	Specific CCG	76%	16%	9%	0%	100%
	Entire Pool	11%	2%	1%	0%	15%
4	MOVI Modeling: Use visualization, spatial reasoning, and geometric modeling to solve problems.	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%

Grade Level	CCG	R	BA	ST	ET	Total
4	COOR Coordinate Geometry	0	9	0	0	9
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	2%	0%	0%	2%
4	TRAN Transformations and Symmetry	10	1	0	0	11
	Specific CCG	91%	9%	0%	0%	100%
	Entire Pool	3%	0%	0%	0%	3%
5	TOTAL	68	316	12	0	396
5	NUMB Numbers	16	17	1	0	34
	Specific CCG	47%	50%	3%	0%	100%
	Entire Pool	4%	4%	0%	0%	9%
5	COMP Computation and Estimation	1	45	4	0	50
	Specific CCG	2%	90%	8%	0%	100%
	Entire Pool	0%	11%	1%	0%	13%
5	OPER Operations and Properties	3	11	0	0	14
	Specific CCG	21%	79%	0%	0%	100%
	Entire Pool	1%	3%	0%	0%	4%
5	STAT Statistics	1	37	0	0	38
	Specific CCG	3%	97%	0%	0%	100%
	Entire Pool	0%	9%	0%	0%	10%
5	PROB Probability	0	4	0	0	4
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	1%	0%	0%	1%
5	COLL Collect and Display Data	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
5	DATA Data Analysis and Predictions	6	55	1	0	62
	Specific CCG	10%	89%	2%	0%	100%
	Entire Pool	2%	14%	0%	0%	16%
5	PATT Patterns and Functions	0	27	1	0	28
	Specific CCG	0%	96%	4%	0%	100%
	Entire Pool	0%	7%	0%	0%	7%

Grade Level	CCG	R	BA	ST	ET	Total
5	ALGE Algebraic Relationships	3	36	3	0	42
	Specific CCG	7%	86%	7%	0%	100%
	Entire Pool	1%	9%	1%	0%	11%
5	MODE Modeling	0	4	0	0	4
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	1%	0%	0%	1%
5	CHAN Change	0	1	0	0	1
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	0%	0%	0%	0%
5	UNIT Units and Tools	3	11	0	0	14
	Specific CCG	21%	79%	0%	0%	100%
	Entire Pool	1%	3%	0%	0%	4%
5	DIRE Direct & Indirect Measurement	19	61	1	0	81
	Specific CCG	23%	75%	1%	0%	100%
	Entire Pool	5%	15%	0%	0%	20%
5	PROP Properties and Relationships	13	12	0	0	25
	Specific CCG	52%	48%	0%	0%	100%
	Entire Pool	3%	3%	0%	0%	6%
5	MOVI Modeling: Use visualization, spatial reasoning, and geometric modeling to solve problems.	0	12	0	0	12
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	3%	0%	0%	3%
5	COOR Coordinate Geometry	1	13	1	0	15
	Specific CCG	7%	87%	7%	0%	100%
	Entire Pool	0%	3%	0%	0%	4%
5	TRAN Transformations and Symmetry	3	15	0	0	18
	Specific CCG	17%	83%	0%	0%	100%
	Entire Pool	1	4	0	0	1
6	TOTAL	40	291	6	0	337
6	NUMB Numbers	1	43	1	0	45
	Specific CCG	2%	96%	2%	0%	100%

Grade Level	CCG	R	BA	ST	ET	Total
	Entire Pool	0%	13%	0%	0%	13%
6	COMP Computation and Estimation	0	38	0	0	38
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	11%	0%	0%	11%
6	OPER Operations and Properties	0	4	0	0	4
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	1%	0%	0%	1%
6	STAT Statistics	0	24	0	0	24
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	7%	0%	0%	7%
6	PROB Probability	5	33	2	0	40
	Specific CCG	13%	83%	5%	0%	100%
	Entire Pool	1%	10%	1%	0%	12%
6	COLL Collect and Display Data	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
6	DATA Data Analysis and Predictions	0	9	0	0	9
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	3%	0%	0%	3%
6	PATT Patterns and Functions	0	18	0	0	18
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	5%	0%	0%	5%
6	ALGE Algebraic Relationships	0	39	0	0	39
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	12%	0%	0%	12%
6	MODE Modeling	0	2	0	0	2
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	1%	0%	0%	1%
6	CHAN Change	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%

Grade Level	CCG	R	BA	ST	ET	Total
6	UNIT Units and Tools	3	9	1	0	13
	Specific CCG	23%	69%	8%	0%	100%
	Entire Pool	1%	3%	0%	0%	4%
6	DIRE Direct & Indirect Measurement	2	72	2	0	76
	Specific CCG	3%	95%	3%	0%	100%
	Entire Pool	1%	21%	1%	0%	23%
6	PROP Properties and Relationships	29	37	1	0	67
	Specific CCG	43%	55%	1%	0%	100%
	Entire Pool	9%	11%	0%	0%	20%
6	MOVI Modeling: Use visualization, spatial reasoning, and geometric modeling to solve problems.	1	0	0	0	1
	Specific CCG	100%	0%	0%	0%	100%
	Entire Pool	0%	0%	0%	0%	0%
6	COOR Coordinate Geometry	0	4	0	0	4
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	1%	0%	0%	1%
6	TRAN Transformations and Symmetry	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
7	TOTAL	29	273	25	0	327
7	NUMB Numbers	9	28	6	0	43
	Specific CCG	21%	65%	14%	0%	100%
	Entire Pool	3%	9%	2%	0%	13%
7	COMP Computation and Estimation	2	36	0	0	38
	Specific CCG	5%	95%	0%	0%	100%
	Entire Pool	1%	11%	0%	0%	12%
7	OPER Operations and Properties	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
7	STAT Statistics	1	16	2	0	19
	Specific CCG	5%	84%	11%	0%	100%

Grade Level	CCG	R	BA	ST	ET	Total
	Entire Pool	0%	5%	1%	0%	6%
7	PROB Probability	1	19	1	0	21
	Specific CCG	5%	90%	5%	0%	100%
	Entire Pool	0%	6%	0%	0%	6%
7	COLL Collect and Display Data	4	16	0	0	20
	Specific CCG	20%	80%	0%	0%	100%
	Entire Pool	1%	5%	0%	0%	6%
7	DATA Data Analysis and Predictions	0	6	1	0	7
	Specific CCG	0%	86%	14%	0%	100%
	Entire Pool	0%	2%	0%	0%	2%
7	PATT Patterns and Functions	0	10	1	0	11
	Specific CCG	0%	91%	9%	0%	100%
	Entire Pool	0%	3%	0%	0%	3%
7	ALGE Algebraic Relationships	2	56	4	0	62
	Specific CCG	3%	90%	6%	0%	100%
	Entire Pool	1%	17%	1%	0%	19%
7	MODE Modeling	0	10	3	0	13
	Specific CCG	0%	77%	23%	0%	100%
	Entire Pool	0%	3%	1%	0%	4%
7	CHAN Change	0	3	1	0	4
	Specific CCG	0%	75%	25%	0%	100%
	Entire Pool	0%	1%	0%	0%	1%
7	UNIT Units and Tools	2	13	2	0	17
	Specific CCG	12%	76%	12%	0%	100%
	Entire Pool	1%	4%	1%	0%	5%
7	DIRE Direct & Indirect Measurement	0	41	4	0	45
	Specific CCG	0%	91%	9%	0%	100%
	Entire Pool	0%	13%	1%	0%	14%
7	PROP Properties and Relationships	8	16	2	0	26
	Specific CCG	31%	62%	8%	0%	100%
	Entire Pool	2%	5%	1%	0%	8%

Grade Level	CCG	R	BA	ST	ET	Total
7	MOVI Modeling: Use visualization, spatial reasoning, and geometric modeling to solve problems.	0	1	1	0	2
	Specific CCG	0%	50%	50%	0%	100%
	Entire Pool	0%	0%	0%	0%	1%
7	COOR Coordinate Geometry	0	12	1	0	13
	Specific CCG	0%	92%	8%	0%	100%
	Entire Pool	0%	4%	0%	0%	4%
7	TRAN Transformations and Symmetry	0	12	1	0	13
	Specific CCG	0%	92%	8%	0%	100%
	Entire Pool	0%	4%	0%	0%	4%
8	TOTAL	46	269	12	0	327
8	NUMB Numbers	3	36	0	0	39
	Specific CCG	8%	92%	0%	0%	100%
	Entire Pool	1%	11%	0%	0%	12%
8	COMP Computation and Estimation	2	30	1	0	33
	Specific CCG	6%	91%	3%	0%	100%
	Entire Pool	1%	9%	0%	0%	10%
8	OPER Operations and Properties	2	7	1	0	10
	Specific CCG	20%	70%	10%	0%	100%
	Entire Pool	1%	2%	0%	0%	3%
8	STAT Statistics	10	21	0	0	31
	Specific CCG	32%	68%	0%	0%	100%
	Entire Pool	3%	6%	0%	0%	9%
8	PROB Probability	0	8	1	0	9
	Specific CCG	0%	89%	11%	0%	100%
	Entire Pool	0%	2%	0%	0%	3%
8	COLL Collect and Display Data	0	4	0	0	4
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	1%	0%	0%	1%
8	DATA Data Analysis and Predictions	0	6	1	0	7
	Specific CCG	0%	86%	14%	0%	100%

Grade Level	CCG	R	BA	ST	ET	Total
	Entire Pool	0%	2%	0%	0%	2%
8	PATT Patterns and Functions	6	9	0	0	15
	Specific CCG	40%	60%	0%	0%	100%
	Entire Pool	2%	3%	0%	0%	5%
8	ALGE Algebraic Relationships	4	74	4	0	82
	Specific CCG	5%	90%	5%	0%	100%
	Entire Pool	1%	23%	1%	0%	25%
8	MODE Modeling	9	7	0	0	16
	Specific CCG	56%	44%	0%	0%	100%
	Entire Pool	3%	2%	0%	0%	5%
8	CHAN Change	1	4	0	0	5
	Specific CCG	20%	80%	0%	0%	100%
	Entire Pool	0%	1%	0%	0%	2%
8	UNIT Units and Tools	2	8	0	0	10
	Specific CCG	20%	80%	0%	0%	100%
	Entire Pool	1%	2%	0%	0%	3%
8	DIRE Direct & Indirect Measurement	2	42	5	0	49
	Specific CCG	4%	86%	10%	0%	100%
	Entire Pool	1%	13%	2%	0%	15%
8	PROP Properties and Relationships	5	22	0	0	27
	Specific CCG	19%	81%	0%	0%	100%
	Entire Pool	2%	7%	0%	0%	8%
8	MOVI Modeling: Use visualization, spatial reasoning, and geometric modeling to solve problems.	0	0	0	0	0
	Specific CCG	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
8	COOR Coordinate Geometry	1	4	0	0	5
	Specific CCG	20%	80%	0%	0%	100%
	Entire Pool	0%	1%	0%	0%	2%
8	TRAN Transformations and Symmetry	4	6	0	0	10
	Specific CCG	40%	60%	0%	0%	100%

Grade Level	CCG	R	BA	ST	ET	Total
	Entire Pool	1%	2%	0%	0%	3%
CIM	TOTAL	14	295	79	0	388
CIM	NUMB Numbers	1	16	0	0	17
	Specific CCG	6%	94%	0%	0%	100%
	Entire Pool	0%	4%	0%	0%	4%
CIM	COMP Computation and Estimation	0	16	0	0	16
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	4%	0%	0%	4%
CIM	OPER Operations and Properties	0	2	0	0	2
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	1%	0%	0%	1%
CIM	STAT Statistics	0	6	1	0	7
	Specific CCG	0%	86%	14%	0%	100%
	Entire Pool	0%	2%	0%	0%	2%
CIM	PROB Probability	0	30	19	0	49
	Specific CCG	0%	61%	39%	0%	100%
	Entire Pool	0%	8%	5%	0%	13%
CIM	COLL Collect and Display Data	0	1	0	0	1
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	0%	0%	0%	0%
CIM	DATA Data Analysis and Predictions	0	22	0	0	22
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	6%	0%	0%	6%
CIM	PATT Patterns and Functions	1	19	3	0	23
	Specific CCG	4%	83%	13%	0%	100%
	Entire Pool	0%	5%	1%	0%	6%
CIM	ALGE Algebraic Relationships	2	76	14	0	92
	Specific CCG	2%	83%	15%	0%	100%
	Entire Pool	1%	20%	4%	0%	24%
CIM	MODE Modeling	1	1	0	0	2
	Specific CCG	50%	50%	0%	0%	100%

Grade Level	CCG	R	BA	ST	ET	Total
	Entire Pool	0%	0%	0%	0%	1%
CIM	CHAN Change	0	5	0	0	5
	Specific CCG	0%	100%	0%	0%	100%
	Entire Pool	0%	1%	0%	0%	1%
CIM	UNIT Units and Tools	1	4	1	0	6
	Specific CCG	17%	67%	17%	0%	100%
	Entire Pool	0%	1%	0%	0%	2%
CIM	DIRE Direct & Indirect Measurement	0	34	13	0	47
	Specific CCG	0%	72%	28%	0%	100%
	Entire Pool	0%	9%	3%	0%	12%
CIM	PROP Properties and Relationships	4	20	20	0	44
	Specific CCG	9%	45%	45%	0%	100%
	Entire Pool	1%	5%	5%	0%	11%
CIM	MOVI Modeling: Use visualization, spatial reasoning, and geometric modeling to solve problems.	0	7	2	0	9
	Specific CCG	0%	78%	22%	0%	100%
	Entire Pool	0%	2%	1%	0%	2%
CIM	COOR Coordinate Geometry	1	20	2	0	23
	Specific CCG	4%	87%	9%	0%	100%
	Entire Pool	0%	5%	1%	0%	6%
CIM	TRAN Transformations and Symmetry	3	17	4	0	24
	Specific CCG	13%	71%	17%	0%	100%
	Entire Pool	1%	4%	1%	0%	6%

Note: Percentages are rounded to the nearest percent.

Key:

Specific CCG refers to the percentage and number of items coded to the particular CCG across the four DoK levels for each grade. The ratio used to determine “Specific CCG” is the number of items coded to a DoK level and CCG divided by the number of all items coded to that CCG. The “Specific CCG” percentages for a strand at a grade should total 100%.

% of Entire Pool is the percentage of the entire pool for that grade represented by the “Specific CCG” number. The ratio used to determine “% of Entire Pool” is the number of items coded to a CCG across the four DoK levels for a grade divided by the total number of items for that grade. Because WestEd’s protocol allows for items to be coded to multiple CCGs, the “% of Entire Pool” percentages across a grade level may exceed 100%.

For **grade 3**, 100% (447) of the items were coded across a range of three Depth of Knowledge levels. The distribution of items across DoK levels is as follows: 34% (153) at Recall; 63% (282) at Basic Application; 3% (12) at Strategic Thinking. There were no items at the Extended Thinking level.

Grade 3 items rated as Recall ranged from 0%–90%. Of particular note are CCGs NUMB, PROP, and UNIT with percentages of items that account for 61% (38), 81% (50) and 91% (28) respectively of the items for that CCG in grade 3. These skills include: (a) identify, describe, and compare and classify common three-dimensional figures; (b) read, write, order, model, and compare whole numbers less than one thousand; and (c) select the more appropriate tool and metric unit to measure length, time, weight, and volume. In grade 3, there were no Recall items coded to STAT, PROB, ALGE, as these CCGs contain higher-level skills.

Items rated as Basic Application ranged from 10%–100%. The Basic Application items are more evenly distributed across the 15 CCGs assessed. STAT, PROB and PATT represent 100% (15), 100% (1) and 97% (58), the highest percentage of Basic Application items respectively. Given the skills reflected in these three CCGs, it is reasonable for more items to have a DoK of Basic Application than Recall. Items which required the following skills were generally coded as having a DoK of Basic Application: (a) extend a pattern, if rule not given; (b) determine elapsed time; (c) find line of symmetry or identify number of lines of symmetry; (d) word problems that require basic computations; (e) bar, tally, and pictographs that require some form of basic computation to solve; (f) substitute values to solve expressions or equations; (g) order fractions or models of whole numbers; (h) compare rectangles to identify given areas; and find mode or range.

The Strategic Thinking items ranged from 0%–11%, and were made up of the ALGE, PATT, DATA, and DIRE CCGs. The given skills represented by these CCGs typically lend themselves to the higher level DoKs of Strategic Thinking. Also note that of the 12 items found under Strategic Thinking, these few items are still appearing more often in COMP. The types of skills required by these CCGs “Develop and use strategies to make reasonable estimates.” There were no Strategic Thinking items coded to the OPER CCG.

For **grade 4**, 100% (387) of the items were coded across a range of three Depth of Knowledge levels. The distribution of items across DoK levels is as follows: 32% (123) at Recall; 63% (243) at Basic Application; 5% (21) at Strategic Thinking. There were no items at the Extended Thinking level.

Items rated as Recall ranged from 0%–91%. The majority of Recall items were found in TRAN (91%), OPER (80%) PROP (76%), and NUMB (75%). Given the nature of the concepts/skills associated with these grade 4 CCGs, this is not surprising. For example, the skills associated with PROP include: (a) identify, describe, compare and classify quadrilaterals by their sides and angles; and (b) identify right, acute, and obtuse angles in isolation and in geometric figures. The skills associated with NUMB include: (a) read, write, order, model, and compare whole numbers to one million, common fractions, and

decimals to hundredths; and (b) identify the place value and actual value of digits in a number to one million. Items which required the following skills were generally coded as having a DoK of Recall: (a) identify shapes or property associated with shape; (b) identify which tool or unit is most appropriate to use; (c) ordering of whole numbers; (d) identifying place value; (e) identifying a number or a fraction based on a model; and (f) locating points on a number line.

Items rated as Basic Application ranged from 0%–100%. Basic Application items made up the majority of COLL (100%), DATA (97%), PATT (95%) and ALGE (90%). The CCGs OPER, PROB, and COLL had no items rated as Basic Application. Given the types of skills that appear in these CCGs, it is reasonable for more items to have a DoK of Basic Application than Recall. The types of skills include: (a) represent and solve open sentences or problems involving numeric equations or inequalities; and (b) determine measurements of length and perimeter to the nearest inch and nearest foot. It should be noted that while the skills do lend themselves better to Basic Application many, like the examples listed above, also lend themselves well to both Strategic Thinking and Extended Thinking. Items which required the following skills were generally coded as having a DoK of Basic Application: (a) extend a pattern; (b) identify rule of a pattern; (c) Simple unit conversions; (d) find area or perimeter; (e) word problems requiring basic computations; (f) solve equations or inequalities; (g) order fractions or decimals; (h) find mean; (i) find simple probability; and (j) find points on a coordinate graph

Items rated as Strategic Thinking ranged from 0%–15%. The majority of Strategic Thinking items were found in DIRE (15%), COMP (13%) and STAT (13%). There were no Strategic Thinking items coded to the CCGs OPER, PROB, COLL, COOR, and TRAN.

For **grade 5**, 100% (396) of the items were coded across a range of three Depth of Knowledge levels. The distribution of items across DoK levels is as follows: 17% (68) at Recall; 80% (316) at Basic Application; 3% (12) at Strategic Thinking. There were no items at the Extended Thinking level.

Items rated as Recall ranged from 0%–52%. The majority of Recall items in this grade were found in PROP (52%), NUMB (47%), and DIRE (23%). The CCGs COOR, PROB, PATT, MODE and MOVI had no items rated as Recall. The remaining CCGs have 7% or less of their items at the Recall level. Many of the recall items involve definitions of geometric and measurement terms and comparisons of common fractions.

Items rated as Basic Application ranged from 50%–100%. The CCGs PROB, MODE, CHAN, and MOVI all had 100% of their items rated as Basic Application. A majority of Basic Application items were also associated with STAT (97%) and COMP (90%) CCGs.

Items rated as Strategic Thinking constituted 0%–8% of the item population. The majority of CCG had no Strategic Thinking items with the exception of DIRE, DATA,

NUMB, PATT, ALGE, COMP, COOR, whose Strategic Thinking items ranged from 1%–8% respectively.

For **grade 6**, 100% (337) of the items were coded across a range of three Depth of Knowledge levels. The distribution of items across DoK levels is as follows: 12% (40) at Recall; 86% (291) at Basic Application; 2% (6) at Strategic Thinking. There were no items at the Extended Thinking level.

Items rated as Recall ranged from 0%–43%. The CCG MOVI had 100% of its items rated as Recall. The majority of items rated as Recall followed with PROP (43%) and UNIT (23%). COMP, OPER, DATA, PATT, ALGE, and COOR had no items rated as Recall. All other CCGs have 3% or less of their items at the Recall level. Many of the Recall items involve definitions of geometric terms or recalling basic probability facts.

Items rated as Basic Application COMP, OPER, STAT, DATA, PATT, ALGE, MODE and COOR all have 100% of their items rated as Basic Application. NUMB and DIRE follow with 96% and 95% respectively. The rest of the CCGs range from 55%–83% items rated as Basic Application. The CCG MOVI had no Basic Application items associated with it.

Items rated as Strategic Thinking ranged from 0%–8%. The CCG with the largest percentage of these items was UNIT (8%). COMP, OPER, STAT, DATA, PATT, ALGE, MODE, MOVI and COOR had no items rated at the Strategic Thinking level. The remaining CCGs ranged from 2%–8%.

For **grade 7**, 100% (327) of the items were rated to three Depth of Knowledge ratings. The distribution of items across DoK levels is as follows: 9% (29) at Recall; 83% (273) at Basic Application; 8% (25) at Strategic Thinking. There were no items at the Extended Thinking level.

Items rated as Recall ranged from 0%–31%. The CCGs with the highest percentage of Recall items were PROP (31%), NUMB (21%), and COLL (20%). The CCGs, COMP, STAT, PROB, and ALGE had approximately 5%–12% of their items rated as Recall. The remaining CCGs, DATA, PATT, MODE, CHAN, DIRE, MOVI COOR, and TRAN all 0% Recall items.

Items rated as Basic Application ranged from 50%–95%. Many CCGs demonstrated that a large percentage of their items were Basic Application. They were: COMP (95%), COOR and TRAN (92%), PATT and DIRE (91%), and ALGE and PROB (90%). The remaining CCGs ranged from 50%–86%.

Items rated as Strategic Thinking ranged from 0%–50%. CCGs with the greatest percentage of Strategic Thinking items were MOVI (50%), CHAN (25%) and MODE (23%). COMP and COLL both had no items rated as Strategic Thinking. The remaining CCGs ranged from 5%–14%.

For grade 8, 100% (327) of the items were rated to three Depth of Knowledge ratings. The distribution of items across DoK levels is as follows: 14% (46) at Recall; 82% (269) at Basic Application; and 4% (12) at Strategic Thinking. There were no items at the Extended Thinking level. The CCG, MOVI, was not rated to any DoK level in this grade.

For **grade 8**, items rated as Recall ranged from 0%–56%. The CCGs with the highest percentage of CCGs in this level were Mode (56%), PATT and TRAN (40%), and STAT (32%). The majority of CCGs fell within the lower range of Recall items; DIRE (4%), ALGE (5%), COMP (6%), NUMB (8%), PROP (19%), and OPER, CHAN, UNIT and COOR (20%). The remaining CCGs, PROB, COLL and DATA had no items (0%) at Recall.

Items rated as Basic Application ranged from 44%–100%. The CCGs with the largest percentage of Basic Application items were COLL (100%), NUMB (92%), COMP (91%), and ALGE (90%). However, the remaining CCGs also had larger percentages associated with Basic Application ratings, and ranged from 44%–89%.

Items rated as Strategic Thinking ranged from 0%–14%. The CCGs with the highest Strategic Thinking ratings were DATA (14%) and PROB (11%). COMP, ALGE, OPER and DIRE followed with Strategic Thinking items rated at the lower range of 3%–10%. The following CCGs had no Strategic Thinking items associated with them: NUMB, STAT, COLL, PATT, MODE, CHAN, UNIT, PROP, COOR and TRAN.

For **CIM**, 100% (388) of the items were rated to three Depth of Knowledge ratings. The distribution of items across DoK levels is as follows: 4% (14) at Recall; 76% (295) at Basic Application; and 20% (79) at Strategic Thinking. There were no items at the Extended Thinking level.

Items rated as Recall ranged from 0%–50%. The CCGs with the largest percentage of Recall items was MODE (50%). A number of CCGs were rated as not having any Recall items: COMP, OPER, STAT, PROB, COLL, DATA, CHAN, DIRE, and MOVI.

Items rated as Basic Application ranged from 45%–100%. Many CCGs had a Basic Application rating associated with 100% of their items (COMP, OPER, COLL, DATA, and CHAN). The remaining CCGs had larger percentages of items associated with Basic Application ratings, ranging from 50%–87% of the items.

Items rated as Strategic Thinking ranged from 0%–45%. The CCGs with the largest percentage of Strategic Thinking items were PROP (45%), PROB (39%), and DIRE (28%). Several CCGs had no Strategic Thinking items: NUMB, COMP, OPER, COLL, DATA, MODE, and CHAN.

Item Pool-Level Analyses

The following table summarizes the item pool-level analysis, which involves an examination of the content coverage and levels of complexity of items in the assessment item pool.

Table 19. Mathematics Item Pool Summary of Findings from WestEd Analyses

Grade	Strand	Categorical Concurrence	Range of Depth of Knowledge	Range of Knowledge (Comprehensiveness/Breadth)	Balance of Representation (Emphasis)³³
3	Overall	High	Yes	Yes	Yes
	CE	High	Yes	Yes	Yes
	ME	High	Yes	Yes	Yes
	SP	High	Yes	Yes	Yes
	AR	High	Yes	Yes	Yes
	GM	High	No	No	Yes
4	Overall	High	Yes	Yes	Yes
	CE	High	Yes	Yes	Yes
	ME	High	Yes	Yes	Yes
	SP	High	Yes	Yes	Yes
	AR	High	Yes	Yes	Yes
	GM	High	No	No	Yes
5	Overall	High	Yes	Yes	Yes
	CE	High	Yes	Yes	No
	ME	High	Yes	Yes	No
	SP	High	Yes	No	Yes
	AR	High	Yes	No	Yes
	GM	High	Yes	Yes	Yes
6	Overall	High	Yes	No	Yes
	CE	High	Yes	No	No
	ME	High	Yes	Yes	Yes
	SP	High	Yes	No	Yes
	AR	High	No	No	Yes
	GM	High	Yes	No	Yes
7	Overall	High	Yes	Yes	Yes

³³ WestEd's Balance of Representation (Emphasis) analyses are based on a comparison of the test specifications with the total item pool, which contains the paper-and-pencil items as well as the TESA pool. ODE has informed WestEd that TESA is an adaptive test, with a test engine designed to administer to students a selection of items from the pool that match the content requirements articulated in the test specifications. WestEd recommends that ode provide documentation of the reliability and accuracy with which the test engine adheres to the state's test specifications in order to verify appropriate balance of representation of content for each student administration.

Grade	Strand	Categorical Concurrency	Range of Depth of Knowledge	Range of Knowledge (Comprehensiveness/Breadth)	Balance of Representation (Emphasis)³³
	CE	High	Yes	Yes	Yes
	ME	High	Yes	Yes	Yes
	SP	High	Yes	Yes	Yes
	AR	High	Yes	Yes	Yes
	GM	High	Yes	Yes	Yes
8	Overall	High	Yes	Yes	Yes
	CE	High	Yes	Yes	Yes
	ME	High	Yes	Yes	Yes
	SP	High	Yes	Yes	Yes
	AR	High	Yes	Yes	Yes
	GM	High	No	Yes	Yes
CIM	Overall	High	Yes	Yes	Yes
	CE	High	No	Yes	Yes
	ME	High	Yes	Yes	Yes
	SP	High	No	Yes	Yes
	AR	High	Yes	Yes	Yes
	GM	High	Yes	Yes	Yes

Categorical Concurrency

Categorical concurrency reflects the strength of relationship between items standards and is summarized as follows: Based on the percent of strong and partial relationships, the level of categorical concurrency of items in the state assessment item pool is, Low = 59% or lower; Moderately Low = 60 to 69%; Moderate = 70 to 79%; Moderately High = 80 to 89%; High = 90% or higher.

For all grades, the State's assessment items have a high level of categorical concurrency overall as well as with each strand in the grade-level standards.

Range of Depth of Knowledge

Range of Depth of Knowledge reflects the degree to which items reflect various levels of complexity and is summarized as follows: Yes = Items in the state assessment item pool covered at least three of four DoK levels (Recall, Basic Application, Strategic Thinking, and Extended Thinking); No = Restricted range of DoK in the state assessment item pool; there were fewer than three DoK levels covered by the items—WestEd recommends that ODE verify that this restricted range is purposeful.

Overall, at each grade level, items covered a range of DoK. However, the range of DoK appeared restricted for some strands at each grade level.

More specifically, at grades 3, 4, and 8, items coded to the GM strand had a limited range of DoK from Recall to Basic Application. At grade 6, items coded to the AR Strand had a DoK of Basic Application only. At CIM, items coded to the CE Strand had a limited range of DoK from Recall to Basic Application, and items coded to the SP Strand had a limited range of DoK from Basic Application to Strategic Thinking.

As mentioned previously, WestEd recommends that ODE verify that this restricted range is purposeful, and that the particular level(s) of DoK for a given CCG is appropriately consistent across grades, since the concepts/skills central to a CCG may lend themselves to only one or two DoK levels.

Range of Knowledge (Comprehensiveness/Breadth)

Range of Knowledge addresses the question, “Does the pool of items assess the **breadth** of content described in the CCGs?” And the findings are summarized as follows: Yes = Items in the state assessment item pool well reflect the range of content represented in the CCGs, as informed by the content standards. No = Items in the item pool reflect a restricted range of the content represented in the CCGs. This is a holistic judgment based on the degree to which the items generally cover the concepts and skills (per the content standards) associated with that CCG.

Overall, items covered the range of content represented in the standards at each grade, with the exception of grade 6. At the strand level, items for grades 7, 8, and CIM appeared to address the breadth of content of each strand; however, this was not the case for grades 3, 4, 5, and 6. A more detailed description of the range of knowledge follows.

At grade 3, test items generally were found to address the breadth of the content of the strands as described in the standards, with one exception: GM. GM items primarily reflected skills in two standards: Properties and Transformation. Only two items reflected skills related to Modeling, and no items reflected skills related to Coordinate Geometry.

At grade 4, GM items primarily focused on skills reflected in three standards: Properties; Coordinate Geometry; and Transformation. No items reflected skills related to Modeling.

At grade 5, SP items did not reflect skills related to Collect and Display Data. Additionally, only three items reflected skills related to Probability. In the AR strand, only four items reflected skills related to Modeling, and one item reflected skills related to Change.

At grade 6, the item pool did not appear to cover the range of knowledge reflected in the standards. Test items appeared to address the breadth of content related to ME, however, in the CE strand, only four items reflected skills related to Operations and Properties. In the SP strand, no items reflected skills related to Collect and Display Data. In the AR strand, only two items reflected skills related to Modeling, and no items reflected skills related to Change. And, in the GM strand, only one item reflected skills related to Modeling, only four items reflected skills related to Coordinate Geometry, and no items reflected skills related to Transformations and Symmetry.

WestEd recommends that ODE verify that the limited range of content coverage in the items pool vis-à-vis certain strands (e.g., GM) is purposeful and appropriate. For example, the content of some CCGs may not lend itself to assessment via the MC item format.

Balance of Representation (Emphasis)

Balance of Representation addresses the following question, based on the **strong** item alignments to content standards: “Does the pool of items at this grade represent a balanced emphasis, as specified in the test specifications?” And the findings are summarized as follows: Yes = Strand is given relatively consistent emphasis in comparison with the other items in the pool, vis-à-vis the test specifications. No = Strand is given inconsistent (less or greater) emphasis relative to other items in the pool, vis-à-vis the test specifications.

Overall, at each grade level there was a balance of representation. However, the *actual* emphasis of content related to specific strands in the item pool and the *intended* emphasis of content per the test specifications are not entirely consistent. It was expected that the relative emphasis of content reflected in the test specifications would be mirrored in the item pool. Some strands were over-represented in grades 5 and 6.

In grade 5, the item pool generally reflected a balance of representation consistent with the test specifications, with two exceptions: CE and ME. More items reflected skills related to the CE and ME strands than the other three strands, though the test specifications emphasize the content of each strand equally. This overemphasis may in part be due to the large number of items double-coded to CE.

Similarly, in grade 6, more items reflect skills related to the CE strand than the other four strands, though the test specifications emphasize the content of each strand equally. As is suggested in the grade 5 analysis, this overemphasis may be due to the large number of items double-coded to CE.

Test-Level Analysis

At the request of the State, WestEd conducted a test-level analysis in mathematics for one grade—grade 5. The test blueprint for mathematics grade 5 specifies the percent of items for each score reporting category. Analysts compared WestEd item codes to the distribution of standards on the test blueprint specifications. The results are presented below.

Table 20 shows the comparison between the intended distribution of items across score reporting categories, as specified by the test blueprint, and the actual distribution of items as determined by the items specified by the blueprint that were analyzed by WestEd analysts.

Table 20. Mathematics Test Blueprint Summary of Findings from WestEd Analyses:
Grade 5

Oregon Score Reporting Category (WestEd Code)	Percentage Required by Test Blueprint	Percentage (Number) of Items Aligned
1 (CE)	20%	22% (31)
2 (ME)	20%	24% (35)
3 (SP)	20%	18% (26)
4 (AR)	20%	17% (24)
5 (GM)	20%	19% (28)

Total number of items analyzed= 144

As shown in the table above, a comparison of the intended and actual distributions reveals that overall, the percentages of items at each strand were comparable; that is, no percentage difference exceeded 4%. However, WestEd analysts did find that slightly greater percentages of items were aligned to Calculations and Estimations (2% difference) and Measurement (4% difference) than were specified by the test blueprint, and that a slightly smaller percentage of items were aligned to Statistics and Probability (2% difference), Algebraic Relationships (3% difference), and Geometry (1% difference).

Decision Rules: Mathematics

To ensure consistency of codes and ratings, the following conventions or decision rules were used to evaluate the coding of mathematics items to standards.

Grade 3

1. Bar, tally, and pictographs that require some form of computation will be aligned to CE COMP.
2. Word problems in context that require some form of calculation or comparison of values will be aligned to MP CONC.
3. When asked to identify a 2-dimensional shape the item will be coded as GM PROP Partial since this a very simple prerequisite skill necessary for the 3-dimensional shapes that are of focus.
4. Items that require a skill higher than grade 3 will receive a CCG DOR of Partial.
5. DOK of Recall applies to the following:
 - a. Extend a pattern if the rule is given.
 - b. Identify shapes or property associated with shape
 - c. Straight forward find area of a rectangle.
 - d. Computation problems with no context
 - e. Read bar, tally, and pictographs, no computation required.

6. DOK of BA applies to the following:
 - a. Extend a pattern, rule not given.
 - b. Determine elapsed time.
 - c. Find line of symmetry or identify number of lines of symmetry.
 - d. Word problems requiring 1 or 2 computations.
 - e. Bar, tally, and pictographs that require some form of computation to solve
 - f. Identify best unit of measure.
 - g. Identifying number based on model
 - h. Estimating value closest to another value or finding best estimate
 - i. Identifying fraction given model

Grade 4

7. Items that require a skill higher than grade 4 will receive a CCG DOR of Partial.
8. Expressions requiring an operation to be identified will be aligned to CE COMP #14
9. Equations or Inequalities requiring an operation to be identified will be aligned to AL ALGE #3
10. Rectangle perimeter items will be aligned to ME DIRE #12
11. Perimeter items with the units of either inch or foot will be aligned to ME DIRE #5
12. Perimeter items that require students to have some knowledge of the properties of quadrilaterals will be aligned to GM PROP #3
13. Computation word problems will be aligned to MP CONC #1
14. DoK of Recall applies to the following:
 - a. Identify shapes or property associated with shape
 - b. Identify which tool or unit most appropriate to use in given problem.
 - c. Ordering of whole numbers
 - d. Identifying place value
 - e. Identify number based on given model
 - f. Identify fraction based on given model (unless also requiring fraction in simplest form, then BA)
 - g. Locating points on a number line
15. DoK of BA applies to the following:
 - a. Extend a pattern, rule not given.
 - b. Identify rule of pattern
 - c. Problems involving simple unit conversions

- d. Determine elapsed time.
- e. Find Area or Perimeter
- f. Word problems requiring basic computations
- g. Estimating value closest to another value or finding best estimate
- h. Solving equations or number sentences
- i. Ordering fractions or decimals
- j. Finding median
- k. Finding simple probability
- l. Finding points on a coordinate graph

Grade 5

- 16. The Statistics and Probability/Statistics (SP/STAT) standard “Compare two related sets of data using ...mean...” was interpreted to include calculating the mean of a single set of data.
- 17. Identifying which of the given lines is a line of symmetry was coded as a DoK of Recall. Identifying which shape has (or does not have) a line of symmetry was coded as a DoK of Basic Application.

Grade 6

- 18. Multiplication of whole numbers by common fractions (e.g., $\frac{1}{2}$, $\frac{3}{4}$) was considered part of the CE/COMP standard MA.06.CE.14.
- 19. Using the results of surveys/samples to make predictions about a larger group was considered SP/DATA.

Grades 7 and 8

- 20. When a standard in one CCG is subsumed within a standard in another CCG, the item was coded to the more specific standard/CCG.

Examples:

Grade 7: MA07 AR03 “Evaluate algebraic expressions ...” may include MA07 CE12 “Apply order of operations ...”. Items would be coded to AR ALGE rather than CE COMP.

Grade 8: MA08 ME07 “Determine actual distances from scale drawings ...” may include MA08 CE02 “Apply proportions ...”. Items would be coded to ME DIRE rather than CE NUMB.

- 21. For items requiring computations (and most of them did), items were not routinely coded to a Calculations and Estimation CCG. However, for some items (e.g., those involving solving linear equations and evaluating algebraic

- expressions), the code CE NUMB or COMP was included if the computations required were more than routine (e.g., using fractions or decimals).
22. Skills related to incorrect answer choices only were not coded (e.g., in questions such as “Which of the following is/is not true?”)

Grade 7

23. When only one answer choice was in the form being tested (e.g., prime factorization, scientific notation), the item was coded as being Recall. If the student had to compute or generate the answer, the item was coded Basic Application or above.
24. Setting up and/or solving proportions was coded CE NUMB.
25. When an item involves computation (not estimation) and the answer choices are ranges of numbers, the code CE NUMB was included (comparing rational numbers, including integers).
26. Items that require the student to perform a computation with a percent were coded to the CE NUMB CCG.
27. Items that require the students to apply percents (e.g., percent increase or decrease, interest rates, tax, discounts) were coded to the CE COMP CCG.
28. The Statistics and Probability/Data Analysis and Predictions standard “Predict and evaluate how adding data to a set of data ...” was interpreted to include items in which data was **removed** from a data set.

Grade 8

29. The Algebraic Relationships/Patterns and Functions standard “Represent, analyze, and determine rules for finding patterns ...” was interpreted to include finding the *n*th or missing term of a sequence.
30. Determining when a table, equation, or graph represented linear or nonlinear was coded to both the Patterns and Functions, and Modeling CCGs of Algebraic Relationships.
31. Items involving scatter plots were coded as follows: If the student was asked to identify the correlation represented by the scatter plot, the item was coded as Recall. If the student was asked to make a prediction based on the data contained in the scatter plot, the item was coded Basic Application.
32. If students were asked to make a prediction based on the data in a scatter plot, the item was coded to the Statistics CCG in Statistics and Probability. If the students

were asked to make a prediction using data displayed in another form, the item was coded to the Data Analysis and Predictions CCG.

- 33. The Statistics/Statistics and Probability standard MA08 SP01 “Choose appropriate measures of central tendency ...” was not interpreted to include simply computing a pre-selected measure of central tendency.
- 34. Computing with rational numbers was not interpreted to include computing with integers only.

CIM

- 35. If an item expected the student to set up their own diagram to analyze (as opposed to providing the diagram for them) it was coded ST due to the ‘develop a plan, or sequence of steps’ aspect.
- 36. Several items involve the use of Pythagorean theorem, this is a grade 8 CCG, so it would be a “partial” match unless the item required more than a straightforward application.
- 37. Items that required multiple steps were coded ST.
- 38. Measurement, DIRE has “Use formulas to solve problems involving missing dimensions given perimeter, area, surface area and volume of polygons, circles, prisms, pyramids, cones, cylinders, and spheres” and often a Geometry, PROP item asks for missing lengths, etc. An item was aligned to ME if it required a formula to plug into, and GM if it used similarity or other relationships.
- 39. Items that involved identifying points or solution sets on number lines seemed to align to a grade 7 standard.
- 40. Items about the “line of best fit” were aligned to STAT.
- 41. AR.10 states that a student should be able to “translate between and interpret quadratic, and exponential relationships represented by words, symbols, tables, and graphs” hence items that are often referred to as “word problems” that are linear were coded as Partial.
- 42. Items that would ask to “simplify” numerical expressions were coded as CE.OPER.
- 43. The standard AR.08 includes factoring quadratic polynomials.
- 44. AR.14 are AR.18 overlap. Items were coded to ALGE if they specifically reflected the forms listed in the standard AR.1

III-C. Science

The science items analyzed in this study were developed to assess the concepts and skills reflected in the Oregon content standards—*Oregon Standards 2006-07*. More specifically, the concepts and skills reflected in the science strands and their associated Common Curriculum Goals (CCGs) and benchmark standards were used as the basis for the content analysis of the items. The table below shows a list of the strands, CCGs, content standards (combined with CCGs for analysis), and Benchmark Standards considered in this analysis.³⁴ The full text of the benchmark standards and eligible content is included in Appendix D. The discussion that follows focuses on the content assessed on the statewide assessment for grades 5, 8, and CIM.

Table 21. Science Strands, Common Curriculum Goals, Content Standards, and Benchmark Standards

Science (Grades 5, 8, CIM)					
Strand CCG	Content Standard	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	
1. Physical Science (PS) Matter (MATT): Understand structure and properties of matter.	1. Understand structure and properties of matter.	PS.01	PS.01	PS.01	
	Matter: Understand chemical and physical changes.	PS.02	PS.02	PS.02	
	Force (FORC): Understand fundamental forces, their forms, and their effects on motion.	PS.03	PS.03	PS.03	
		PS.04	PS.04	PS.04	
	Energy (ENER): Understand energy, its transformations, and interactions with matter.	4. Explain and analyze the interaction of energy and matter.	PS.05	PS.05	PS.05
			PS.06	PS.06	PS.06
2. Life Science (LS) Organisms (ORGA): Understand the characteristics, structure, and functions of organisms.	1. Describe the characteristics, structure, and functions of organisms.	LS.01	LS.01	LS.01	
		LS.02	LS.02		
		LS.03			
Heredity (HERE): Understand the transmission of traits in living things.	2. Understand the transmission of traits in living things.	LS.04	LS.03	LS.02	
Diversity/ Interdependence (DIVE): Understand the relationships among living things and between living things and their environments.	3. Explain and analyze the interdependence of organisms in their natural environment.	LS.05	LS.04	LS.03	
	4. Describe and analyze diversity of species, natural selection, and adaptations.	LS.06	LS.05	LS.04	

³⁴ At some grade levels, some benchmark standards had no assessable eligible content standards associated with them. However, items may still have been found to align to these benchmark standards.

3. Earth and Space Science (ES) The Dynamic Earth (DYNA): Understand the properties and limited availability of the materials which make up the Earth.	1. Identify the structure of Earth's system and the availability and use of the materials that make up that system.	ES.01	ES.01	ES.01
The Earth in Space (EART): Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	2. Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	ES.02	ES.02	ES.02
		ES.03	ES.03	ES.03
The Universe (UNIV): Describe natural objects, events, and processes outside the Earth, both past and present.	3. Explain relationships among Earth, sun, moon, and the solar system.	ES.04	ES.04	ES.04

Note: As mentioned earlier, for this study, in science, "CCG and standard" or "CCG/standard" refers to the combined unit of *CCG* and *content standard*. Hierarchically, these units are both immediately beneath (i.e., more specific than) the *strand* level and provide similar specificity of content; in some cases they overlap. Therefore they were combined as a unit of analysis. See Tables 1 and 2 for a listing of the combined CCG/standards and units of analysis for this alignment study.

The science assessment items are multiple-choice (MC) items. WestEd conducted an independent analysis to determine the degree to which the test items reflect the concepts and skills embodied in the State's standards. There were multiple levels of analysis: item level, item pool level, and test level. As analysts evaluated each item's alignment, they determined the strength of the relationship (categorical concurrence) between an item and standard as well as the item's depth of knowledge.

Item-Level Analyses

Item-level findings are presented below in terms of overall alignment, categorical concurrence, and depth of knowledge. Table 22 summarizes for each grade level (grades 5, 8, and CIM) the percentage and number of items that WestEd analysts aligned to the science strands, CCG/standards, and benchmark standards specified previously. (See Appendix C for detailed item-level alignment matrices for science.)

Table 22. Number of All Science Items Aligned to Strands, CCG/standards, and Benchmark Standards, by Grade Level

Grade Level	Total number of items aligned* to strand	Total number of items <u>not</u> aligned* to strand	Total number of items aligned* to CCG/standards	Total number of items <u>not</u> aligned* to CCG/standards	Total number of items aligned* to Benchmark Standards	Total number of items <u>not</u> aligned* to Benchmark Standards
5	347	0	347	0	347	0
8	371	1	371	1	371	1
CIM	458	0	458	0	458	0

* Strong and Partial alignment

As shown in the table above, analysts were able to align all science items to a strand, CCG/standard, and benchmark standard, with the exception of one item at grade 8. This item was not found to align to Oregon science content specified in the standards.

Categorical concurrence: The relationship between items and standards

Strand Level Categorical Concurrence

Table 23 summarizes for each grade level the number of items and codes for the strength of the relationship (or categorical concurrence) among the items and the three science strands. Items found to align strongly (Strong) to one strand and partially (Partial) to another strand were reported according to the higher level of relationship. Also, because some items aligned to multiple strands, the total number of relationships reported in the table may exceed the total number of items analyzed.

Table 23. Science Categorical Concurrence at the Strand Level by Grade

Grade Level	Strand	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
5	TOTAL Items	347	360	104%	0	0%	360	104%
	PS (Codes)	116	116	100%	0	0%	116	100%
	LS (Codes)	129	129	100%	0	0%	129	100%
	ES (Codes)	115	115	100%	0	0%	115	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
8	TOTAL Items	372	380	102%	0	0%	380	102%
	PS (Codes)	125	125	100%	0	0%	125	100%
	LS (Codes)	142	142	100%	0	0%	142	100%
	ES (Codes)	113	113	100%	0	0%	113	100%
	No Relationship (Items)	1	N/A	N/A	N/A	N/A	N/A	N/A
CIM	TOTAL Items	458	466	102%	0	0%	466	102%
	PS (Codes)	165	165	100%	0	0%	165	100%
	LS (Codes)	175	175	100%	0	0%	175	100%
	ES (Codes)	126	126	100%	0	0%	126	100%
	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are rounded to the nearest percent.

Note: Total number of relationships may exceed number of items when items are aligned to multiple strands. Some items may have a Strong alignment to one (or more) strand(s) and a Partial alignment to (an)other strand(s).

At **grade 5**, WestEd analysts determined that 100% (347) of the science items were strongly aligned to at least one of the strands, resulting in a high degree of categorical concurrence at this level. In some cases, an item was strongly aligned to two different strands (e.g., one item requires students to identify decomposers in a food chain [Life Science] *and* understand how decomposers enrich the soil to sustain plant life [Earth and Space Science]). Table 23 also shows the distribution of item ratings across the three

strands. Although the item alignments at grade 5 were fairly evenly distributed among Physical, Life, and Earth and Space Sciences, a slightly greater proportion (36%) of the alignments were to the Life Science strand.

At **grade 8**, WestEd analysts determined that 100% (371) of the science items were strongly aligned to at least one of the strands, resulting in a high degree of categorical concurrence at this level. One item that required students to have in-depth knowledge of atomic structure was determined to have No Relationship at the strand level. As shown in Table 23, although the item alignments were fairly evenly distributed across the three strands (Physical, Life, and Earth and Space Sciences), a slightly greater proportion (37%) of the alignments were to the Life Science strand.

For **CIM**, 100% (458) of the science items strongly aligned to at least one of the strands. Table 23 also shows that although the item alignments were fairly evenly distributed across the three strands (Physical, Life, and Earth and Space Sciences), a slightly greater proportion (38%) of the alignments were to the Life Science strand.

CCG and Standard Level Categorical Concurrence

Table 24 summarizes the categorical concurrence for all science items at the CCG and standard level. Items found to align strongly (Strong) to one CCG/standard and partially (Partial) to another CCG/standard were reported according to the higher level of relationship. Also, because some items aligned to multiple CCG/standards, the total number of relationships reported in the table may exceed the total number of items analyzed.

Table 24. Science Categorical Concurrence at the CCG and Standard Level by Grade

Grade Level	CCG and Standard	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
5	TOTAL (Items)	347	368	106%	3	1%	371	107%
5	MATT1 (Codes)	26	24	92%	2	8%	26	100%
5	MATT2 (Codes)	32	32	100%	0	0%	32	100%
5	FORC3 (Codes)	28	28	100%	0	0%	28	100%
5	ENER4 (Codes)	33	33	100%	0	0%	33	100%
5	ORGA1 (Codes)	37	37	100%	0	0%	37	100%
5	HERE2 (Codes)	14	14	100%	0	0%	14	100%
5	DIVE3 (Codes)	63	63	100%	0	0%	63	100%

Grade Level	CCG and Standard	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
5	DIVE4 (Codes)	24	24	100%	0	0%	24	100%
5	DYNA1 (Codes)	29	28	97%	1	3%	29	100%
5	DYNA2 (Codes)	64	64	100%	0	0%	64	100%
5	EART3 (Codes)	21	21	100%	0	0%	21	100%
5	UNIV (Codes)	0	0	N/A	0	N/A	0	N/A
5	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A
8	TOTAL (Items)	372	385	103%	0	0%	385	103%
8	MATT1 (Codes)	29	29	100%	0	0%	29	100%
8	MATT2 (Codes)	42	42	100%	0	0%	42	100%
8	FORC3 (Codes)	35	35	100%	0	0%	35	100%
8	ENER4 (Codes)	21	21	100%	0	0%	21	100%
8	ORGA1 (Codes)	42	42	100%	0	0%	42	100%
8	HERE2 (Codes)	36	36	100%	0	0%	36	100%
8	DIVE3 (Codes)	52	52	100%	0	0%	52	100%
8	DIVE4 (Codes)	14	14	100%	0	0%	14	100%
8	DYNA1 (Codes)	16	16	100%	0	0%	16	100%
8	DYNA2 (Codes)	91	91	100%	0	0%	91	100%
8	EART3 (Codes)	7	7	100%	0	0%	7	100%
8	UNIV (Codes)	0	0	N/A	0	N/A	0	N/A
8	No Relationship (Items)	1	N/A	N/A	N/A	N/A	N/A	N/A

Grade Level	CCG and Standard	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
CIM	TOTAL (Items)	458	462	101%	4	1%	466	102%
CIM	MATT1 (Codes)	28	28	100%	0	0%	28	100%
CIM	MATT2 (Codes)	42	42	100%	0	0%	42	100%
CIM	FORC3 (Codes)	39	39	100%	0	0%	39	100%
CIM	ENER4 (Codes)	56	56	100%	0	0%	56	100%
CIM	ORGA1 (Codes)	67	67	100%	0	0%	67	100%
CIM	HERE2 (Codes)	49	47	96%	2	4%	49	100%
CIM	DIVE3 (Codes)	59	59	100%	0	0%	59	100%
CIM	DIVE4 (Codes)	0	0	N/A	0	N/A	0	N/A
CIM	DYNA1 (Codes)	12	11	92%	1	8%	12	100%
CIM	DYNA2 (Codes)	91	90	99%	1	1%	91	100%
CIM	EART3 (Codes)	23	23	100%	0	0%	23	100%
CIM	UNIV (Codes)	0	0	N/A	0	N/A	0	N/A
CIM	No Relationship (Items)	0	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are rounded to the nearest percent.

Note: Total number of relationships may exceed number of items when items are aligned to multiple CCGs. Some items may have a Strong alignment to one (or more) CCG(s) and a Partial alignment to (an)other CCG(s).

Table 24 shows the degree of relationship between the grade 5 science items and the 11 CCGs/standards those items assess. At this level of analysis, 100% (347) of the items had either a Strong or Partial relationship to the CCGs/standards; no item was assigned a rating of No Relationship to the CCGs/standards.

There were less than 1% Partial ratings out of the total number of categorical concurrence relationships analyzed at this level (371). Two of these Partial ratings were MATT1 item ratings and the other was a Dynamic Earth/standard 1 (DYNA1) rating. At the CCG/standard level, a rating of Partial would be assigned to an item that requires

students to understand a science concept at either too rudimentary or too sophisticated a level for the targeted grade. One grade 5 Physical Science item, for example, asked students to group objects according to a simple physical property (like roundness). That item received a rating of Partial because classifying objects according to simple physical properties is a grade 3 concept, according to the Oregon standards. In Life Science, an ORGA1 item that required grade 5 students to identify sugar as a byproduct of photosynthesis was given a rating of Partial because photosynthesis is a grade 8 concept, according to the Oregon standards.

At **grade 5**, the 24 items with double-relationship ratings received either two Partial or two Strong ratings (i.e., no item was assigned both a Partial and a Strong relationship rating). One example of an item with a double-relationship rating asks students to identify types of materials that are suited for use in a simple electrical system. This item required students to classify objects according to physical properties like conductivity/non-conductivity (MATT1 CCG—Matter, standard 1) *as well as* understand electrical energy transfer (ENER4 CCG—Energy, standard 4).

At **grade 8**, 100% (372) of the items had a Strong relationship to the CCGs/standards. One No Relationship rating was given to an item that required students to understand atomic structure at an advanced level. Five items aligned strongly to two CCGs/standards. No items at grade 8 received a Partial rating to any CCG.

For **CIM**, seven of the ten CCGs/standards assessed had 100% items that were strongly aligned. In the Life Science strand, two items aligned to HERE2 had only a Partial relationship to the CCG/standard. One of these items required students to select the name of the shape of a specific structure. HERE2 requires understanding of the process of transmission of traits, and analysts determined that naming a structure represents a very small part of this CCG/standard. Therefore, the item was given a Partial relationship rating to this CCG/standard.

In Earth and Space Sciences, DYNA1 and DYNA2 each had one item with only a partial relationship to the content. In each case, the task required a lower-level, superficial knowledge of the content reflected in the CCG/standard. One item, for example, asked students to select a resource name, while the standard required students' understanding of the properties and limited availability of resources.

Benchmark Standard Level Categorical Concurrence

Table 25 summarizes the categorical concurrence, or strength of relationship, for all science items at each grade at the benchmark standard level. Items found to align strongly (Strong) to one benchmark standard and partially (Partial) to another benchmark standard were reported according to the higher level of relationship. Also, because some items aligned to multiple benchmark standards, the total number of relationships reported in the table may exceed the total number of items analyzed.

Table 25. Science Categorical Concurrence at the Benchmark Standard Level by Grade

Grade Level	Benchmark Standard	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
5	TOTAL (Items)	347	376	108%	10	3%	386	111%
5	PS.01 (Codes)	24	24	100%	0	0%	24	100%
5	PS.02 (Codes)	34	33	97%	1	3%	34	100%
5	PS.03 (Codes)	4	4	100%	0	0%	4	100%
5	PS.04 (Codes)	23	23	100%	0	0%	23	100%
5	PS.05 (Codes)	13	13	100%	0	0%	13	100%
5	PS.06 (Codes)	27	27	100%	0	0%	27	100%
5	LS.01 (Codes)	18	18	100%	0	0%	18	100%
5	LS.02 (Codes)	11	11	100%	0	0%	11	100%
5	LS.03 (Codes)	11	11	100%	0	0%	11	100%
5	LS.04 (Codes)	15	15	100%	0	0%	15	100%
5	LS.05 (Codes)	69	68	99%	1	1%	69	100%
5	LS.06 (Codes)	25	25	100%	0	0%	25	100%
5	ES.01 (Codes)	29	27	93%	2	7%	29	100%
5	ES.02 (Codes)	23	18	78%	5	22%	23	100%
5	ES.03 (Codes)	39	39	100%	0	0%	39	100%
5	ES.04 (Codes)	21	20	95%	1	5%	21	100%
5	No Relationship (Items)	2	N/A	N/A	N/A	N/A	N/A	N/A
8	TOTAL (Items)	372	386	104%	3	1%	389	105%

Grade Level	Benchmark Standard	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
8	PS.01 (Codes)	30	30	100%	0	0%	30	100%
8	PS.02 (Codes)	42	42	100%	0	0%	42	100%
8	PS.03 (Codes)	25	25	100%	0	0%	25	100%
8	PS.04 (Codes)	10	10	100%	0	0%	10	100%
8	PS.05 (Codes)	12	12	100%	0	0%	12	100%
8	PS.06 (Codes)	11	11	100%	0	0%	11	100%
8	LS.01 (Codes)	13	13	100%	0	0%	13	100%
8	LS.02 (Codes)	29	28	97%	1	3%	29	100%
8	LS.03 (Codes)	37	36	97%	1	3%	37	100%
8	LS.04 (Codes)	51	51	100%	0	0%	51	100%
8	LS.05 (Codes)	14	13	93%	1	7%	14	100%
8	LS.06 (Codes)	0	0	N/A	0	N/A	0	N/A
8	ES.01 (Codes)	16	16	100%	0	0%	16	100%
8	ES.02 (Codes)	42	42	100%	0	0%	42	100%
8	ES.03 (Codes)	50	50	100%	0	0%	50	100%
8	ES.04 (Codes)	7	7	100%	0	0%	7	100%
8	No Relationship (Items)	1	N/A	N/A	N/A	N/A	N/A	N/A
CIM	TOTAL (Items)	458	443	97%	22	5%	465	102%
CIM	PS.01 (Codes)	28	27	96%	1	4%	28	100%
CIM	PS.02 (Codes)	41	41	100%	0	0%	41	100%

Grade Level	Benchmark Standard	No. of Items	Total Strong (Codes)		Total Partial (Codes)		Strong or Partial (Codes)	
			No.	%	No.	%	No.	%
CIM	PS.03 (Codes)	26	25	96%	1	4%	26	100%
CIM	PS.04 (Codes)	14	14	100%	0	0%	14	100%
CIM	PS.05 (Codes)	23	19	83%	4	17%	23	100%
CIM	PS.06 (Codes)	33	30	91%	3	9%	33	100%
CIM	LS.01 (Codes)	66	65	98%	1	2%	66	100%
CIM	LS.02 (Codes)	48	45	94%	3	6%	48	100%
CIM	LS.03 (Codes)	27	27	100%	0	0%	27	100%
CIM	LS.04 (Codes)	33	30	91%	3	9%	33	100%
CIM	ES.01 (Codes)	12	10	83%	2	17%	12	100%
CIM	ES.02 (Codes)	40	37	93%	3	8%	40	100%
CIM	ES.03 (Codes)	53	52	98%	1	2%	53	100%
CIM	ES.04 (Codes)	21	21	100%	0	0%	21	100%
CIM	No Relationship (Items)	2	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are rounded to the nearest percent.

Note: Total number of relationships may exceed number of items when items are aligned to multiple benchmark standards. Some items may have a Strong alignment to one (or more) benchmark standard(s) and a Partial alignment to (an)other benchmark standard(s).

At **grade 5**, 100% (386) of the item ratings were Partial or Strong to the benchmark standards. Of these relationships, 108% (376) were Strong and 3% (10) were Partial.

An example of an item with a Strong relationship to a benchmark standard is one that asked students to identify the parts of a habitat that are non-living. The content knowledge required to answer this item was strongly aligned benchmark standard LS.05 (Describe the relationships between characteristics of specific habitats and the organisms that live there). An example of an item determined to have a Partial relationship to a benchmark standard required students to identify what happens to water molecules when water changes state. Although the CCG/standard, MATT2, in the Physical Science strand included benchmark standard PS.02 (Describe the ability of matter to change state by

heating or cooling), the concept of molecular movement during state changes, as reflected in the item, is not part of the content for the benchmark standard.

Four of the six Physical Science benchmarks (PS.01, .04, .05, .06) were determined to have 100% Strong relationships. Benchmarks PS.02 (Describe the ability of matter to change state by heating and cooling), and PS.03 (Describe and compare the motion of objects) each had one Partial relationship rating. For Life Science, 4 of the 6 benchmark standards (LS.01, .02, .04, .06) received 100% Strong ratings. A Partial relationship rating was assigned to benchmark LS.05 (Describe the relationship between characteristics of specific habitats and the organisms that live there). Only one of the Earth and Space Science benchmark standards received 100% Strong ratings—ES.03 (Identify causes of Earth surface changes); the other three ES benchmarks were assigned Partial relationship ratings, ranging from 5% (1) to 22% (5).

Of the total 347 items, 12% (42) were determined to have a relationship to two different benchmark standards. Of those 42 double-benchmark items, 81% (35) were assigned two Strong ratings, 14% (6) items were assigned Strong/Partial ratings, and less than 1% (1) were assigned two Partial ratings. The 6 double-benchmark ratings of Partial/Strong were assigned when an item was strongly aligned with two different CCG/standards, and the level of alignment to the two benchmark standards differed.

For example, one item asks students to identify what would happen to a natural body of water on a hot, sunny day. Analysts determined that students would need to know about evaporation in order to answer this item. The item was therefore aligned strongly to two strands (Physical Science and Earth and Space Science) and to two CCGs/standards (Matter 2: Describe and analyze chemical and physical changes, and Dynamic Earth 2: Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth). The item was also aligned to benchmark standards PS.02 (Describe the ability of matter to change state by heating and cooling) and ES.02 (Describe patterns of seasonal weather), because the item required knowledge of evaporation in the natural environment (i.e., a body of water). However, since benchmark ES.02 does not include the water cycle at grade 5 (the water cycle does not appear in the Oregon standards until grade 8), a Partial rating was assigned to ES.02.

At **grade 8**, all (100%) of the ratings reflected a Strong or Partial relationship to the benchmark standards. Of these, 104% (386) of the relationships were Strong, and less than 1% (3) were Partial. One item was given a No Relationship rating because of content that did not align to the standards.

An example of an item with a Strong relationship is one that required students to know how to measure the boiling point of various substances and plot them on a graph. The content knowledge required to answer this item aligned strongly to Physical Science, Matter 1, benchmark standard PS.01, particularly since the eligible content .01 (eligible content statements were used to inform analysts understanding of the intent of the standards) states that students should be able to “Describe how to measure characteristic properties including boiling and melting points, solubility, and density.”

All three of the benchmark standards assigned Partial ratings were in the Life Science strand: LS.02 (Heredity 2), LS.03 (Diversity 4), and LS.05 (Diversity 4). An example of an item with a Partial relationship is one item that required students to recall the name of a geneticist, given a description of the geneticist's work. Although the item generally reflected the content of CCG/standard, HERE2, analysts determined that the item did not reflect the central content of the benchmark standard LS.03.

Two Strong benchmark/standard ratings were assigned to 5% (18) of the 372 items in the pool. These double-benchmark items were fairly evenly distributed across the strands, and were associated with benchmark standards PS.01 – PS.06, LS.02 – LS.05., and ES.01 – ES.03.

For **CIM**, 100% of the items had Strong relationships to the Physical Science benchmark standards for MATT 2 (Matter - Understand chemical and physical changes), and for ENER 4 (Energy - Understand its transformations and interactions with matter.) Other Physical Science benchmark standards each had one to four items with only a Partial relationship. An example of an item with a Partial relationship is one that required students to identify a difference between two waves based on a drawing that was provided. Although PS.05 requires students to be able to describe differences and similarities between kinds of waves as a means of transmitting energy, the item seemed to assess students' ability to read a diagram and did not appear to directly assess the content knowledge central to the standard.

All items aligned to the Life Science benchmark standard, DIVE 3 (Diversity/Interdependence - Understand the relationships among living things and between living things and their environments) had Strong relationships. Other Life Science benchmark standards had one to three Partial relationships. In several of the items with Partial relationships, a definition of a term was provided and the student was required to select the correct term (word) from among those in a list (the answer choices). The term was often explicitly mentioned in previous grades' benchmark standards, and the CIM items were not requiring students to demonstrate more complex levels of understanding the term, as required by the CIM benchmark standards.

All items (21) aligned to the Earth and Space Science benchmark standard EART 3 (Earth in Space: Understand the Earth's place in the solar system and universe) had Strong relationships. Other benchmark standards in the Earth and Space Science strand had one to three items that had Partial relationships. For two of the items, the content tested was related to causes of different seasons, which appears in the grade 8 standards but not in the CIM benchmark standards.

Eight items aligned strongly to more than one strand, CCG/standard, and benchmark standard. The most common double alignment was to Earth and Space Science and Physical Science, and particularly to ES.04 (Explain how mass and distance affect the interaction between Earth and other objects in space), and PS.04 (Recognize that gravity is a universal force). These items required knowledge of gravitational force in relation to

the Earth and other objects in space. One other item aligned both to LS.03 (Describe and analyze the effect of species, including humans, on an ecosystem) and PS.06 (Describe and analyze examples of conservation of energy). This item addressed concepts of energy transfer applied within an ecosystem.

Partial and No Relationship at Strand and CCG and Standard, and Benchmark Standard Level

Table 26 summarizes the number of science items with either a *Partial* relationship only to the content standards or *No Relationship* to the content standards.

Table 26. Science Items with Only Partial or No Relationships to Standards by Grade

Grade Level		No. of Items with <u>Only</u> Partial Relationships to Standards	No. of Items with <u>No</u> Relationship to Standards
5 (n=347)	Strand level	0	0
	CCG and standard level	2	0
	Benchmark standard level	5	2
8 (n=372)	Strand level	0	1
	CCG and standard level	0	1
	Benchmark standard level	2	1
CIM (n=458)	Strand level	0	0
	CCG and standard level	4	0
	Benchmark standard level	22	0

As shown in Table 26, analysts determined that two items at grade 5 had no relationship to the standards at the benchmark standard level and one (1) item at grade 8 had no relationship at the strand, CCG/standard, and benchmark standard levels. All other items analyzed had either a Strong or Partial relationship to the standards.

There were items with only Partial relationships to the standards in grades 5, 8, and CIM. More specifically, at grade 5, two items had only Partial relationships to the standards at the CCG/standard level and five had only Partial relationships at the benchmark standard level. At grade 8 two items had only Partial relationships at the benchmark standard level. At CIM, four items were only partially aligned to standards at the CCG/standard level, and 22 items only partially aligned at the benchmark standard level.

Depth of Knowledge: Item Cognitive Complexity

Applying the criteria described on page 6, WestEd analysts evaluated the depth of knowledge for each item. Descriptions of items coded to each depth of knowledge (DoK) level are provided below as examples.

Recall: The items rated as Recall items ranged from items that require recall of a specific vocabulary word or definition, such as the simple identification of term, to items in which the correct response can be determined from the associated graphic or diagram. At grades 5 and 8, the items rated as DoK Recall were similar in type to the description provided above. One Recall item at grade 5 required students to label a particular type of fault depicted in a diagram by selecting the correct label from the four choices provided. Another Recall item required students to select from the choices provided the definition of a producer, consumer, or decomposer. A grade 8 Recall item required students to select from the choices provided the definition of photosynthesis.

Basic Application: The items rated as Basic Application required the student to understand a specific concept and apply the information to the context/situation presented. Examples include analyzing the effects of a species on an ecosystem, describing examples of conservation of energy, and applying evidence of the ongoing evolution of the Earth. One Basic Application item required students to examine a diagram of a heated object and determine the direction of heat transfer. Another item required students to complete in a Punnett square.

Strategic Thinking: The items rated as Strategic Thinking required students to reason or think through a sequence of ideas/steps to determine the correct response. Examples include thinking through the predator-prey relationships and levels of transfer of energy and determining the effects of multiple forces acting on an object. One Strategic Thinking item required students to read a complex chart depicting water organisms that are able to survive at various PH levels. Students were then required to determine which organisms would most likely survive a change given change in PH levels. Another item required students to examine a complex diagram and determine the outcome of a sequence of changes to the earth's surface.

Extended Thinking: No items rated as Extended Thinking were identified in the pool of items analyzed.

Strand Level Depth of Knowledge

Table 27 shows the distribution of items across depth of knowledge levels for each grade level and strand.³⁵

Table 27. Science Depth of Knowledge at Strand Level by Grade

Grade Level	Strand	Depth of Knowledge Levels				Total
		R	BA	ST	ET ³⁶	
5	TOTAL	105	235	7	0	347
	PS	35	78	3	0	116
	Specific Strand	30%	67%	3%	0%	100%
	Entire Pool	10%	22%	1%	0%	33%
	LS	36	89	4	0	129
	Specific Strand	28%	69%	3%	0%	100%
	Entire Pool	10%	26%	1%	0%	37%
	ES	37	77	1	0	115
	Specific Strand	32%	67%	1%	0%	100%
	Entire Pool	11%	22%	0%	0%	33%
8	TOTAL	107	247	17	0	371
	PS	19	100	6	0	125
	Specific Strand	15%	80%	5%	0%	100%
	Entire Pool	5%	27%	2%	0%	34%
	LS	46	87	9	0	142
	Specific Strand	32%	61%	6%	0%	100%
	Entire Pool	12%	23%	2%	0%	38%
	ES	46	65	2	0	113
	Specific Strand	41%	58%	2%	0%	100%
	Entire Pool	12%	17%	1%	0%	30%
CIM	TOTAL	315	135	8	0	458
	PS	113	49	3	0	165
	Specific Strand	68%	30%	2%	0%	100%
	Entire Pool	25%	11%	1%	0%	36%
	LS	116	54	5	0	175
	Specific Strand	66%	31%	3%	0%	100%
	Entire Pool	25%	12%	1%	0%	38%
	ES	92	34	0	0	126
	Specific Strand	73%	27%	0%	0%	100%

³⁵For this study, analysts found that the DoK distribution shifted across the grades.

Although such variation is not uncommon, WestEd will further investigate these shifts in order to confirm that they are reflective of real differences in the complexity of the items, and/or differences in the way the standards are operationalized at a given grade. An addendum summarizing this additional analysis will be submitted to the ODE.

³⁶ Cognitive complexity is influenced by a number of factors, including item type and content. Multiple-choice items typically do not lend themselves to measuring at the Extended Thinking level.

Grade Level	Strand	Depth of Knowledge Levels				Total
		R	BA	ST	ET ³⁶	
	Entire Pool	20%	7%	0%	0%	28%

Note: Percentages are rounded to the nearest percent.

Key:

Specific Strand refers to the percentage and number of items coded to the particular strand across the four DoK levels for each grade. The ratio used to determine “Specific Strand” is the number of items coded to a DoK level and strand divided by the number of all items coded to that strand. The “Specific Strand” percentages for a strand at a grade should total 100%.

% of Entire Pool is the percentage of the entire pool for that grade represented by the “Specific Strand” number. The ratio used to determine “% of Entire Pool” is the number of items coded to a strand across the four DoK levels for a grade divided by the total number of items for that grade. Because WestEd’s protocol allows for items to be coded to multiple strands, the “% of Entire Pool” percentages across a grade level may exceed 100%.

For **grade 5**, analysts determined that 100% of the 347 grade 5 science items represented the range of depth of knowledge from Recall (R) to Strategic Thinking (ST). For the total pool of items, a majority was rated as DoK Basic Application (235 items/67%), followed by DoK Recall (105 items/30%), and DoK Strategic Thinking (7 items/3%). No items received the DoK Extended Thinking.

In Physical Science, 35 DoK-R, 78 DoK-BA, and 3 DoK-ST ratings were given to items. These numbers represent, respectively, 30%, 67% and 3% of the DoK ratings given to items aligned to the Physical Science strand, and show a preponderance of DoK-BA ratings. For the entire pool of items, 10% were Physical Science DoK-R, 22% were Physical Science DoK-BA, and 1% was Physical Science DoK-ST.

In Life Science, 36 DoK-R, 89 DoK-BA, and 4 DoK-ST ratings were given to items. These numbers represent, respectively, 28%, 69% and 3% of the DoK ratings given to items aligned to the Life Science strand. Again, a majority of ratings was DoK-BA. For the entire pool of items, 10% were Life Science DoK-R, 26% were Life Science DoK-BA, and 1% was Life Science DoK-ST.

In Earth and Space Science, 37 DoK-R, 77 DoK-BA, and 1 DoK-ST ratings were given to items. These numbers represent, respectively, 32%, 67% and 1% of the DoK ratings given to items aligned to the Earth and Space Science strand. The majority of the Earth and Space Science ratings was DoK-BA. For the entire pool of items, 11% were Earth and Space Science DoK-R, 22% were Earth and Space Science DoK-BA, and 3% was Earth and Space Science DoK-ST.

For **grade 8**, analysts determined that 100% of the 371 grade 8 science items represented the range of depth of knowledge from Recall (R) to Strategic Thinking (ST). For the total pool of items, a majority was rated as DoK Basic Application (247 items/66%), followed by DoK Recall (107 items/29%), and DoK Strategic Thinking (17 items/5%). No items received the DoK Extended Thinking.

In Physical Science, 19 DoK-R, 100 DoK-BA, and 6 DoK-ST ratings were given to items. These numbers represent, respectively, 15%, 80% and 5% of the DoK ratings

given to items aligned to the Physical Science strand. For the entire pool of items, 5% were Physical Science DoK-R, 27% were Physical Science DoK-BA, and 2% were DoK-ST.

In Life Science, 46 DoK-R, 87 DoK-BA, and 9 DoK-ST ratings were given to items. These numbers represent, respectively, 32%, 61% and 6% of the DoK ratings given to items aligned to the Life Science strand. For the entire pool of items, 12% were Life Science DoK-R, 23% were Life Science DoK-BA, and 2% were Life Science DoK-ST.

In Earth and Space Science, 46 DoK-R, 65 DoK-BA, and 2 DoK-ST ratings were given to items. These numbers represent, respectively, 41%, 58% and 2% of the DoK ratings given to items aligned to the Earth and Space Science strand. For the entire pool of items, 12% were Earth and Space Science DoK-R, 17% were Earth and Space Science DoK-BA, and 1% was Earth and Space Science DoK-ST.

For **CIM**, analysts determined that 100% of the science items reflected a DoK range of Recall to Strategic Thinking. A majority, 69% (315), of items required Recall of specific facts or vocabulary, with some items, 29% (135), requiring Basic Application, and few items, 2% (8), requiring Strategic Thinking. There were no CIM science items at the Extended Thinking level. This reflects a different distribution of DoK from grades 5 and 8.³⁷

The Earth and Space Science strand had the highest percentage (73%) of Recall items (92). The pool of Physical and Life Science items was comprised of approximately two-thirds Recall (68% and 66% respectively for each strand) and one-third Basic Application items. Of the entire item pool reviewed, three Physical Science items and five Life Science items were rated with a depth of knowledge at the level of Strategic Thinking.

CCG and Standard Level Depth of Knowledge

As stated earlier, in science, items were aligned at the combined level of CCG and standard. Table 28 shows the distribution of items across depth of knowledge levels for each grade level and CCG/standard.

Table 28. Science Depth of Knowledge at CCG and Standard Level by Grade

Grade Level	CCG and Standard	R	BA	ST	ET	Total
5	TOTAL	105	235	7	0	347
5	MATT1	12	14	0	0	26

³⁷ For this study, analysts found that the DoK distribution shifted across the grades.

Although such variation is not uncommon, WestEd will further investigate these shifts in order to confirm that they are reflective of real differences in the complexity of the items, and/or differences in the way the standards are operationalized at a given grade. An addendum summarizing this additional analysis will be submitted to the ODE.

Grade Level	CCG and Standard	R	BA	ST	ET	Total
	Specific CCG/Standard	46%	54%	0%	0%	100%
	Entire Pool	3%	4%	0%	0%	7%
5	MATT2 Matter	11	21	0	0	32
	Specific CCG/Standard	34%	66%	0%	0%	100%
	Entire Pool	3%	6%	0%	0%	9%
5	FORC3 Force	6	22	0	0	28
	Specific CCG/Standard	21%	79%	0%	0%	100%
	Entire Pool	2%	6%	0%	0%	8%
5	ENER4 Energy	6	24	3	0	33
	Specific CCG/Standard	18%	73%	9%	0%	100%
	Entire Pool	2%	7%	1%	0%	10%
5	ORGA1 Organisms	19	18	0	0	37
	Specific CCG/Standard	51%	49%	0%	0%	100%
	Entire Pool	5%	5%	0%	0%	11%
5	HERE2 Heredity	5	9	0	0	14
	Specific CCG/Standard	36%	64%	0%	0%	100%
	Entire Pool	1%	3%	0%	0%	4%
5	DIVE3 Diversity/ Interdependence	13	48	2	0	63
	Specific CCG/Standard	21%	76%	3%	0%	100%
	Entire Pool	4%	14%	1%	0%	18%
5	DIVE4 Diversity/ Interdependence	1	21	2	0	24
	Specific CCG/Standard	4%	88%	8%	0%	100%
	Entire Pool	0%	6%	1%	0%	7%
5	DYNA1 The Dynamic Earth	9	20	0	0	29
	Specific CCG/Standard	31%	69%	0%	0%	100%
	Entire Pool	3%	6%	0%	0%	8%
5	DYNA2 The Dynamic Earth	12	51	1	0	64
	Specific CCG/Standard	19%	80%	2%	0%	100%

Grade Level	CCG and Standard	R	BA	ST	ET	Total
	Entire Pool	3%	15%	0%	0%	18%
5	EART3 The Earth in Space	15	6	0	0	21
	Specific CCG/Standard	71%	29%	0%	0%	100%
	Entire Pool	4%	2%	0%	0%	6%
5	UNIV The Universe	0	0	0	0	0
	Specific CCG/Standard	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
8	TOTAL	107	247	17	0	371
8	MATT1	3	24	2	0	29
	Specific CCG/Standard	10%	83%	7%	0%	100%
	Entire Pool	1%	6%	1%	0%	8%
8	MATT2 Matter	9	32	1	0	42
	Specific CCG/Standard	21%	76%	2%	0%	100%
	Entire Pool	2%	9%	0%	0%	11%
8	FORC3 Force	5	27	3	0	35
	Specific CCG/Standard	14%	77%	9%	0%	100%
	Entire Pool	1%	7%	1%	0%	9%
8	ENER4 Energy	2	18	1	0	21
	Specific CCG/Standard	10%	86%	5%	0%	100%
	Entire Pool	1%	5%	0%	0%	6%
8	ORGA1 Organisms	23	17	2	0	42
	Specific CCG/Standard	55%	40%	5%	0%	100%
	Entire Pool	6%	5%	1%	0%	11%
8	HERE2 Heredity	10	24	2	0	36
	Specific CCG/Standard	28%	67%	6%	0%	100%
	Entire Pool	3%	6%	1%	0%	10%
8	DIVE3 Diversity/ Interdependence	14	34	4	0	52
	Specific CCG/Standard	27%	65%	8%	0%	100%
	Entire Pool	4%	9%	1%	0%	14%

Grade Level	CCG and Standard	R	BA	ST	ET	Total
8	DIVE4 Diversity/ Interdependence	0	13	1	0	14
	Specific CCG/Standard	0%	93%	7%	0%	100%
	Entire Pool	0%	3%	0%	0%	4%
8	DYNA1 The Dynamic Earth	5	11	0	0	16
	Specific CCG/Standard	31%	69%	0%	0%	100%
	Entire Pool	1%	3%	0%	0%	4%
8	DYNA2 The Dynamic Earth	36	53	2	0	91
	Specific CCG/Standard	40%	58%	2%	0%	100%
	Entire Pool	10%	14%	1%	0%	24%
8	EART3 The Earth in Space	5	2	0	0	7
	Specific CCG/Standard	71%	29%	0%	0%	100%
	Entire Pool	1%	1%	0%	0%	2%
8	UNIV The Universe	0	0	0	0	0
	Specific CCG/Standard	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
CIM	TOTAL	315	135	8	0	458
CIM	MATT1	27	1	0	0	28
	Specific CCG/Standard	96%	4%	0%	0%	100%
	Entire Pool	6%	0%	0%	0%	6%
CIM	MATT2 Matter	28	13	1	0	42
	Specific CCG/Standard	67%	31%	2%	0%	100%
	Entire Pool	6%	3%	0%	0%	9%
CIM	FORC3 Force	18	20	1	0	39
	Specific CCG/Standard	46%	51%	3%	0%	100%
	Entire Pool	4%	4%	0%	0%	9%
CIM	ENER4 Energy	40	15	1	0	56
	Specific CCG/Standard	71%	27%	2%	0%	100%
	Entire Pool	9%	3%	0%	0%	12%
CIM	ORGA1	60	6	1	0	67

Grade Level	CCG and Standard	R	BA	ST	ET	Total
	Organisms					
	Specific CCG/Standard	90%	9%	1%	0%	100%
	Entire Pool	13%	1%	0%	0%	15%
CIM	HERE2 Heredity	38	11	0	0	49
	Specific CCG/Standard	78%	22%	0%	0%	100%
	Entire Pool	8%	2%	0%	0%	11%
CIM	DIVE3 Diversity/ Interdependence	18	37	4	0	59
	Specific CCG/Standard	31%	63%	7%	0%	100%
	Entire Pool	4%	8%	1%	0%	13%
CIM	DIVE4 Diversity/ Interdependence	0	0	0	0	0
	Specific CCG/Standard	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
CIM	DYNA1 The Dynamic Earth	9	3	0	0	12
	Specific CCG/Standard	75%	25%	0%	0%	100%
	Entire Pool	2%	1%	0%	0%	3%
CIM	DYNA2 The Dynamic Earth	65	26	0	0	91
	Specific CCG/Standard	71%	29%	0%	0%	100%
	Entire Pool	14%	6%	0%	0%	20%
CIM	EART3 The Earth in Space	18	5	0	0	23
	Specific CCG/Standard	78%	22%	0%	0%	100%
	Entire Pool	4%	1%	0%	0%	5%
CIM	UNIV The Universe	0	0	0	0	0
	Specific CCG/Standard	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%

Note: Percentages are rounded to the nearest percent.

Key:

Specific CCG refers to the percentage and number of items coded to the particular CCG across the four DoK levels for each grade. The ratio used to determine “Specific CCG” is the number of items coded to a DoK level and CCG divided by the number of all items coded to that CCG. The “Specific CCG” percentages for a CCG at a grade should total 100%.

% of Entire Pool is the percentage of the entire pool for that grade represented by the “Specific CCG” number. The ratio used to determine “% of Entire Pool” is the number of items coded to a CCG across the four DoK levels for a grade divided by the total number of items for that grade. Because WestEd’s protocol allows for items to be coded to multiple CCGs, the “% of Entire Pool” percentages across a grade level may exceed 100%.

For **grade 5**, analysts determined that, for the total item pool across all CCGs/standards, a majority (68%, 235 items) of the items were DoK-BA, followed by 30% (105) DoK-R, and 2% (7) DoK-ST. There were no Extended Thinking items in the grade 5 science item pool.

At the DoK-BA level, Diversity/Interdependence 3 (DIVE3) items accounted for 14% of the entire test pool, Dynamic Earth 2 (DYNA2) items accounted for 15%, and Earth in Space 3 (EART3) items accounted for 30%. The remaining CCGs/standards at the DoK-BA level accounted for between 4% and 7% of the item pool.

DoK-BA also was the most common DoK rating for items *within* each CCG/standard (54%–80%). There were two exceptions, however: Organisms 1 (ORGA1) had almost equal percentages of DoK-R ratings (51%, 19 items) and DoK-BA ratings (49%, 18 items), and Earth in Space (EART 3) had 71% (15) DoK-R ratings and 29% (6) DoK-BA ratings.

The 105 DoK-R ratings were fairly evenly distributed *across* the CCGs/standards, with all but 1 CCG/standard representing between 1% and 5% of the DoK-R ratings across the entire item pool. The single DoK-R rating given in the Diversity/Interdependence 4 (DIVE4) CCG/standard accounted for less than 1% representation in the item pool.

Twelve of 16 (75%) CCGs/standards had DoK-R ratings that accounted for between 19% and 36% of the ratings *within* those CCGs/standards. Three CCGs/standards (Matter1, Organisms 1, and Earth in Space 3) had DoK-R ratings that accounted for 46% (12 ratings), 51% (19 ratings), and 71% (15 ratings), respectively, of the ratings within those CCGs/standards.

Finally, there were very few ratings of DoK-ST. These 8 ratings were distributed across the CCG/standards as follows:

- Three DoK-ST ratings were given to items in Energy 4 (ENER4), representing 1% of the DoK-ST ratings for the entire pool, and 9% of the DoK-ST ratings within ENER4;
- Two DoK-ST ratings were given to items in Diversity/Interdependence 3 (DIVE3) and Diversity/Interdependence 4 (DIVE4). These ratings each represented, 1% of the DoK-ST ratings for the entire pool, and 3% and 9% respectively of the DoK-ST ratings within the DIVE3 and DIVE4 CCG/standards; and
- One DoK-ST rating was given to an item in the Dynamic Earth (DYNA2) CCG/standard. This item accounted for less than 1% of the DoK-ST ratings for the entire pool, and 2% of the DoK-ST ratings within the DYNA2 CCG/standard.

For **grade 8**, analysts determined that, for the total item pool across all CCGs/standards, a majority (67%, 247 items) of the items were DoK-BA, followed by 29% (107) DoK-R, and 5% (17) DoK-ST. There were no Extended Thinking items in the grade 8 science item pool.

For **grade 8**, DoK-BA ratings accounted for the majority (93%) of ratings in Life Science, Diversity/Interdependence (DIVE 4). Physical Science, Energy 4 (ENER4) had 86% of ratings at DoK-BA, and Physical Science, Matter 1 (MATT1), had 83% of ratings at DoK-BA. Earth and Space Science, Earth in Space 3 (EART3) had the lowest percentage (29%) of DoK-BA ratings. The remaining seven CCG/standards had DoK-BA ratings ranging from 40% to 77%. There were no Extended Thinking items identified in the grade 8 science item pool.

The highest percentage of DoK-R ratings were given to Earth and Space Science, Earth in Space 3, (EART3), which had 71% DoK-R ratings and Life Science, Organisms 1 (ORGA1), which had 55% DoK-R ratings. One CCG/standard, Diversity/Interdependence 4 (DIVE 4) had no (0%) DoK-R ratings. The remaining CCG/standards had from 10% to 39% DoK-R ratings within those CCGs/standards.

DoK-ST ratings at the CCG/standards level are as follows (items counted for each CCG/standard to which they were aligned):

- MATT2, ENER4, DIVE4 each received one DoK-ST rating;
- MATT1, ORGA1, HERE2, and DYNA2 each received 2 ratings of DoK-ST;
- FORC3 was given 3 DoK-ST ratings;
- DIVE3 was given 4 DoK-ST ratings; and
- EART3 was given 0 DoK-ST ratings.

Across the **CIM** item pool, DoK-R items accounted for the majority of ratings (69%) followed by DoK-BA (29%) and DoK-ST (2%).

At CIM, 8 of the 10 assessed CCGs/standards had the highest percentage of items at DoK-R. Two CCGs/standards had the highest percentage of items at DoK-BA: FORC3 (51%) and DIVE3 (63%).

DoK-R at the CCG/standard level accounted for 31% to 96% of the items for each assessed CCG/standard. DoK-BA accounted for 4% to 63% of the items for each assessed CCG/standard. DoK-ST accounted for 0% to 7% of the items for each assessed CCG/standard. There were no Extended Thinking items identified in the CIM science item pool.

DoK-ST ratings at the CCG/standards level are as follows (items counted for each CCG/standard to which they were aligned):

- MATT2, FORC3, ENER4, and ORGA1 each received one DoK-ST rating;
- DIVE3 was given 4 DoK-ST ratings.

Five of the ten assessed CCGs/standards had items rated at DoK-ST: MATT2; FORC3; ENER4; ORGA1; and DIVE3. Of these CCGs/standards, DIVE3 had the highest percentage of items within a CCG/standard at this DoK level (7%).

Benchmark Standard Level Depth of Knowledge

Table 29 shows the distribution of items across depth of knowledge levels for each grade level and benchmark standard.

Table 29. Science Depth of Knowledge at Benchmark Standard Level by Grade

Grade Level	Benchmark Standard	R	BA	ST	ET	Total
5	TOTAL	105	235	7	0	347
5	PS.01	12	12	0	0	24
	Specific Benchmark Standard	50%	50%	0%	0%	100%
	Entire Pool	3%	3%	0%	0%	7%
5	PS.02	11	23	0	0	34
	Specific Benchmark Standard	32%	68%	0%	0%	100%
	Entire Pool	3%	7%	0%	0%	10%
5	PS.03	0	4	0	0	4
	Specific Benchmark Standard	0%	100%	0%	0%	100%
	Entire Pool	0%	1%	0%	0%	1%
5	PS.04	5	18	0	0	23
	Specific Benchmark Standard	22%	78%	0%	0%	100%
	Entire Pool	1%	5%	0%	0%	7%
5	PS.05	1	9	3	0	13
	Specific Benchmark Standard	8%	69%	23%	0%	100%
	Entire Pool	0%	3%	1%	0%	4%
5	PS.06	6	21	0	0	27
	Specific Benchmark Standard	22%	78%	0%	0%	100%
	Entire Pool	2%	6%	0%	0%	8%
5	LS.01	7	11	0	0	18
	Specific Benchmark Standard	39%	61%	0%	0%	100%
	Entire Pool	2%	3%	0%	0%	5%
5	LS.02	11	0	0	0	11
	Specific Benchmark	100%	0%	0%	0%	100%

Grade Level	Benchmark Standard	R	BA	ST	ET	Total
	Standard					
	Entire Pool	3%	0%	0%	0%	3%
5	LS.03	4	7	0	0	11
	Specific Benchmark Standard	36%	64%	0%	0%	100%
	Entire Pool	1%	2%	0%	0%	3%
5	LS.04	6	9	0	0	15
	Specific Benchmark Standard	40%	60%	0%	0%	100%
	Entire Pool	2%	3%	0%	0%	4%
5	LS.05	12	55	2	0	69
	Specific Benchmark Standard	17%	80%	3%	0%	100%
	Entire Pool	3%	16%	1%	0%	20%
5	LS.06	1	22	2	0	25
	Specific Benchmark Standard	4%	88%	8%	0%	100%
	Entire Pool	0%	6%	1%	0%	7%
5	ES.01	9	20	0	0	29
	Specific Benchmark Standard	31%	69%	0%	0%	100%
	Entire Pool	3%	6%	0%	0%	8%
5	ES.02	4	19	0	0	23
	Specific Benchmark Standard	17%	83%	0%	0%	100%
	Entire Pool	1%	5%	0%	0%	7%
5	ES.03	6	32	1	0	39
	Specific Benchmark Standard	15%	82%	3%	0%	100%
	Entire Pool	2%	9%	0%	0%	11%
5	ES.04	15	6	0	0	21
	Specific Benchmark Standard	71%	29%	0%	0%	100%
	Entire Pool	4%	2%	0%	0%	6%
8	TOTAL	107	247	17	0	371

Grade Level	Benchmark Standard	R	BA	ST	ET	Total
8	PS.01	3	24	3	0	30
	Specific Benchmark Standard	10%	80%	10%	0%	100%
	Entire Pool	1%	6%	1%	0%	8%
8	PS.02	9	32	1	0	42
	Specific Benchmark Standard	21%	76%	2%	0%	100%
	Entire Pool	2%	9%	0%	0%	11%
8	PS.03	4	19	2	0	25
	Specific Benchmark Standard	16%	76%	8%	0%	100%
	Entire Pool	1%	5%	1%	0%	7%
8	PS.04	2	7	1	0	10
	Specific Benchmark Standard	20%	70%	10%	0%	100%
	Entire Pool	1%	2%	0%	0%	3%
8	PS.05	1	11	0	0	12
	Specific Benchmark Standard	8%	92%	0%	0%	100%
	Entire Pool	0%	3%	0%	0%	3%
8	PS.06	1	9	1	0	11
	Specific Benchmark Standard	9%	82%	9%	0%	100%
	Entire Pool	0%	2%	0%	0%	3%
8	LS.01	3	10	0	0	13
	Specific Benchmark Standard	23%	77%	0%	0%	100%
	Entire Pool	1%	3%	0%	0%	3%
8	LS.02	20	7	2	0	29
	Specific Benchmark Standard	69%	24%	7%	0%	100%
	Entire Pool	5%	2%	1%	0%	8%
8	LS.03	10	25	2	0	37
	Specific Benchmark Standard	27%	68%	5%	0%	100%
	Entire Pool	3%	7%	1%	0%	10%

Grade Level	Benchmark Standard	R	BA	ST	ET	Total
8	LS.04	14	33	4	0	51
	Specific Benchmark Standard	27%	65%	8%	0%	100%
	Entire Test	4%	9%	1%	0%	14%
8	LS.05	0	13	1	0	14
	Specific Benchmark Standard	0%	93%	7%	0%	100%
	Entire Pool	0%	3%	0%	0%	4%
8	LS.06	0	0	0	0	0
	Specific Benchmark Standard	N/A	N/A	N/A	N/A	N/A
	Entire Pool	0%	0%	0%	0%	0%
8	ES.01	5	11	0	0	16
	Specific Benchmark Standard	31%	69%	0%	0%	100%
	Entire Pool	1%	3%	0%	0%	4%
8	ES.02	14	27	1	0	42
	Specific Benchmark Standard	33%	64%	2%	0%	100%
	Entire Pool	4%	7%	0%	0%	11%
8	ES.03	22	27	1	0	50
	Specific Benchmark Standard	44%	54%	2%	0%	100%
	Entire Pool	6%	7%	0%	0%	13%
8	ES.04	5	2	0	0	7
	Specific Benchmark Standard	71%	29%	0%	0%	100%
	Entire Pool	1%	1%	0%	0%	2%
CIM	TOTAL	315	135	8	0	458
CIM	PS.01	27	1	0	0	28
	Specific Benchmark Standard	96%	4%	0%	0%	100%
	Entire Pool	6%	0%	0%	0%	6%
CIM	PS.02	27	13	1	0	41
	Specific Benchmark Standard	66%	32%	2%	0%	100%

Grade Level	Benchmark Standard	R	BA	ST	ET	Total
	Standard					
	Entire Pool	6%	3%	0%	0%	9%
CIM	PS.03	10	15	1	0	26
	Specific Benchmark Standard	38%	58%	4%	0%	100%
	Entire Pool	2%	3%	0%	0%	6%
CIM	PS.04	9	5	0	0	14
	Specific Benchmark Standard	64%	36%	0%	0%	100%
	Entire Pool	2%	1%	0%	0%	3%
CIM	PS.05	15	7	1	0	23
	Specific Benchmark Standard	65%	30%	4%	0%	100%
	Entire Pool	3%	2%	0%	0%	5%
CIM	PS.06	25	8	0	0	33
	Specific Benchmark Standard	76%	24%	0%	0%	100%
	Entire Pool	5%	2%	0%	0%	7%
CIM	LS.01	59	6	1	0	66
	Specific Benchmark Standard	89%	9%	2%	0%	100%
	Entire Pool	13%	1%	0%	0%	14%
CIM	LS.02	37	11	0	0	48
	Specific Benchmark Standard	77%	23%	0%	0%	100%
	Entire Pool	8%	2%	0%	0%	10%
CIM	LS.03	6	18	3	0	27
	Specific Benchmark Standard	22%	67%	11%	0%	100%
	Entire Pool	1%	4%	1%	0%	6%
CIM	LS.04	14	18	1	0	33
	Specific Benchmark Standard	42%	55%	3%	0%	100%
	Entire Pool	3%	4%	0%	0%	7%
CIM	ES.01	9	3	0	0	12
	Specific Benchmark Standard	75%	25%	0%	0%	100%

Grade Level	Benchmark Standard	R	BA	ST	ET	Total
	Entire Pool	2%	1%	0%	0%	3%
CIM	ES.02	25	15	0	0	40
	Specific Benchmark Standard	63%	38%	0%	0%	100%
	Entire Pool	5%	3%	0%	0%	9%
CIM	ES.03	41	12	0	0	53
	Specific Benchmark Standard	77%	23%	0%	0%	100%
	Entire Pool	9%	3%	0%	0%	12%
CIM	ES.04	16	5	0	0	21
	Specific Benchmark Standard	76%	24%	0%	0%	100%
	Entire Pool	3%	1%	0%	0%	5%

Note: Percentages are rounded to the nearest percent.

Key:

Specific Benchmark Standard refers to the percentage and number of items coded to the particular Benchmark Standard across the four DoK levels for each grade. The ratio used to determine “Specific Benchmark Standard” is the number of items coded to a DoK level and benchmark standard divided by the number of all items coded to that benchmark standard. The “Specific Benchmark Standard” percentages for a benchmark standard at a grade should total 100%.

% of Entire Pool is the percentage of the entire pool for that grade represented by the “Specific Benchmark Standard” number. The ratio used to determine “% of Entire Pool” is the number of items coded to a benchmark standard across the four DoK levels for a grade divided by the total number of items for that grade. Because WestEd’s protocol allows for items to be coded to multiple benchmark standards, the “% of Entire Pool” percentages across a grade level may exceed 100%.

For **grade 5**, analysts evaluated 347 items for depth of knowledge. DoK-BA ratings were determined to be the most common DoK. These ratings were distributed across the 16 benchmark standards as follows:

- Most (75%, or 12 benchmark standards) of the benchmark standards had between 60% and 88% DoK-BA ratings (from 4 to 55 ratings), representing 3% to 7% of DoK-BA ratings in the entire pool. These were benchmark standards PS.02, PS.04, PS.05, PS.06, LS.01, LS.03, LS.04, LS.05, LS.06, ES.01, ES.02, and ES.03;
- Benchmark standard PS.03 had 100% (4) DoK-BA ratings, accounting for 1% of the entire pool;
- Benchmark standard PS.01 had an equal percentage (50%/50%) of DoK-BA and DoK-R ratings (12/12), each representing 3% of the entire pool; and
- Benchmark standard ES.04 had 29% (6) DoK-BA ratings, accounting for 2% of the entire pool.

DoK-R ratings were the next most common ratings and were distributed across the 16 benchmark standards as follows:

- Benchmark standards ES.04 and LS.02 had, respectively, 71% (15) and 100%

- (11) DoK-R ratings, accounting for 4% and 3% of the DoK-R ratings across the entire pool;
- Benchmark standards PS.03, PS.05, and LS.06 had DoK-R ratings of 0% (0), 8% (1) and 4% (1) respectively, resulting in less than 1% representation in the entire pool; and
- The remaining 75% (12) benchmark standards had DoK-R ratings of between 15% and 50% (4 to 12 ratings), representing from 1% to 3% of the entire pool.

Few ratings of DoK-ST were given to items. DoK-ST ratings were distributed among the 16 benchmark standards as follows:

- Benchmark standard PS.05 had 3 ratings of DoK-ST, representing 23% of the DoK-ST ratings within PS.05, and 1% of the DoK-ST ratings for the entire pool;
- Benchmark standards LS.05 and LS.06 each had 2 DoK-ST ratings, accounting for, respectively, 3% and 8% of the DoK-ST ratings within those benchmark standards, and 1% of the DoK-ST ratings for the entire pool; and
- Benchmark standard ES.03 had 1 DoK-ST rating, accounting for 3% of the DoK-ST ratings within that benchmark standard, and less than 1% of the DoK-ST ratings for the entire pool.

For **grade 8**, analysts evaluated 371 items for depth of knowledge. DoK-BA ratings were the most common DoK level:

- Most of the benchmark standard ratings of DoK-BA accounted for 64% to 82% of DoK-BA ratings *within* the benchmark standards;
- LS.05 and PS.05 had, respectively, 93% (13 ratings) and 92% (11 ratings) of the DoK-BA ratings;
- LS.02 and ES.04 were given the lowest percentages of DoK-BA ratings within the benchmark standards, with 24% (7 ratings) and 29% (2 ratings) respectively; and
- ES.03 had about equal DoK-BA (54%, 27 ratings) and DoK-R ratings (44%, 22 ratings).

DoK-R ratings were distributed across the 16 benchmark standards as follows:

- Seven (44%) of the benchmark standards had DoK-R ratings of 16% to 31% within those benchmark standards (4 to 22 items). These benchmark standards primarily were in the Life Science and Earth and Space Science strands. Physical Science benchmark standards were the least represented in this DoK category;
- LS.02 and ES.04 had the highest percentages of DoK-R ratings, 69% (20 items) and 71% (5 items) respectively; and
- LS.05 had no (0%) DoK-R ratings.

The distribution of the 17 DoK-ST items was as follows:

- PS.05, LS.01, LS.06, ES.01, and ES.04 had no ratings of DoK-ST;
- PS.02, PS.04, PS.05, LS.05, ES.02, and ES.03 each had 1 rating of DoK-ST;
- PS.03, LS.02, LS.03 received 3 DoK-ST ratings each; and
- LS.04 received 4 DoK-ST ratings.

Life and Physical Science benchmark standards received the majority (89%) of the DoK-

ST ratings, with only 11% (2) DoK-ST ratings assigned to benchmark standards in the Earth and Space Science strand.

At **CIM**, analysts evaluated 458 items for depth of knowledge. DoK-R ratings were the most common DoK level:

- Eleven of the 14 benchmark standards had the highest percentage of items at DoK-R, ranging from 63% to 96% of the ratings for each benchmark standard; and
- The three benchmark standards that did not have the highest percentage of ratings at DoK-R were: PS.03, LS.03, and LS.04. These each had the highest percentage of DoK ratings at the Basic Application level.

DoK-BA ratings were distributed across the benchmark standards as follows:

- Three of the 14 benchmark standards had the highest percentage of ratings at DoK-BA (i.e., PS.03, LS.03, and LS.04), ranging from 55% to 67% for each benchmark standard; and
- The other 11 benchmark standards had 4% to 38% of items at DoK-BA.

The distribution of the DoK-ST items was as follows:

- Six of the 14 benchmark standards had items at the DoK-ST level: PS.02, PS.03, PS.05, LS.01, LS.03, and LS.04; and
- LS.03 had the most items (11%, 3) at this DoK level.

For the entire item pool, DoK-R accounted for 69% of the items, DoK-BA accounted for 29% of the items, and DoK-ST accounted for 2% of the items. No items were found at DoK-ET in this items pool.

Item Pool-Level Analyses

Table 30 summarizes the item pool-level analyses, which involves an examination of the content coverage and levels of complexity of items in the assessment item pool.

Table 30. Science Item Pool Summary of Findings from WestEd Analyses

Grade	Strand	Categorical Concurrency	Range of Depth of Knowledge	Range of Knowledge (Comprehensiveness/Breadth)	Balance of Representation (Emphasis)³⁸
5	Overall	High	Yes	Yes	Yes
5	PS	High	Yes	Yes	Yes
5	LS	High	Yes	Yes	Yes
5	ES	High	Yes	Yes	Yes
8	Overall	High	Yes	Yes	Yes
8	PS	High	Yes	Yes	Yes
8	LS	High	Yes	Yes	Yes
8	ES	High	Yes	Yes	Yes
CIM	Overall	High	Yes	Yes	Yes
CIM	PS	High	Yes	Yes	Yes
CIM	LS	High	Yes	Yes	Yes
CIM	ES	High	No	Yes	Yes

Categorical Concurrency

Categorical concurrency reflects the strength of relationship between items standards and is summarized as follows: Based on the percent of strong and partial relationships, the level of categorical concurrency of items in the state assessment item pool is, Low = 59% or lower; Moderately Low = 60 to 69%; Moderate = 70 to 79%; Moderately High = 80 to 89%; High = 90% or higher.

For all grades, the State's assessment items have a high level of categorical concurrency overall as well as with each CCG in the grade-level standards.

Range of Depth of Knowledge

Range of Depth of Knowledge is summarized as follows: Yes = Items covered at least three of four DoK levels (Recall, Basic Application, Strategic Thinking, and Extended Thinking); No = Restricted range of DoK; there were fewer than three DoK levels

³⁸ WestEd's Balance of Representation (Emphasis) analyses are based on a comparison of the test specifications with the total item pool, which contains the paper-and-pencil items as well as the TESA pool. ODE has informed WestEd that TESA is an adaptive test, with a test engine designed to administer to students a selection of items from the pool that match the content requirements articulated in the test specifications. WestEd recommends that ode provide documentation of the reliability and accuracy with which the test engine adheres to the state's test specifications in order to verify appropriate balance of representation of content for each student administration.

covered by the items—WestEd recommends that ODE verify that this restricted range is purposeful.

For all grades and for all strands, except Earth and Space Science at CIM, the items represented a range of depth of knowledge levels from Recall to Strategic Thinking. In CIM, items in the Earth and Space Science strand were aligned to two DoK levels only: Recall and Basic Application.

Range of Knowledge (Comprehensiveness/Breadth)

Range of Knowledge addresses the question, “Does the pool of items assess the **breadth** of content described in the CCGs?” And the findings are summarized as follows: Yes = Items well represent the range of content described in the CCGs, as informed by the content standards. No = Items represent a restricted range of the content described in the standards. This is a holistic judgment based on the degree to which the items generally cover the standards associated with that CCG.

For grade 5, the items in the test pool generally address the entire breadth of the strand content as operationalized in the benchmark standards and eligible content.

The breadth of CCG/standard content for Matter 1 and 2, Force 3, and Energy 4 in the PS strand is well-covered in the test item pool as described in the benchmark standards and eligible content.

The breadth of CCG/standard content for Organisms 1, Heredity 2, and Diversity 3 and 4 in the LS strand as described in the benchmark standards and eligible content is well-covered in the test item pool.

The breadth of CCG/standard content for Dynamic Earth 1 and 2 and Earth in Space 3 in the ES strand is well-covered in the test item pool as operationalized in the benchmark standards and eligible content.

For grade 8, the items in the test pool generally address the entire breadth of the strand content as operationalized in the benchmark standards and eligible content.

The breadth of CCG/standard content for Matter 1 and 2, Force 3, and Energy 4 in the PS strand is generally well-covered in the test item pool as described in the benchmark standards and eligible content.

The breadth of CCG/standard content for Organisms 1, Heredity 2, and Diversity 3 and 4 in the LS strand as described in the benchmark standards and eligible content is generally well-covered in the test item pool. The exception to this is LS.05, eligible content .01, which was minimally covered in the LS test items.

The breadth of CCG/standard content for Dynamic Earth 1 and 2 and Earth in Space 3 in the ES strand is generally well-covered in the test item pool as operationalized in the

benchmark standards and eligible content. ES.04 is the exception to this finding, as moon phases and eclipses are not represented in the ES test items.

For CIM, the items in the test pool generally address the entire breadth of the strand content as operationalized in the benchmark standards and eligible content.

Similar to grade 8, the breadth of CCG/standard content for Matter 1 and 2, Force 3, and Energy 4 in the PS strand is generally well-covered in the test item pool as described in the benchmark standards and eligible content.

The breadth of CCG/standard content for Organisms 1, Heredity 2, and Diversity 3 in the LS strand as described in the benchmark standards and eligible content is generally well-covered in the test item pool.

The breadth of CCG/standard content for Dynamic Earth 1 and 2 and Earth in Space 3 in the ES strand is generally well-covered in the test item pool as operationalized in the benchmark standards and eligible content.

Balance of Representation (Emphasis)

Balance of Representation addresses the following question, based on the **strong** item alignments to content standards: “Does the pool of items at this grade represent a balanced emphasis, as specified in the test specifications?” And the findings are summarized as follows: Yes = strand is given relatively consistent emphasis in comparison with the other items in the pool, vis-à-vis the test specifications. No = strand is given inconsistent (less or greater) emphasis relative to other items in the pool, vis-à-vis the test specifications.

For grade 5, there was generally a balanced representation of content, although Life Science had slightly more items than either Physical or Earth Sciences.

Physical Science content was emphasized in a manner consistent with the test specifications, within the PS CCGs/standards.

Life Science content also was emphasized in a manner consistent with the test specifications. Although LS DIVE3 occupies a high percentage of the Life Science items and represents a large number of overall test items, it is consistent with the test specifications and the number of benchmark standards and eligible content associated with it in the LS standards. HERE2 content occupies the smallest percentage of the standards in the LS strand and the least number of items in the overall test pool, but this is in proportion to the number of benchmark standards and eligible content associated with heredity in the HERE 2 CCG/standard and the test specs.

Earth Science content is evenly represented in the overall pool of test items. Within the Earth Science strand, DYNA2 content is most prominent, but is still represented proportionally to the number of benchmark standards and eligible content and is in line with the test specs.

For grade 8, each CCG has a balanced representation of content in the item pool items; however, as was the case with grade 5, Life Science has slightly more items than either Physical or Earth Sciences.

Physical Science content is evenly emphasized throughout the entire item pool, although there are slightly more MATT2 items than other PS CCG/standard items within the PS strand. Life Science is fairly evenly emphasized throughout the entire item pool. There are more DIVE3 than other CCG/standard items within the LS strand, but the number is consistent with the DIVE3 test item specs.

For CIM, each CCG has a balanced representation of content in the item pool items. The content for Physical Science, Life Science, and Earth Science are fairly evenly emphasized throughout the entire item pool.

Test-Level Analysis

The test blueprint for Science CIM specifies the percent of items for each score reporting category. Analysts compared WestEd item alignment codes to the distribution of standards on the test blueprint specifications. The results are presented below in Table 31, which shows the comparison between the intended distribution of items across score reporting categories, as specified by the test blueprint, and the actual distribution of items as determined by the items specified by the blueprint that were analyzed by WestEd analysts.

Table 31. Science Test Blueprint Summary of Findings from WestEd Analyses: CIM

Oregon Score Reporting Category (WestEd Code)	Percentage Required by Test Blueprint	Percentage (Number) of Items Aligned
2 (PS)	33%	35% (62)
3 (LS)	33%	37% (65)
4 (ES)	33%	27% (48)

Total number of items analyzed= 175

As shown in the table above, a comparison of the intended distribution and actual found that overall, the percentages of items at each strand were comparable; i.e., no percentage difference exceeded 6%. However, WestEd analysts did find that slightly greater percentages of items were aligned to physical (2% difference) and life (4% difference) sciences than were allotted by the blueprint, and that a slightly smaller percentage of items were aligned to Earth and Space Science (6% difference).

Decision Rules: Science

To ensure consistency of codes and ratings, the following conventions or decision rules were used to evaluate the coding of science items to standards.

Grade 5

1. Condensation and evaporation—coded as Strand: PS; CCG: MATT; Standard: 2; Benchmark Standard: PS.02. If the item asks about condensation, evaporation, dew point, etc. in the environment (not simply in an experimental context) then item was also coded as Strand: ES; CCG: DYNA; Standard: 2. Benchmark Standard: ES.02 was then coded as Partial DoR, based on an interpretation that “Describe patterns of seasonal weather” would not necessarily include the water cycle at grade 5. Oregon standards include water cycle in grade 8 (e.g., Item 511250).
2. If an item could be answered without knowing specific science content (i.e., by looking at the picture or chart accompanying it) and assessed only superficial knowledge of the benchmark, it was usually coded as a Strong DoR to the standard, but a Partial DoR to the benchmark standard (e.g., Item 404230).
3. Items related to identifying composers, producers, etc. (Strand: LS; CCG: DIVE; Standard: 3; Benchmark Standard: LS.05) were not double coded as Strand: LS; CCG: ORGA; Standard: 1; Benchmark Standard: LS.01 (classifying living things according to a variety of characteristics), since classification is understood to be part of the Strand: LS; CCG: DIVE; Standard: 3; LS.05 standard and benchmark (e.g., Item 0001800).
4. Adaptation (Strand: LS; CCG: DIVE; Standard: 4) was generally only used for items related to changes in organisms over long periods of time. However, Strand: LS; CCG: DIVE; Standard: 4; Benchmark Standard LS.06 was used to code items that referred to conditions that might cause a species to become endangered or extinct. In some of these cases, items were coded as DIVE; Standard: 4; Benchmark Standard LS.06 *and* DIVE: Standard 3, benchmark standard LS.05 (e.g., Item 0505750).
5. CCG: DIVE; Standard:4; LS.06 (EC.01) was only used to code items that were related to changes in the environment that caused the populations of some species to adapt physically to environmental changes. This code was NOT used to code for changes in the number of a species (population size) as the result of changes to the environment.

Grade 8

1. Condensation, evaporation, dew point, etc.—coded as ES DYNA2.ES02 when the item is about natural occurrences in the environment (not in an experimental context) (e.g., Item 502850). If item refers to condensation, evaporation, etc., in an experimental context, item is coded as PS MATT2.PS.02 (e.g., Item 205820). If it is unclear whether the item is about condensation, evaporation, etc. in the environment or in an experimental context, both codes were used (e.g., Item 215250).
2. If an item could be answered without knowing specific science content (i.e., by looking at the picture or chart accompanying it) and gives a superficial treatment of the benchmark content, it was coded as a Strong DoR to the Standard, but a Partial DoR to the benchmark standard (e.g., Item 503010).
3. Composting plant matter was coded as both ES DYNA1.ES.01 and DIVE 3. LS.04. This was because items related to composting usually required knowledge of both recycling (ES DIVE) and the function of decomposers as contributing nutrients to the soil (LS DIVE) (e.g., Items 506240 and 502930).
4. Items that required students to simply fill in a label on a drawing were coded Degree of Knowledge—Recall (e.g., Items 506910 and 507120).

CIM

1. If the item gives information in another strand, but does not actually assess knowledge of that strand, it is not a secondary alignment, (e.g., atmospheric change described affected life is a LS item, not an ES item.)

IV. CONCLUSIONS AND RECOMMENDATIONS

For ELA, the vast majority of items (99% or more) had a strong or partial alignment to a strand. For mathematics and science, 100% of items had a strong alignment to a strand. As in most states, the Oregon content standards are generally broadly written to ensure they can subsume a range of content in the present and support future needs. Since WestEd is also reviewing for ODE the structures of all Oregon's content strands and other standards documents, we will include conclusions and recommendations as to whether the balance between breadth and specificity has been appropriately achieved.

At the CCG level for ELA and mathematics and the CCG/standard level for science, very few items had either partial or no alignment to the CCGs or CCGs/standards. Still, WestEd recommends the ODE revise or replace these items as appropriate in order to maximize the relationships between the items and standards. Current procedures for item development and review also should be analyzed and modified to limit future occurrences of partial or no alignment.

Additionally, WestEd recommends that the ODE consider a means for verifying that the State's standards appropriately cover the assessed domains (ELA, mathematics, science). That is, in terms of *quality*, the standards are able to support the State's intended curriculum and assessment goals, and in terms of *alignment*, there are no gaps in content coverage (i.e., breadth, depth).

Verification of domain coverage and purposeful refinement of the State standards and assessment systems will help ensure the quality and rigor of the State's content standards and assessments and facilitate meaningful connections between test items and content standards that more explicitly communicate learning goals and related expectations for instruction to teachers and students. Such specificity also will facilitate more consistent understanding of content goals and implications for instruction and assessment.

As with most states, we find that depth of knowledge can be more purposefully incorporated into the assessment development and review process. WestEd recommends that the ODE consider how the assessed content interacts with item format (multiple choice) in order to more clearly articulate its intended range of depth of knowledge. A key consideration is whether the emphasis and range of DoK reflected in its assessments for each grade level and content area are consistent with expectations for each grade level/content area as well as across grade levels for a content area. This review will also help ensure that the item format appropriately and effectively lends itself to students' demonstrations of what they know and can do vis-à-vis the assessed content. Typically, multiple-choice items provide an efficient format to assess knowledge at the Basic Application as well as Recall levels. It is also reasonable to assess Strategic Thinking with multiple-choice items. Consideration of the DoK definitions during item development is encouraged.

As mentioned in the Findings section, the ODE has an online assessment engine (TESA) that is designed to select items from the item pool and administer to students a set of

items that satisfy test specifications (i.e., the intended breadth, depth, emphasis, range of complexity of content). It is recommended that documentation of the reliability and accuracy with which the test engine adheres to the state's test specifications be provided. The ODE also should consider examining a random sample of the generated assessments to ensure that the actual sets of items administered are indeed consistent with the test specifications in terms of content breadth, depth, emphasis, and complexity.

For the paper-pencil assessments, the ODE should consider examining the full range of test blueprints vis-à-vis relevant sets of assessment items.

The information presented in this report should inform the ODE in its future assessment and standards development as well as its alignment decisions. Consideration of the recommendations listed above could help to ensure that the State's assessments provide a meaningful measurement of student achievement and instructional effectiveness.

REFERENCES

- Webb, N. L. (1997). Criteria for alignment of expectations and assessments in mathematics and science education. (NISE Research Monograph No. 8). Madison: University of Wisconsin—Madison, National Institute for Science Education. Washington, DC: Council of Chief State School Officers.
- WestEd. (2004a). Alignment Study: Louisiana Content Standards and the Louisiana Educational Assessment Program (LEAP 21). San Francisco, CA: WestEd.
- WestEd. (2004b). A Comparison of New England Compact Grade-Level Expectancies to NAEP Content, NCTM/NCTE, and Vermont Content Standards. San Francisco, CA: WestEd.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
2	2610	RL	3	R0107100	R011550	BA	RE	S	READ	S					
3	2611	RL	3	R0107120	R011550	R	RE	S	READ	S					
4	2612	RL	3	R0107160	R011550	R	RE	S	READ	S					
5	2613	RL	3	R0113570	R011660	BA	RE	S	VOCA	S					
6	2614	RL	3	R0113600	R011660	BA	LI	S	DAIL	S					Item tests student understanding of one character's opinion.
7	2615	RL	3	R0113610	R011660	BA	LI	S	DAIL	S					
8	2616	RL	3	R0113620	R011660	BA	LI	S	DAIL	S					
9	2617	RL	3	R0113630	R011660	ST	LI	S	DAIL	S					
10	2618	RL	3	R0109880	R011740	BA	RE	S	VOCA	S					
11	2619	RL	3	R0109900	R011740	BA	RE	S	VOCA	S					
12	2620	RL	3	R0109930	R011740	R	RE	S	DGUI	S					
13	2621	RL	3	R0109950	R011740	ST	RE	S	DAIL	S					
14	2622	RL	3	R0109960	R011740	BA	RE	S	DAIL	S					
15	2623	RL	3	R0109970	R011740	ST	RE	S	DAIL	S					
16	2624	RL	3	R0111350	R011830	R	RE	S	VOCA	S					
17	2625	RL	3	R0111370	R011830	BA	RE	S	DGUI	S					
18	2626	RL	3	R0111380	R011830	R	RE	S	DGUI	S					
19	2627	RL	3	R0111400	R011830	BA	RE	S	DGUI	S					
20	2628	RL	3	R0111410	R011830	N/A	N/A	N	N/A	N					Item tests author's purpose and aligns partially to ECSI at grade 3 (EL.03.RE.33) or strongly at grade 4 (EL.04.RE.25), but test specifications indicate that this CCG is not assessed at grade 3.
21	2629	RL	3	R0113030	R011990	BA	RE	S	VOCA	S					
22	2630	RL	3	R0113050	R011990	ST	RE	S	DGUI	S					
23	2631	RL	3	R0113060	R011990	R	RE	S	DGUI	S					
24	2632	RL	3	R0113070	R011990	BA	RE	S	DAIL	S					
25	2633	RL	3	R0113090	R011990	BA	RE	S	DAIL	S					
26	2634	RL	3	R0113100	R011990	BA	RE	S	DGUI	S					
27	2635	RL	3	R0117170	R012260	N/A	N/A	N	N/A	N					Item tests author's purpose and aligns partially to ECSI at grade 3 (EL.03.RE.33) or strongly at grade 4 (EL.04.RE.25), but test specifications indicate that this CCG is not assessed at grade 3.
28	2636	RL	3	R0117200	R012260	R	RE	S	DGUI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
29	2637	RL	3	R0117220	R012260	ST	RE	S	DAII	S					
30	2638	RL	3	R0117230	R012260	BA	RE	S	VOCA	S					
31	2639	RL	3	R0134310	R012260	BA	RE	S	VOCA	S					
32	2640	RL	3	R0131100	R012850	R	RE	S	VOCA	S					
33	2641	RL	3	R0131110	R012850	R	RE	S	DGUL	S					
34	2642	RL	3	R0131120	R012850	R	RE	S	DGUL	S					
35	2643	RL	3	R0131130	R012850	R	RE	S	DGUL	S					
36	2644	RL	3	R0131140	R012850	R	RE	S	DGUL	S					
37	2645	RL	3	R0134840	R012870	BA	RE	S	VOCA	P					Aligns to this CCG, but at a higher grade level.
38	2646	RL	3	R0134850	R012870	BA	RE	S	VOCA	S					
39	2647	RL	3	R0134860	R012870	BA	LI	S	DGUL	S					
40	2648	RL	3	R0134890	R012870	R	LI	S	DGUL	S					
41	2649	RL	3	R0134900	R012870	BA	LI	S	DGUL	P					Partial rating because the item demonstrates a minor point from the literary text/student is demonstrating the tested skill at a lower complexity level than that implied by the language of the standard, which specifies significant events/major points.
42	2650	RL	3	R0134910	R012870	R	LI	S	DGUL	S					
43	2651	RL	3	R0204900	R020490	BA	RE	S	VOCA	S					
44	2652	RL	3	R0204910	R020490	ST	LI	S	DAIL	S					
45	2653	RL	3	R0204930	R020490	BA	LI	S	DAIL	S					
46	2654	RL	3	R0206170	R020490	BA	RE	S	VOCA	S					
47	2655	RL	3	R0206180	R020490	R	LI	S	DGUL	S					
48	2656	RL	3	R0201770	R020510	BA	RE	S	VOCA	S					
49	2657	RL	3	R0270360	R020510	BA	RE	S	DAII	S					
50	2658	RL	3	R0270380	R020510	ST	RE	S	DAII	S					
51	2659	RL	3	R0270390	R020510	BA	RE	S	VOCA	S					
52	2660	RL	3	R0270410	R020510	ST	RE	S	DAII	S					
53	2661	RL	3	R0232590	R021360	BA	LI	S	DAIL	S					
54	2662	RL	3	R0232620	R021360	BA	RE	S	VOCA	S					
55	2663	RL	3	R0232660	R021360	R	LI	S	DGUL	S					
56	2664	RL	3	R0232670	R021360	BA	RE	S	VOCA	P					Aligns to this CCG, but at a higher level.
57	2665	RL	3	R0232680	R021360	BA	LI	S	DGUL	S					
58	2666	RL	3	R0238670	R022600	R	LI	S	DGUL	S					
59	2667	RL	3	R0238680	R022600	ST	LI	S	DAIL	S					
60	2668	RL	3	R0238690	R022600	BA	RE	S	VOCA	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
61	2669	RL	3	R0238720	R022600	BA	LI	S	DGUL	S					
62	2670	RL	3	R0238730	R022600	BA	LI	S	DAIL	S					Item does not fit a specific standard, but item aligns strongly to the language of the CCG.
63	2671	RL	3	R0202160	R022890	R	RE	S	READ	S					
64	2672	RL	3	R0202310	R022890	BA	RE	S	READ	S					
65	2673	RL	3	R0205100	R022890	R	RE	S	READ	S					
66	2674	RL	3	R0205150	R022890	BA	RE	S	READ	S					
67	2675	RL	3	R0205020	R022900	ST	RE	S	DAIL	S					
68	2676	RL	3	R0205040	R022900	R	RE	S	DGUI	S					
69	2677	RL	3	R0205050	R022900	R	RE	S	DGUI	S					
70	2678	RL	3	R0205060	R022900	BA	RE	S	VOCA	S					
71	2679	RL	3	R0205070	R022900	BA	RE	S	VOCA	S					
72	2680	RL	3	R0207920	R022980	ST	LI	S	DAIL	S					
73	2681	RL	3	R0207940	R022980	BA	LI	S	DGUL	S					
74	2682	RL	3	R0207970	R022980	R	LI	S	DGUL	S					
75	2683	RL	3	R0274820	R022980	BA	RE	S	VOCA	S					
76	2684	RL	3	R0274830	R022980	BA	LI	S	DAIL	S					
77	2685	RL	3	R0235000	R022990	BA	RE	S	VOCA	S					
78	2686	RL	3	R0235120	R022990	BA	RE	S	VOCA	S					
79	2687	RL	3	R0235350	R022990	BA	RE	S	DGUI	S					
80	2688	RL	3	R0235360	R022990	ST	RE	S	DAIL	S					
81	2689	RL	3	R0235380	R022990	BA	RE	S	DAIL	S					
82	2690	RL	3	R0238910	R022990	BA	RE	S	DGUI	S					
83	2691	RL	3	R0224930	R023020	R	RE	S	READ	S					
84	2692	RL	3	R0224940	R023020	R	RE	S	READ	S					
85	2693	RL	3	R0224980	R023020	R	RE	S	READ	S					
86	2694	RL	3	R0244750	R023020	BA	RE	S	VOCA	S					
87	2695	RL	3	R0225090	R023030	BA	RE	S	READ	S					
88	2696	RL	3	R0225120	R023030	BA	RE	S	READ	S					
89	2697	RL	3	R0225130	R023030	ST	RE	S	READ	S					
90	2698	RL	3	R0225160	R023030	BA	RE	S	READ	S					
91	2699	RL	3	R0225170	R023030	BA	RE	S	READ	S					
92	2700	RL	3	R0225260	R023050	BA	RE	S	VOCA	S					
93	2701	RL	3	R0225290	R023050	BA	LI	S	DGUL	S					
94	2702	RL	3	R0225340	R023050	R	LI	S	DGUL	S					
95	2703	RL	3	R0225580	R023050	BA	LI	S	DGUL	S					
96	2704	RL	3	R0255590	R023050	BA	LI	S	DAIL	S					
97	2705	RL	3	R0255750	R023070	R	RE	S	VOCA	S					
98	2706	RL	3	R0255760	R023070	BA	RE	S	VOCA	S					
99	2707	RL	3	R0255770	R023070	R	RE	S	VOCA	S					
100	2708	RL	3	R0255780	R023070	BA	RE	S	DGUI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
101	2709	RL	3	R0255880	R023070	ST	RE	S	DAII	S					
102	2710	RL	3	R0206520	R023280	BA	RE	S	VOCA	S					
103	2711	RL	3	R0206530	R023280	BA	RE	S	DGVI	S					
104	2712	RL	3	R0206550	R023280	BA	RE	S	READ	S					
105	2713	RL	3	R0206560	R023280	ST	RE	S	DAII	S					
106	2714	RL	3	R0206590	R023280	R	RE	S	DGVI	S					
107	2715	RL	3	R0206610	R023280	BA	RE	S	READ	S					
108	2716	RL	3	R0204880	R023290	BA	RE	S	VOCA	S					
109	2717	RL	3	R0206210	R023290	BA	RE	S	VOCA	S					
110	2718	RL	3	R0238220	R023290	ST	LI	S	DAIL	S					
111	2719	RL	3	R0238250	R023290	BA	LI	S	DAIL	S					
112	2720	RL	3	R0238770	R023290	BA	LI	S	DAIL	S					
113	2721	RL	3	R0238780	R023290	BA	LI	S	DAIL	S					
114	2722	RL	3	R0235320	R023360	BA	RE	S	VOCA	S					
115	2723	RL	3	R0270230	R023360	BA	LI	S	DGUL	S					
116	2724	RL	3	R0270250	R023360	ST	LI	S	DAIL	S					
117	2725	RL	3	R0270270	R023360	ST	LI	S	DAIL	S					
118	2726	RL	3	R0270290	R023360	ST	LI	S	DAIL	S					
119	2727	RL	3	R0236890	R023390	R	RE	S	READ	S					
120	2728	RL	3	R0236900	R023390	R	RE	S	READ	S					
121	2729	RL	3	R0236910	R023390	BA	RE	S	READ	S					
122	2730	RL	3	R0259660	R023430	BA	RE	S	VOCA	S					
123	2731	RL	3	R0259670	R023430	BA	RE	S	VOCA	S					
124	2732	RL	3	R0259690	R023430	R	RE	S	DGVI	S					
125	2733	RL	3	R0259700	R023430	ST	RE	S	DGVI	S					
126	2734	RL	3	R0259710	R023430	ST	RE	S	DAII	S					
127	2735	RL	3	R0259730	R023430	BA	RE	S	DAII	S					
128	2736	RL	3	R0235950	R023510	BA	RE	S	VOCA	S					
129	2737	RL	3	R0235960	R023510	BA	RE	S	VOCA	S					
130	2738	RL	3	R0235970	R023510	BA	LI	S	DGUL	S					
131	2739	RL	3	R0236010	R023510	ST	LI	S	DAIL	S					
132	2740	RL	3	R0236020	R023510	BA	LI	S	DAIL	S					
133	2741	RL	3	R0236030	R023510	BA	RE	S	VOCA	S					
134	2742	RL	3	R0200430	R023630	ST	LI	S	DAIL	S					
135	2743	RL	3	R0208810	R023630	BA	RE	S	VOCA	S					
136	2744	RL	3	R0219940	R023630	BA	RE	S	VOCA	S					
137	2745	RL	3	R0219950	R023630	R	LI	S	DGUL	S					
138	2746	RL	3	R0219980	R023630	ST	LI	S	DAIL	S					
139	2747	RL	3	R0236330	R023770	BA	RE	S	READ	S					
140	2748	RL	3	R0236340	R023770	R	RE	S	READ	S					
141	2749	RL	3	R0236350	R023770	R	RE	S	READ	S					
142	2750	RL	3	R0236370	R023770	R	RE	S	DGVI	S					
143	2751	RL	3	R0205190	R023780	R	RE	S	READ	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
144	2752	RL	3	R0236620	R023780	BA	RE	S	READ	S					
145	2753	RL	3	R0236630	R023780	R	RE	S	READ	S					
146	2754	RL	3	R0236640	R023780	R	RE	S	READ	S					
147	2755	RL	3	R0246680	R023780	BA	RE	S	READ	S					
148	2756	RL	3	R0208430	R023790	BA	RE	S	VOCA	S					
149	2757	RL	3	R0208440	R023790	R	RE	S	DGUI	S					
150	2758	RL	3	R0208450	R023790	BA	RE	S	DGUI	S					
151	2759	RL	3	R0208480	R023790	BA	RE	S	DAII	S					
152	2760	RL	3	R0208500	R023790	BA	RE	S	VOCA	S					
153	2761	RL	3	R0235010	R024550	BA	RE	S	VOCA	S					
154	2762	RL	3	R0235080	R024550	BA	RE	S	DAII	S					
155	2763	RL	3	R0235100	R024550	R	RE	S	DGUI	S					
156	2764	RL	3	R0235110	R024550	BA	RE	S	VOCA	S					
157	2765	RL	3	R0274650	R024550	ST	RE	S	DAII	S					
158	2766	RL	3	R0242290	R024600	BA	RE	S	VOCA	S					
159	2767	RL	3	R0242300	R024600	BA	RE	S	VOCA	S					
160	2768	RL	3	R0242310	R024600	BA	LI	S	DGUL	S					
161	2769	RL	3	R0242320	R024600	BA	LI	S	DGUL	S					
162	2770	RL	3	R0242330	R024600	ST	LI	S	DAIL	S					
163	2771	RL	3	R0242340	R024600	ST	LI	S	DAIL	S					
164	2772	RL	3	R0254640	R025080	BA	RE	S	VOCA	S					
165	2773	RL	3	R0254670	R025080	BA	LI	S	DGUL	S					
166	2774	RL	3	R0254690	R025080	BA	LI	S	DGUL	S					
167	2775	RL	3	R0254700	R025080	BA	LI	S	DAIL	S					
168	2776	RL	3	R0254750	R025080	R	LI	S	DGUL	S					
169	2777	RL	3	R0268160	R025290	BA	RE	S	VOCA	S					
170	2778	RL	3	R0268170	R025290	BA	RE	S	VOCA	S					
171	2779	RL	3	R0268180	R025290	R	LI	S	DGUL	S					
172	2780	RL	3	R0268190	R025290	ST	LI	S	DAIL	S					
173	2781	RL	3	R0268200	R025290	BA	LI	S	DAIL	S					
174	2782	RL	3	R0268210	R025290	ST	LI	S	DAIL	S					
175	2783	RL	3	R0224210	R025330	R	RE	S	DGUI	S					
176	2784	RL	3	R0224220	R025330	BA	RE	S	READ	S					
177	2785	RL	3	R0224240	R025330	BA	RE	S	READ	S					
178	2786	RL	3	R0242390	R025330	R	RE	S	READ	S					
179	2787	RL	3	R0224250	R025520	BA	RE	S	VOCA	S					
180	2788	RL	3	R0237430	R025520	BA	LI	S	DGUL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
181	2789	RL	3	R0237440	R025520	R	LI	S	DGUL	P					Partial rating because the item demonstrates a minor point from the literary text/student is demonstrating the tested skill at a lower complexity level than that implied by the language of the standard, which specifies significant events/major points.
182	2790	RL	3	R0237450	R025520	BA	LI	S	DAIL	S					
183	2791	RL	3	R0237470	R025520	BA	LI	S	DGUL	S					
184	2792	RL	3	R0237510	R025520	ST	LI	S	DGUL	S					
185	2793	RL	3	R0224400	R025640	BA	RE	S	VOCA	S					
186	2794	RL	3	R0229200	R025640	BA	RE	S	VOCA	S					
187	2795	RL	3	R0229210	R025640	BA	RE	S	DGUI	S					
188	2796	RL	3	R0229220	R025640	BA	RE	S	DGUI	S					
189	2797	RL	3	R0229230	R025640	BA	RE	S	DGUI	S					
190	2798	RL	3	R0229240	R025640	ST	RE	S	DAIL	S					
191	2799	RL	3	R0268260	R027610	ST	LI	S	DAIL	S					
192	2800	RL	3	R0268270	R027610	BA	RE	S	VOCA	S					
193	2801	RL	3	R0268300	R027610	R	LI	S	DGUL	S					
194	2802	RL	3	R0268320	R027610	BA	LI	S	DAIL	S					
195	2803	RL	3	R0268340	R027610	BA	LI	S	DGUL	S					
196	2804	RL	3	R0268360	R027610	BA	LI	S	DAIL	S					
197	2805	RL	3	R0224710	R027640	R	RE	S	VOCA	S					
198	2806	RL	3	R0224720	R027640	BA	RE	S	READ	S					
199	2807	RL	3	R0224730	R027640	BA	RE	S	DGUI	S					
200	2808	RL	3	R0237280	R027640	R	RE	S	DGUI	S					
201	2809	RL	3	R0274970	R027640	ST	RE	S	DAIL	S					
202	2810	RL	3	R0275000	R027640	BA	RE	S	READ	S					
203	2811	RL	3	R0237300	R027650	BA	RE	S	VOCA	S					
204	2812	RL	3	R0237310	R027650	ST	LI	S	DGUL	S					
205	2813	RL	3	R0237330	R027650	R	LI	S	DGUL	P					Partial rating because the item demonstrates a minor point from the literary text/student is demonstrating the tested skill at a lower complexity level than that implied by the language of the standard, which specifies significant events/major points.

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
206	2814	RL	3	R0237650	R027650	BA	RE	S	VOCA	S					
207	2815	RL	3	R0237690	R027650	BA	LI	S	DGUL	S					
208	2816	RL	3	R0213280	R027880	BA	LI	S	DAIL	S					
209	2817	RL	3	R0213300	R027880	BA	RE	S	VOCA	S					
210	2818	RL	3	R0277960	R027880	R	LI	S	DGUL	S					
211	2819	RL	3	R0277990	R027880	BA	LI	S	DAIL	S					
212	2820	RL	3	R0278020	R027880	BA	LI	S	DGUL	P					Partial rating because the item demonstrates a minor point from the literary text/student is demonstrating the tested skill at a lower complexity level than that implied by the language of the standard, which specifies significant events/major points.
213	2821	RL	3	R0204570	R027930	R	RE	S	VOCA	S					
214	2822	RL	3	R0277700	R027930	BA	RE	S	VOCA	S					
215	2823	RL	3	R0277730	R027930	ST	RE	S	DAII	S					
216	2824	RL	3	R0277750	R027930	ST	RE	S	DGUI	S					
217	2825	RL	3	R0277760	R027930	R	RE	S	DGUI	S					
218	2826	RL	3	R0400020	R040040	BA	RE	S	VOCA	S					
219	2827	RL	3	R0400050	R040040	BA	LI	S	DGUL	S					
220	2828	RL	3	R0400060	R040040	ST	LI	S	DAIL	S					
221	2829	RL	3	R0400070	R040040	ST	LI	S	DAIL	S					
222	2830	RL	3	R0400080	R040040	ST	LI	S	DAIL	S					
223	2831	RL	3	R0400100	R040040	BA	LI	S	DGUL	S					
224	2832	RL	3	R0401700	R040220	BA	RE	S	READ	S					
225	2833	RL	3	R0401710	R040220	R	RE	S	READ	S					
226	2834	RL	3	R0401730	R040220	R	RE	S	READ	S					
227	2835	RL	3	R0400910	R040290	BA	RE	S	VOCA	S					
228	2836	RL	3	R0400920	R040290	BA	RE	S	VOCA	S					
229	2837	RL	3	R0400940	R040290	BA	LI	S	DGUL	S					
230	2838	RL	3	R0400950	R040290	BA	LI	S	DGUL	S					
231	2839	RL	3	R0400990	R040290	ST	LI	S	DAIL	S					
232	2840	RL	3	R0401000	R040290	BA	RE	S	VOCA	P					Aligns to this CCG, but at a higher level.
233	2841	RL	3	R0408070	R040310	BA	RE	S	VOCA	S					
234	2842	RL	3	R0408080	R040310	BA	RE	S	VOCA	S					
235	2843	RL	3	R0408100	R040310	R	RE	S	DGUI	S					
236	2844	RL	3	R0408120	R040310	ST	RE	S	DGUI	S					
237	2845	RL	3	R0408140	R040310	ST	RE	S	DAII	S					
238	2846	RL	3	R0408150	R040310	ST	RE	S	DAII	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
239	2847	RL	3	R0403310	R040410	BA	RE	S	VOCA	S					
240	2848	RL	3	R0403320	R040410	BA	RE	S	VOCA	S					
241	2849	RL	3	R0403330	R040410	BA	LI	S	DGUL	S					
242	2850	RL	3	R0403340	R040410	BA	LI	S	DGUL	S					
243	2851	RL	3	R0403380	R040410	ST	LI	S	DAIL	S					
244	2852	RL	3	R0403390	R040410	ST	LI	S	DAIL	S					
245	2853	RL	3	R0401060	R040430	BA	RE	S	VOCA	P					Aligns to this CCG, but at a higher level.
246	2854	RL	3	R0401080	R040430	ST	LI	S	DAIL	S					
247	2855	RL	3	R0401100	R040430	R	LI	S	DGUL	S					
248	2856	RL	3	R0401110	R040430	ST	LI	S	DAIL	S					
249	2857	RL	3	R0401120	R040430	R	LI	S	DGUL	S					
250	2858	RL	3	R0401150	R040430	BA	LI	S	DAIL	S					
251	2859	RL	3	R0400270	R040460	ST	LI	S	DAIL	S					
252	2860	RL	3	R0400280	R040460	BA	RE	S	VOCA	S					
253	2861	RL	3	R0400310	R040460	R	LI	S	DGUL	S					
254	2862	RL	3	R0400330	R040460	ST	LI	S	DAIL	S					
255	2863	RL	3	R0400340	R040460	ST	LI	S	DAIL	S					
256	2864	RL	3	R0400350	R040460	BA	LI	S	DGUL	S					
257	2865	RL	3	R0416010	R040560	BA	RE	S	VOCA	P					Aligns to this CCG, but at a higher level.
258	2866	RL	3	R0416020	R040560	BA	RE	S	VOCA	S					
259	2867	RL	3	R0416040	R040560	R	LI	S	DGUL	S					
260	2868	RL	3	R0416050	R040560	BA	LI	S	DGUL	S					
261	2869	RL	3	R0416070	R040560	ST	LI	S	DAIL	S					
262	2870	RL	3	R0416090	R040560	ST	LI	S	DAIL	S					
263	2871	RL	3	R0412020	R040760	BA	RE	S	VOCA	S					
264	2872	RL	3	R0412030	R040760	BA	RE	S	VOCA	S					
265	2873	RL	3	R0412040	R040760	BA	RE	S	DGUI	S					
266	2874	RL	3	R0412050	R040760	BA	RE	S	DAII	S					
267	2875	RL	3	R0412080	R040760	ST	RE	S	DGUI	S					
268	2876	RL	3	R0400460	R040840	BA	RE	S	READ	S					
269	2877	RL	3	R0400470	R040840	BA	RE	S	READ	S					
270	2878	RL	3	R0400490	R040840	BA	RE	S	READ	S					
271	2879	RL	3	R0402180	R040950	BA	RE	S	VOCA	S					
272	2880	RL	3	R0402210	R040950	BA	LI	S	DGUL	S					
273	2881	RL	3	R0402220	R040950	ST	LI	S	DAIL	S					
274	2882	RL	3	R0402250	R040950	BA	RE	S	VOCA	S					
275	2883	RL	3	R0402270	R040950	BA	LI	S	DGUL	S					
276	2884	RL	3	R0402020	R040960	R	RE	S	READ	S					
277	2885	RL	3	R0402030	R040960	R	RE	S	DGUI	S					
278	2886	RL	3	R0402040	R040960	R	RE	S	DGUI	S					
279	2887	RL	3	R0402050	R040960	R	RE	S	DGUI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
280	2888	RL	3	R0402060	R040970	BA	RE	S	VOCA	S					
281	2889	RL	3	R0402070	R040970	R	RE	S	DGUI	S					
282	2890	RL	3	R0402090	R040970	R	RE	S	DGUI	S					
283	2891	RL	3	R0402100	R040970	BA	RE	S	VOCA	S					
284	2892	RL	3	R0402110	R040970	ST	RE	S	DAII	S					
285	2893	RL	3	R0402130	R040970	ST	RE	S	DGUI	S					
286	2894	RL	3	R0401990	R040980	ST	RE	S	DAII	S					
287	2895	RL	3	R0408790	R040980	BA	RE	S	VOCA	S					
288	2896	RL	3	R0408800	R040980	BA	RE	S	DGUI	S					
289	2897	RL	3	R0414890	R040980	ST	RE	S	DGUI	S					
290	2898	RL	3	R0414920	R040980	BA	RE	S	DGUI	S					
291	2899	RL	3	R0412170	R041000	BA	RE	S	VOCA	S					
292	2900	RL	3	R0412180	R041000	BA	RE	S	VOCA	S					
293	2901	RL	3	R0412230	R041000	BA	RE	S	DGUI	S					
294	2902	RL	3	R0412240	R041000	R	RE	S	DGUI	S					
295	2903	RL	3	R0412250	R041000	ST	RE	S	DAII	S					
296	2904	RL	3	R0412260	R041000	ST	RE	S	DAII	S					
297	2905	RL	3	R0469820	R044980	R	RE	S	VOCA	S					
298	2906	RL	3	R0469850	R044980	BA	RE	S	VOCA	S					
299	2907	RL	3	R0469870	R044980	BA	RE	S	DAII	S					
300	2908	RL	3	R0469890	R044980	N/A	N/A	N	N/A	N					Item tests author's purpose and aligns partially to ECSI at grade 3 (EL.03.RE.33) or strongly at grade 4 (EL.04.RE.25), but test specifications indicate that this CCG is not assessed at grade 3.
301	2909	RL	3	R0469900	R044980	ST	RE	S	DAII	S					
302	2910	RL	3	R0408310	R045790	BA	RE	S	VOCA	S					
303	2911	RL	3	R0408320	R045790	BA	RE	S	VOCA	S					
304	2912	RL	3	R0408360	R045790	R	RE	S	DGUI	S					
305	2913	RL	3	R0408370	R045790	ST	RE	S	DGUI	S					
306	2914	RL	3	R0408380	R045790	ST	RE	S	DAII	S					
307	2915	RL	3	R0408400	R045790	ST	RE	S	DAII	S					
308	2916	RL	3	R0404520	R045840	BA	RE	S	VOCA	S					
309	2917	RL	3	R0404530	R045840	BA	RE	S	VOCA	S					
310	2918	RL	3	R0404550	R045840	ST	RE	S	DGUI	S					
311	2919	RL	3	R0404560	R045840	BA	RE	S	DGUI	S					
312	2920	RL	3	R0404580	R045840	BA	RE	S	VOCA	S					
313	2921	RL	3	R0404590	R045840	ST	RE	S	DAII	S					
314	2922	RL	3	R0402390	R045870	R	RE	S	DGUI	S					
315	2923	RL	3	R0408760	R045870	BA	RE	S	DGUI	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
316	2924	RL	3	R0408770	R045870	R	RE	S	READ	S					
317	2925	RL	3	R0402750	R046030	R	RE	S	DGUI	S					
318	2926	RL	3	R0402760	R046030	BA	RE	S	VOCA	S					
319	2927	RL	3	R0402780	R046030	R	RE	S	DGUI	S					
320	2928	RL	3	R0402970	R046030	BA	RE	S	VOCA	S					
321	2929	RL	3	R0402980	R046030	BA	RE	S	DAII	S					
322	2930	RL	3	R0404620	R046660	ST	RE	S	DAII	S					
323	2931	RL	3	R0404660	R046660	ST	RE	S	DGUI	S					
324	2932	RL	3	R0404690	R046660	BA	RE	S	DAII	S					
325	2933	RL	3	R0404700	R046660	R	RE	S	DAII	S					
326	2934	RL	3	R0404710	R046660	BA	RE	S	VOCA	S					
327	2935	RL	3	R0408690	R047200	BA	RE	S	VOCA	S					
328	2936	RL	3	R0408700	R047200	BA	RE	S	VOCA	S					
329	2937	RL	3	R0408720	R047200	BA	LI	S	DGUL	S					
330	2938	RL	3	R0408730	R047200	R	LI	S	DGUL	S					
331	2939	RL	3	R0408740	R047200	ST	LI	S	DAIL	S					
332	2940	RL	3	R0457440	R047200	ST	LI	S	DAIL	S					
333	2941	RL	3	R0403010	R047290	BA	RE	S	DAII	S					
334	2942	RL	3	R0403040	R047290	BA	RE	S	DAII	S					
335	2943	RL	3	R0403050	R047290	R	RE	S	DGUI	S					
336	2944	RL	3	R0403060	R047290	R	RE	S	DGUI	S					
337	2945	RL	3	R0403080	R047290	BA	RE	S	VOCA	S					
338	2946	RL	3	R0413320	R047380	BA	RE	S	VOCA	S					
339	2947	RL	3	R0413330	R047380	BA	RE	S	VOCA	S					
340	2948	RL	3	R0413350	R047380	BA	RE	S	DGUI	S					
341	2949	RL	3	R0413370	R047380	BA	RE	S	DAII	S					
342	2950	RL	3	R0413390	R047380	BA	RE	S	VOCA	S					
343	2951	RL	3	R0506200	R050590	R	RE	S	READ	S					
344	2952	RL	3	R0506210	R050590	BA	RE	S	READ	S					
345	2953	RL	3	R0506230	R050590	BA	RE	S	READ	S					
346	2954	RL	3	R0506250	R050600	R	RE	S	READ	S					
347	2955	RL	3	R0506260	R050600	BA	RE	S	READ	S					
348	2956	RL	3	R0506270	R050600	BA	RE	S	READ	S					
349	2957	RL	3	R0506280	R050600	BA	RE	S	READ	S					
350	2958	RL	3	R0506400	R050620	BA	RE	S	VOCA	S					
351	2959	RL	3	R0506410	R050620	BA	RE	S	VOCA	S					
352	2960	RL	3	R0506420	R050620	R	RE	S	DGUI	S					
353	2961	RL	3	R0506450	R050620	R	RE	S	DGUI	S					
354	2962	RL	3	R0506490	R050620	ST	RE	S	DAII	S					
355	2963	RL	3	R0506500	R050630	BA	RE	S	VOCA	S					
356	2964	RL	3	R0506510	R050630	R	LI	S	DGUL	S					
357	2965	RL	3	R0506530	R050630	R	LI	S	DGUL	S					
358	2966	RL	3	R0506580	R050630	ST	LI	S	DAIL	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
359	2967	RL	3	R0506590	R050630	ST	LI	S	DAIL	S					
360	2968	RL	3	R0506600	R050640	BA	RE	S	VOCA	S					
361	2969	RL	3	R0506630	R050640	BA	LI	S	DGUL	S					
362	2970	RL	3	R0506640	R050640	BA	LI	S	DGUL	S					
363	2971	RL	3	R0506660	R050640	BA	LI	S	DAIL	S					
364	2972	RL	3	R0506670	R050640	ST	LI	S	DAIL	S					
365	2973	RL	3	R0506690	R050640	BA	LI	S	DAIL	S					
366	2974	RL	3	R0506700	R050650	BA	RE	S	DGUI	S					
367	2975	RL	3	R0506720	R050650	BA	RE	S	VOCA	S					
368	2976	RL	3	R0506750	R050650	R	RE	S	DGUI	S					
369	2977	RL	3	R0506760	R050650	R	RE	S	DGUI	S					
370	2978	RL	3	R0506770	R050650	ST	RE	S	DAII	S					
371	2979	RL	3	R0506810	R050660	BA	RE	S	VOCA	S					
372	2980	RL	3	R0506820	R050660	BA	RE	S	VOCA	S					
373	2981	RL	3	R0506840	R050660	R	RE	S	DGUI	S					
374	2982	RL	3	R0506870	R050660	ST	RE	S	DAII	S					
375	2983	RL	3	R0506880	R050660	ST	RE	S	DAII	S					
376	2984	RL	3	R0506900	R050670	BA	RE	S	VOCA	S					
377	2985	RL	3	R0506920	R050670	BA	LI	S	DGUL	S					
378	2986	RL	3	R0506960	R050670	ST	LI	S	DAIL	S					
379	2987	RL	3	R0506980	R050670	ST	LI	S	DAIL	S					
380	2988	RL	3	R0506990	R050670	ST	LI	S	DAIL	S					
381	2989	RL	3	R0508230	R050790	BA	RE	S	VOCA	S					
382	2990	RL	3	R0508260	R050790	BA	LI	S	DGUL	S					
383	2991	RL	3	R0508280	R050790	ST	LI	S	DAIL	S					
384	2992	RL	3	R0508300	R050790	ST	LI	S	DAIL	S					
385	2993	RL	3	R0508310	R050790	ST	LI	S	DAIL	S					
386	2994	RL	3	R0508320	R050790	ST	LI	S	DAIL	S					
387	2995	RL	3	R0001520	R990190	R	LI	S	DGUL	S					
388	2996	RL	3	R0001530	R990190	R	LI	S	DGUL	S					
389	2997	RL	3	R0001540	R990190	R	LI	S	DGUL	S					
390	2998	RL	3	R0001550	R990190	ST	LI	S	DAIL	S					
391	2999	RL	3	R0001570	R990190	BA	RE	S	VOCA	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
2	3268	RL	4	R0411760	R046440	R	RE	S	READ	S					
3	3269	RL	4	R0411770	R046440	R	RE	S	READ	S					
4	3270	RL	4	R0411790	R046440	BA	RE	S	READ	S					
5	3271	RL	4	R0411800	R046440	R	RE	S	READ	S					
6	3272	RL	4	R0411810	R046440	BA	RE	S	READ	S					
7	3153	RL	4	R0409190	R040750	R	RE	S	READ	S					
8	3154	RL	4	R0409200	R040750	BA	RE	S	ECSI	S					
9	3155	RL	4	R0409210	R040750	BA	RE	S	VOCA	S					
10	3156	RL	4	R0409220	R040750	R	RE	S	DGUL	S					
11	3157	RL	4	R0409230	R040750	BA	RE	S	DGUL	S					
12	3158	RL	4	R0479130	R040750	R	RE	S	READ	S					
13	3159	RL	4	R0479160	R040750	BA	RE	S	ECSI	S					
14	3047	RL	4	R0408810	R040110	ST	LI	S	DAIL	S					
15	3048	RL	4	R0408820	R040110	BA	RE	S	VOCA	S					
16	3049	RL	4	R0408830	R040110	BA	LI	S	DAIL	S					
17	3050	RL	4	R0408840	R040110	BA	LI	S	DAIL	S					
18	3051	RL	4	R0408870	R040110	BA	LI	S	DAIL	S					
19	3052	RL	4	R0408880	R040110	BA	LI	S	DAIL	S					
20	3053	RL	4	R0408910	R040110	R	LI	S	DAIL	S					
21	3087	RL	4	R0404150	R040370	BA	RE	S	READ	S					
22	3088	RL	4	R0404160	R040370	R	RE	S	READ	S					
23	3089	RL	4	R0404170	R040370	R	RE	S	READ	S					
24	3090	RL	4	R0404200	R040370	ST	RE	S	READ	S					
25	3316	RL	4	R0403800	R046750	BA	RE	S	VOCA	S					
26	3317	RL	4	R0403810	R046750	BA	RE	S	VOCA	S					
27	3318	RL	4	R0403820	R046750	BA	RE	S	VOCA	P					Aligns to this CCG, but at a higher level (EL.05.RE.13) (requires an interpretation of figurative language).
28	3319	RL	4	R0403830	R046750	BA	RE	S	VOCA	P					Aligns to this CCG, but at a higher level (EL.05.RE.13) (requires an interpretation of figurative language).
29	3320	RL	4	R0403840	R046750	BA	LI	S	DGUL	S					
30	3321	RL	4	R0403870	R046750	ST	LI	S	DAIL	S					
31	3322	RL	4	R0403880	R046750	BA	LI	S	DAIL	S					
32	3323	RL	4	R0403890	R046750	BA	LI	S	DAIL	S					
33	3324	RL	4	R0457550	R046750	ST	LI	S	DAIL	S					
34	3176	RL	4	R0409250	R040860	BA	RE	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
35	3177	RL	4	R0409290	R040860	R	RE	S	DGUI	S					
36	3178	RL	4	R0409320	R040860	ST	RE	S	DAII	S					
37	3179	RL	4	R0409330	R040860	ST	RE	S	ECSI	P					Aligns to this CCG, but at a higher level (EL.05.RE.28) (requires analysis of characteristics of persuasive text).
38	3180	RL	4	R0409340	R040860	ST	RE	S	ECSI	S					
39	3181	RL	4	R0409350	R040860	BA	RE	S	ECSI	S					
40	3347	RL	4	R0410390	R047230	BA	RE	S	DAII	S					
41	3348	RL	4	R0410400	R047230	BA	RE	S	DAII	S					
42	3349	RL	4	R0411940	R047230	BA	RE	S	VOCA	S					
43	3350	RL	4	R0411960	R047230	BA	RE	S	VOCA	S					
44	3351	RL	4	R0411980	R047230	BA	RE	S	ECSI	S					
45	3352	RL	4	R0411990	R047230	R	RE	S	DGUI	S					
46	3353	RL	4	R0418230	R047230	ST	RE	S	ECSI	S					
47	3168	RL	4	R0410060	R040820	BA	RE	S	ECSI	S					
48	3169	RL	4	R0410070	R040820	BA	RE	S	VOCA	S					
49	3170	RL	4	R0410080	R040820	BA	RE	S	VOCA	S					
50	3171	RL	4	R0410120	R040820	BA	RE	S	DGUI	S					
51	3172	RL	4	R0410130	R040820	R	RE	S	DGUI	S					
52	3173	RL	4	R0410140	R040820	BA	RE	S	DAII	S					
53	3174	RL	4	R0410160	R040820	BA	RE	S	ECSI	S					
54	3175	RL	4	R0415990	R040820	ST	RE	S	ECSI	S					
55	3204	RL	4	R0464900	R043270	BA	RE	S	VOCA	S					
56	3205	RL	4	R0464910	R043270	BA	RE	S	VOCA	S					
57	3206	RL	4	R0464930	R043270	R	RE	S	DGUI	S					
58	3207	RL	4	R0464940	R043270	R	RE	S	DGUI	S					
59	3208	RL	4	R0464950	R043270	R	RE	S	DGUI	S					
60	3209	RL	4	R0464960	R043270	BA	RE	S	DGUI	S					EL.04.RE.20 - not aligned to EL.04.RE.24 because the main idea is fairly explicit.
61	3210	RL	4	R0464990	R043270	BA	RE	S	ECSI	S					
62	3264	RL	4	R0411710	R046430	R	RE	S	READ	S					
63	3265	RL	4	R0411730	R046430	R	RE	S	READ	S					
64	3266	RL	4	R0484580	R046430	R	RE	S	DGUI	S					
65	3267	RL	4	R0484590	R046430	BA	RE	S	READ	S					
66	3125	RL	4	R0404940	R040590	BA	RE	S	VOCA	S					
67	3126	RL	4	R0404960	R040590	BA	RE	S	VOCA	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
68	3127	RL	4	R0404990	R040590	R	LI	S	DGUL	S					
69	3128	RL	4	R0405010	R040590	R	LI	S	DGUL	S					
70	3129	RL	4	R0405020	R040590	BA	LI	S	DAIL	S					
71	3130	RL	4	R0405030	R040590	ST	LI	S	DAIL	S					
72	3131	RL	4	R0405050	R040590	BA	LI	S	DAIL	S					
73	3450	RL	4	R0507870	R050760	BA	RE	S	VOCA	S					
74	3451	RL	4	R0507890	R050760	R	LI	S	DGUL	S					
75	3452	RL	4	R0507900	R050760	R	LI	S	DGUL	S					
76	3453	RL	4	R0507920	R050760	R	LI	S	DGUL	S					
77	3454	RL	4	R0507940	R050760	BA	LI	S	DAIL	S					
78	3455	RL	4	R0507960	R050760	ST	LI	S	DAIL	S					
79	3456	RL	4	R0507970	R050760	ST	LI	S	DAIL	S					
80	3400	RL	4	R0500490	R050050	BA	RE	S	VOCA	S					
81	3401	RL	4	R0500500	R050050	BA	RE	S	VOCA	P					Aligns to this CCG, but at a higher level (EL.05.RE.13) (requires an interpretation of figurative language).
82	3402	RL	4	R0500520	R050050	BA	RE	S	VOCA	S					
83	3403	RL	4	R0500530	R050050	R	LI	S	DGUL	S					
84	3404	RL	4	R0500560	R050050	BA	LI	S	DAIL	S					
85	3405	RL	4	R0500570	R050050	BA	LI	S	DAIL	S					
86	3406	RL	4	R0500600	R050050	BA	LI	S	DAIL	S					
87	3445	RL	4	R0507800	R050750	R	RE	S	READ	S					
88	3446	RL	4	R0507810	R050750	R	RE	S	READ	S					
89	3447	RL	4	R0507820	R050750	R	RE	S	READ	S					
90	3448	RL	4	R0507840	R050750	R	RE	S	READ	S					
91	3449	RL	4	R0507850	R050750	R	RE	S	READ	S					
92	3325	RL	4	R0418240	R047090	BA	RE	S	VOCA	S					
93	3326	RL	4	R0418270	R047090	ST	RE	S	ECSI	S					
94	3327	RL	4	R0418280	R047090	R	RE	S	DGUI	S					
95	3328	RL	4	R0418290	R047090	R	RE	S	DGUI	S					
96	3329	RL	4	R0418300	R047090	ST	RE	S	DAIL	S					
97	3330	RL	4	R0418310	R047090	BA	RE	S	READ	S					
98	3331	RL	4	R0418320	R047090	ST	RE	S	DGUI	S					
99	3332	RL	4	R0418340	R047090	R	RE	S	DGUI	S					
100	3377	RL	4	R0500130	R050020	BA	RE	S	VOCA	S					
101	3378	RL	4	R0500140	R050020	BA	RE	S	VOCA	S					
102	3379	RL	4	R0500170	R050020	BA	RE	S	VOCA	S					
103	3380	RL	4	R0500180	R050020	R	LI	S	DGUL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
104	3381	RL	4	R0500190	R050020	R	LI	S	DGUL	S					
105	3382	RL	4	R0500200	R050020	BA	LI	S	DGUL	S					
106	3383	RL	4	R0500220	R050020	BA	LI	S	DAIL	S					
107	3384	RL	4	R0500240	R050020	BA	LI	S	DAIL	S					
108	3227	RL	4	R0409360	R045730	BA	RE	S	VOCA	S					
109	3228	RL	4	R0409370	R045730	BA	RE	S	VOCA	S					
110	3229	RL	4	R0409380	R045730	BA	RE	S	VOCA	S					
111	3230	RL	4	R0409410	R045730	BA	LI	S	DGUL	S					
112	3231	RL	4	R0409420	R045730	R	LI	S	DGUL	S					
113	3232	RL	4	R0409430	R045730	BA	LI	S	DAIL	S					
114	3233	RL	4	R0409440	R045730	ST	LI	S	DAIL	S					
115	3091	RL	4	R0405060	R040450	BA	RE	S	VOCA	S					
116	3092	RL	4	R0405080	R040450	BA	RE	S	VOCA	S					
117	3093	RL	4	R0405090	R040450	BA	RE	S	ECSI	S					
118	3094	RL	4	R0405120	R040450	R	RE	S	DGUI	S					
119	3095	RL	4	R0405140	R040450	R	RE	S	DGUI	S					
120	3096	RL	4	R0405160	R040450	ST	RE	S	ECSI	S					
121	3097	RL	4	R0405170	R040450	ST	RE	S	ECSI	P					Aligns to this CCG, but at a higher level (EL.05.RE.28) (requires analysis of characteristics of persuasive text).
122	3393	RL	4	R0500380	R050040	BA	RE	S	VOCA	S					
123	3394	RL	4	R0500390	R050040	BA	RE	S	VOCA	S					
124	3395	RL	4	R0500420	R050040	R	LI	S	DGUL	S					
125	3396	RL	4	R0500430	R050040	R	LI	S	DGUL	S					
126	3397	RL	4	R0500440	R050040	R	LI	S	DGUL	S					
127	3398	RL	4	R0500450	R050040	ST	LI	S	DAIL	S					
128	3399	RL	4	R0500480	R050040	BA	LI	S	DAIL	S					
129	3466	RL	4	R0515740	R051450	BA	RE	S	VOCA	S					
130	3467	RL	4	R0515750	R051450	BA	RE	S	VOCA	P					Aligns to this CCG, but at a higher level (EL.05.RE.13) (requires an interpretation of figurative language).
131	3468	RL	4	R0515770	R051450	R	LI	S	DGUL	S					
132	3469	RL	4	R0515780	R051450	BA	LI	S	DAIL	S					
133	3470	RL	4	R0515800	R051450	BA	LI	S	DGUL	S					
134	3471	RL	4	R0515840	R051450	BA	LI	S	DAIL	S					
135	3472	RL	4	R0515850	R051450	ST	LI	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
136	3222	RL	4	R0484380	R044720	R	RE	S	READ	S					
137	3223	RL	4	R0484390	R044720	BA	RE	S	READ	S					
138	3224	RL	4	R0484400	R044720	R	RE	S	READ	S					
139	3225	RL	4	R0484410	R044720	BA	RE	S	READ	S					
140	3226	RL	4	R0484430	R044720	ST	RE	S	DAII	S					
141	3076	RL	4	R0400220	R040300	BA	RE	S	READ	S					
142	3077	RL	4	R0400240	R040300	BA	RE	S	READ	S					
143	3078	RL	4	R0400250	R040300	BA	RE	S	READ	S					
144	3079	RL	4	R0415900	R040300	BA	RE	S	READ	S					
145	3246	RL	4	R0411040	R045950	BA	RE	S	VOCA	S					
146	3247	RL	4	R0411050	R045950	BA	RE	P	ECSI	P					Item aligns to EL.04.RE.26, but text is literary. No standard under the literary CCG allows for cause and effect items.
147	3248	RL	4	R0411060	R045950	R	LI	S	DGUL	S					
148	3249	RL	4	R0411070	R045950	BA	LI	S	DGUL	S					
149	3250	RL	4	R0411080	R045950	R	LI	S	DGUL	S					
150	3251	RL	4	R0411100	R045950	BA	LI	S	DGUL	S					
151	3252	RL	4	R0411110	R045950	ST	LI	S	DAIL	S					
152	3029	RL	4	R0247190	R027390	BA	RE	S	VOCA	S					
153	3030	RL	4	R0264030	R027390	ST	RE	S	ECSI	S					
154	3031	RL	4	R0264040	R027390	ST	RE	S	DAII	S					
155	3032	RL	4	R0274200	R027390	BA	RE	S	VOCA	S					
156	3033	RL	4	R0274220	R027390	BA	RE	S	ECSI	S					
157	3034	RL	4	R0274250	R027390	ST	RE	S	ECSI	S					
158	3035	RL	4	R0274320	R027390	BA	RE	S	ECSI	S					
159	3007	RL	4	R0200590	R023210	BA	RE	S	READ	S					
160	3008	RL	4	R0200600	R023210	R	RE	S	READ	S					
161	3009	RL	4	R0200610	R023210	BA	RE	S	DGUI	S					
162	3010	RL	4	R0200640	R023210	ST	RE	S	DAII	S					
163	3011	RL	4	R0206470	R023210	ST	RE	S	ECSI	S					
164	3012	RL	4	R0206490	R023210	ST	RE	S	ECSI	S					
165	3013	RL	4	R0206500	R023210	R	RE	S	DGUI	S					
166	3014	RL	4	R0279740	R023210	BA	RE	S	VOCA	S					
167	3385	RL	4	R0500260	R050030	BA	RE	S	VOCA	S					
168	3386	RL	4	R0500270	R050030	BA	RE	S	VOCA	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
															Aligns to this CCG, but at a higher level (EL.05.RE.13) (requires an interpretation of figurative language).
169	3387	RL	4	R0500290	R050030	BA	RE	S	VOCA	P					
170	3388	RL	4	R0500300	R050030	BA	LI	S	DAIL	S					
171	3389	RL	4	R0500310	R050030	R	LI	S	DGUL	S					
172	3390	RL	4	R0500320	R050030	BA	LI	S	DAIL	S					
173	3391	RL	4	R0500340	R050030	ST	LI	S	DAIL	S					
174	3392	RL	4	R0500350	R050030	BA	LI	S	DAIL	S					
175	3294	RL	4	R0408510	R046600	ST	RE	S	DAIL	S					
176	3295	RL	4	R0408520	R046600	BA	RE	S	VOCA	S					
177	3296	RL	4	R0408540	R046600	BA	RE	S	VOCA	S					
178	3297	RL	4	R0408550	R046600	BA	RE	S	DGUI	S					
179	3298	RL	4	R0408590	R046600	R	RE	S	DGUI	S					
180	3299	RL	4	R0415940	R046600	BA	RE	S	DAIL	S					
181	3300	RL	4	R0415950	R046600	BA	RE	S	ECSI	S					
182	3370	RL	4	R0439330	R047470	BA	RE	S	VOCA	S					
183	3371	RL	4	R0439340	R047470	BA	RE	S	VOCA	S					
184	3372	RL	4	R0439370	R047470	R	RE	S	DGUI	S					
185	3373	RL	4	R0439380	R047470	ST	RE	S	DAIL	S					
186	3374	RL	4	R0439400	R047470	BA	RE	S	VOCA	S					
187	3375	RL	4	R0457330	R047470	ST	RE	S	ECSI	S					
188	3376	RL	4	R0457340	R047470	BA	RE	S	ECSI	S					
189	3239	RL	4	R0405970	R045920	BA	RE	S	VOCA	S					
190	3240	RL	4	R0405980	R045920	BA	RE	S	VOCA	S					
191	3241	RL	4	R0405990	R045920	R	RE	S	DGUI	S					
192	3242	RL	4	R0406000	R045920	BA	RE	S	DAIL	S					
193	3243	RL	4	R0406010	R045920	R	RE	S	DGUI	S					
194	3244	RL	4	R0406060	R045920	ST	RE	S	ECSI	S					
195	3245	RL	4	R0406080	R045920	BA	RE	S	ECSI	S					
196	3000	RL	4	R0200950	R022620	BA	LI	S	DAIL	S					
197	3001	RL	4	R0200970	R022620	ST	LI	S	DAIL	S					
198	3002	RL	4	R0201000	R022620	BA	LI	S	DAIL	S					
199	3003	RL	4	R0207530	R022620	BA	RE	S	VOCA	S					
200	3004	RL	4	R0207540	R022620	BA	RE	S	VOCA	S					
201	3005	RL	4	R0207550	R022620	BA	LI	S	DAIL	S					
202	3006	RL	4	R0279730	R022620	ST	LI	S	DAIL	S					
203	3143	RL	4	R0401280	R040650	BA	RE	S	VOCA	S					
204	3144	RL	4	R0401290	R040650	BA	RE	S	READ	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
205	3145	RL	4	R0401330	R040650	R	RE	S	DGUI	S					
206	3146	RL	4	R0401340	R040650	R	RE	S	DGUI	S					
207	3147	RL	4	R0401380	R040650	BA	RE	S	DGUI	S					
208	3148	RL	4	R0439810	R040650	ST	RE	S	DAII	S					
209	3149	RL	4	R0484600	R040650	BA	RE	S	VOCA	S					
210	3301	RL	4	R0418080	R046680	BA	RE	S	VOCA	S					
211	3302	RL	4	R0418090	R046680	BA	RE	S	VOCA	S					
212	3303	RL	4	R0418100	R046680	BA	RE	S	VOCA	S					
213	3304	RL	4	R0418110	R046680	ST	LI	S	DAIL	S					
214	3305	RL	4	R0418120	R046680	BA	LI	S	DAIL	S					
215	3306	RL	4	R0418140	R046680	BA	LI	S	DGUL	S					
216	3307	RL	4	R0418170	R046680	ST	LI	S	DAIL	S					
217	3136	RL	4	R0409730	R040630	R	LI	S	DGUL	S					
218	3137	RL	4	R0409740	R040630	BA	LI	S	DAIL	S					
219	3138	RL	4	R0409770	R040630	R	LI	S	DGUL	S					
220	3139	RL	4	R0409780	R040630	BA	RE	S	VOCA	S					
221	3140	RL	4	R0409810	R040630	ST	LI	S	DAIL	S					
222	3141	RL	4	R0409850	R040630	ST	LI	S	DAIL	S					
223	3142	RL	4	R0416110	R040630	BA	RE	S	VOCA	S					
224	3098	RL	4	R0417620	R040500	BA	RE	S	VOCA	S					
225	3099	RL	4	R0417630	R040500	BA	RE	S	VOCA	S					
226	3100	RL	4	R0417650	R040500	BA	RE	S	VOCA	S					
227	3101	RL	4	R0417660	R040500	R	RE	S	DGUI	S					
228	3102	RL	4	R0417680	R040500	R	RE	S	DGUI	S					
229	3103	RL	4	R0417760	R040500	R	RE	S	READ	S					
230	3021	RL	4	R0256700	R025280	BA	RE	S	VOCA	P					Aligns to this CCG, but at a higher level (EL.05.RE.13) (asks about interpretation and purpose of figurative language).
231	3022	RL	4	R0256710	R025280	BA	LI	S	DAIL	S					
232	3023	RL	4	R0268740	R025280	BA	RE	S	VOCA	S					
233	3024	RL	4	R0268760	R025280	R	LI	S	DGUL	S					
234	3025	RL	4	R0268770	R025280	R	LI	S	DGUL	S					
235	3026	RL	4	R0268780	R025280	BA	LI	S	DAIL	S					
236	3027	RL	4	R0268790	R025280	BA	LI	S	DAIL	S					
237	3028	RL	4	R0268820	R025280	BA	LI	S	DAIL	S					
238	3362	RL	4	R0401520	R047400	BA	RE	S	VOCA	S					
239	3363	RL	4	R0401540	R047400	BA	RE	S	VOCA	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
240	3364	RL	4	R0401550	R047400	R	RE	S	DGUI	S					
241	3365	RL	4	R0401570	R047400	BA	RE	S	VOCA	S					
242	3366	RL	4	R0401590	R047400	ST	RE	S	DAII	S					
243	3367	RL	4	R0405540	R047400	ST	RE	S	DAII	S					
244	3368	RL	4	R0405550	R047400	BA	RE	S	ECSI	S					
245	3369	RL	4	R0405560	R047400	ST	RE	S	ECSI	S					
246	3436	RL	4	R0507620	R050730	BA	RE	S	VOCA	S					
247	3437	RL	4	R0507630	R050730	BA	RE	S	VOCA	S					
248	3438	RL	4	R0507640	R050730	BA	RE	S	VOCA	S					
249	3439	RL	4	R0507650	R050730	BA	RE	S	DGUI	S					
250	3440	RL	4	R0507680	R050730	BA	RE	S	DAII	S					
251	3441	RL	4	R0507700	R050730	BA	RE	S	ECSI	S					
252	3442	RL	4	R0507710	R050730	BA	RE	S	ECSI	S					
253	3443	RL	4	R0507720	R050730	BA	RE	S	ECSI	S					
254	3444	RL	4	R0507730	R050730	BA	RE	S	DAII	S					
255	3182	RL	4	R0464810	R043100	BA	RE	S	VOCA	S					
256	3183	RL	4	R0464820	R043100	BA	RE	S	VOCA	S					
257	3184	RL	4	R0464850	R043100	R	LI	S	DGUL	S					
258	3185	RL	4	R0464860	R043100	BA	LI	S	DGUL	S					
259	3186	RL	4	R0464870	R043100	BA	LI	S	DAIL	S					
260	3187	RL	4	R0464880	R043100	ST	LI	S	DAIL	S					
261	3188	RL	4	R0464890	R043100	ST	LI	S	DAIL	S					
262	3273	RL	4	R0406160	R046510	R	RE	S	READ	S					
263	3274	RL	4	R0406180	R046510	BA	RE	S	READ	S					
264	3275	RL	4	R0406190	R046510	BA	RE	S	READ	S					
265	3276	RL	4	R0406200	R046510	BA	RE	S	READ	S					
266	3257	RL	4	R0410180	R046410	R	RE	S	READ	S					
267	3258	RL	4	R0410200	R046410	R	RE	S	READ	S					
268	3259	RL	4	R0410360	R046410	R	RE	S	READ	S					
269	3234	RL	4	R0403510	R045760	R	RE	S	READ	S					
270	3235	RL	4	R0403520	R045760	R	RE	S	READ	S					
271	3236	RL	4	R0403540	R045760	BA	RE	S	VOCA	S					
272	3237	RL	4	R0403550	R045760	ST	RE	S	DAII	S					
273	3238	RL	4	R0457470	R045760	BA	RE	S	DAII	S					
274	3253	RL	4	R0406100	R046060	BA	RE	S	READ	S					
275	3254	RL	4	R0406110	R046060	BA	RE	S	READ	S					
276	3255	RL	4	R0406120	R046060	BA	RE	S	DAII	S					
277	3256	RL	4	R0406130	R046060	BA	RE	S	READ	S					
278	3150	RL	4	R0407160	R040680	BA	RE	S	READ	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
279	3151	RL	4	R0407180	R040680	BA	RE	S	READ	S					
280	3152	RL	4	R0407190	R040680	R	RE	S	READ	S					
281	3160	RL	4	R0411580	R040790	BA	RE	S	VOCA	P					Aligns to this CCG, but at a higher level (EL.05.RE.13) (asks about interpretation and purpose of figurative language).
282	3161	RL	4	R0411610	R040790	BA	LI	S	DAIL	S					
283	3162	RL	4	R0411620	R040790	BA	RE	S	VOCA	S					
284	3163	RL	4	R0411630	R040790	R	LI	S	DGUL	S					
285	3164	RL	4	R0411650	R040790	BA	LI	S	DGUL	S					
286	3165	RL	4	R0411660	R040790	ST	LI	S	DAIL	S					
287	3166	RL	4	R0411680	R040790	BA	LI	S	DAIL	S					
288	3167	RL	4	R0411690	R040790	ST	LI	S	DAIL	S					
289	3211	RL	4	R0465150	R043740	R	RE	S	READ	S					
290	3212	RL	4	R0465160	R043740	R	RE	S	READ	S					
291	3213	RL	4	R0465170	R043740	R	RE	S	READ	S					
292	3214	RL	4	R0465190	R043740	R	RE	S	READ	S					
293	3104	RL	4	R0410230	R040520	R	RE	S	DAII	S					
294	3105	RL	4	R0410250	R040520	BA	RE	S	VOCA	S					
295	3106	RL	4	R0410260	R040520	R	RE	S	DGUI	S					
296	3107	RL	4	R0410270	R040520	R	RE	S	DGUI	S					
297	3108	RL	4	R0410290	R040520	ST	RE	S	ECSI	S					
298	3109	RL	4	R0410310	R040520	BA	RE	S	ECSI	S					
299	3110	RL	4	R0410320	R040520	R	RE	S	DGUI	S					
300	3421	RL	4	R0507380	R050710	BA	RE	S	VOCA	S					
301	3422	RL	4	R0507390	R050710	R	RE	S	DGUI	S					
302	3423	RL	4	R0507400	R050710	R	RE	S	DGUI	S					
303	3424	RL	4	R0507440	R050710	ST	RE	S	DGUI	S					
304	3425	RL	4	R0507450	R050710	ST	RE	S	ECSI	S					
305	3426	RL	4	R0507460	R050710	BA	RE	S	ECSI	S					
306	3427	RL	4	R0507470	R050710	BA	RE	S	ECSI	S					
307	3414	RL	4	R0507130	R050690	BA	RE	S	VOCA	S					
308	3415	RL	4	R0507150	R050690	BA	RE	S	VOCA	S					
309	3416	RL	4	R0507170	R050690	ST	RE	S	DAII	S					
310	3417	RL	4	R0507180	R050690	BA	RE	S	DGUI	S					
311	3418	RL	4	R0507200	R050690	ST	RE	S	ECSI	S					
312	3419	RL	4	R0507220	R050690	ST	RE	S	ECSI	S					
313	3420	RL	4	R0507230	R050690	BA	RE	S	DAII	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
314	3132	RL	4	R0409880	R040620	BA	RE	S	READ	S					
315	3133	RL	4	R0409900	R040620	BA	RE	S	READ	S					
316	3134	RL	4	R0409920	R040620	R	RE	S	READ	S					
317	3135	RL	4	R0409930	R040620	BA	RE	S	READ	S					
318	3277	RL	4	R0405850	R046560	BA	RE	S	VOCA	S					
319	3278	RL	4	R0405860	R046560	BA	RE	S	VOCA	S					
320	3279	RL	4	R0405870	R046560	BA	RE	S	VOCA	S					
321	3280	RL	4	R0405880	R046560	R	RE	S	DGUI	S					
322	3281	RL	4	R0405900	R046560	BA	RE	S	ECSI	S					
323	3282	RL	4	R0405920	R046560	ST	RE	S	DAII	S					
324	3283	RL	4	R0405940	R046560	ST	RE	S	ECSI	S					
325	3284	RL	4	R0405950	R046560	BA	RE	S	ECSI	S					
326	3285	RL	4	R0417960	R046580	BA	RE	S	VOCA	S					
327	3286	RL	4	R0417970	R046580	BA	RE	S	VOCA	S					
328	3287	RL	4	R0417980	R046580	BA	RE	S	VOCA	S					
329	3288	RL	4	R0417990	R046580	R	RE	S	DGUI	S					
330	3289	RL	4	R0418010	R046580	ST	RE	S	DAII	S					
331	3290	RL	4	R0418020	R046580	R	RE	S	DGUI	S					
332	3291	RL	4	R0418040	R046580	BA	RE	S	DGUI	S					
333	3292	RL	4	R0418050	R046580	BA	RE	S	DGUI	S					
334	3293	RL	4	R0418060	R046580	ST	RE	S	ECSI	S					
335	3457	RL	4	R0507990	R050770	BA	RE	S	VOCA	S					
336	3458	RL	4	R0508000	R050770	BA	RE	S	VOCA	S					
337	3459	RL	4	R0508010	R050770	BA	RE	S	VOCA	S					
338	3460	RL	4	R0508030	R050770	R	RE	S	DGUI	S					
339	3461	RL	4	R0508060	R050770	BA	RE	S	DGUI	S					
340	3462	RL	4	R0508070	R050770	R	RE	S	DGUI	S					
341	3463	RL	4	R0508080	R050770	BA	RE	S	ECSI	S					
342	3464	RL	4	R0508090	R050770	BA	RE	S	ECSI	S					
343	3465	RL	4	R0508100	R050770	ST	RE	S	ECSI	S					
344	3215	RL	4	R0465010	R044380	R	RE	S	DGUI	S					
345	3216	RL	4	R0465040	R044380	R	RE	S	DGUI	S					
346	3217	RL	4	R0465060	R044380	BA	RE	S	VOCA	S					
347	3218	RL	4	R0465070	R044380	BA	RE	S	ECSI	S					
348	3219	RL	4	R0465220	R044380	BA	RE	S	DGUI	S					
349	3220	RL	4	R0465230	R044380	ST	RE	S	ECSI	S					
350	3221	RL	4	R0465250	R044380	ST	RE	S	ECSI	S					
351	3260	RL	4	R0417900	R046420	BA	RE	S	VOCA	S					
352	3261	RL	4	R0417920	R046420	R	RE	S	READ	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
353	3262	RL	4	R0417940	R046420	BA	RE	S	READ	S					
354	3263	RL	4	R0417950	R046420	BA	RE	S	READ	S					
355	3118	RL	4	R0409070	R040580	BA	RE	S	VOCA	S					
356	3119	RL	4	R0409080	R040580	BA	RE	S	VOCA	S					
357	3120	RL	4	R0409090	R040580	BA	RE	S	VOCA	S					
358	3121	RL	4	R0409120	R040580	BA	LI	S	DAIL	S					
359	3122	RL	4	R0409130	R040580	BA	LI	S	DGUL	S					
360	3123	RL	4	R0409150	R040580	BA	LI	S	DAIL	S					
361	3124	RL	4	R0409170	R040580	BA	LI	S	DGUL	S					
362	3428	RL	4	R0507510	R050720	BA	RE	S	VOCA	S					
363	3429	RL	4	R0507520	R050720	BA	LI	S	DAIL	S					
364	3430	RL	4	R0507530	R050720	BA	LI	S	DAIL	S					
365	3431	RL	4	R0507550	R050720	R	LI	S	DGUL	S					
366	3432	RL	4	R0507560	R050720	BA	LI	S	DGUL	S					
367	3433	RL	4	R0507570	R050720	BA	LI	S	DGUL	S					
368	3434	RL	4	R0507580	R050720	BA	LI	S	DAIL	S					
369	3435	RL	4	R0507610	R050720	BA	LI	S	DAIL	S					
370	3040	RL	4	R0408950	R040090	R	RE	S	DGUI	S					
371	3041	RL	4	R0408960	R040090	BA	RE	S	ECSI	S					
372	3042	RL	4	R0409010	R040090	BA	RE	S	ECSI	S					
373	3043	RL	4	R0409020	R040090	BA	RE	S	ECSI	S					
374	3044	RL	4	R0409030	R040090	R	RE	S	DGUI	S					
375	3045	RL	4	R0409040	R040090	ST	RE	S	DAIL	S					
376	3046	RL	4	R0409050	R040090	BA	RE	S	ECSI	S					
377	3308	RL	4	R0415340	R046690	BA	RE	S	VOCA	S					
378	3309	RL	4	R0415360	R046690	R	RE	S	DGUI	S					
379	3310	RL	4	R0415370	R046690	R	RE	S	DGUI	S					
380	3311	RL	4	R0415380	R046690	R	RE	S	DGUI	S					
381	3312	RL	4	R0415390	R046690	ST	RE	S	DAIL	S					
382	3313	RL	4	R0415410	R046690	BA	RE	S	ECSI	S					
383	3314	RL	4	R0415420	R046690	BA	RE	S	ECSI	S					
384	3315	RL	4	R0415430	R046690	ST	RE	S	ECSI	S					
385	3189	RL	4	R0438420	R043180	BA	RE	S	VOCA	S					
386	3190	RL	4	R0438430	R043180	BA	RE	S	VOCA	S					
387	3191	RL	4	R0438440	R043180	BA	LI	S	DAIL	S					
388	3192	RL	4	R0438450	R043180	R	LI	S	DGUL	S					
389	3193	RL	4	R0438460	R043180	R	LI	S	DGUL	S					
390	3194	RL	4	R0438480	R043180	ST	LI	S	DAIL	S					
391	3195	RL	4	R0438490	R043180	ST	LI	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
392	3340	RL	4	R0411820	R047220	BA	RE	S	VOCA	S					
393	3341	RL	4	R0411830	R047220	BA	RE	S	VOCA	S					
394	3342	RL	4	R0411850	R047220	BA	RE	S	VOCA	S					
395	3343	RL	4	R0411860	R047220	R	LI	S	DGUL	S					
396	3344	RL	4	R0411890	R047220	BA	LI	S	DAIL	S					
397	3345	RL	4	R0411920	R047220	ST	LI	S	DAIL	S					
398	3346	RL	4	R0411930	R047220	BA	LI	S	DAIL	S					
399	3069	RL	4	R0405610	R040190	BA	RE	S	VOCA	S					
400	3070	RL	4	R0405620	R040190	BA	RE	S	VOCA	S					
401	3071	RL	4	R0405640	R040190	BA	LI	S	DAIL	S					
402	3072	RL	4	R0405650	R040190	BA	LI	S	DGUL	S					
403	3073	RL	4	R0405660	R040190	R	LI	S	DGUL	S					
404	3074	RL	4	R0405680	R040190	ST	LI	S	DAIL	S					
405	3075	RL	4	R0405700	R040190	BA	LI	S	DAIL	S					
406	3196	RL	4	R0472810	R043230	BA	RE	S	VOCA	S					
407	3197	RL	4	R0472840	R043230	BA	RE	S	VOCA	S					
408	3198	RL	4	R0473210	R043230	BA	RE	S	VOCA	S					
409	3199	RL	4	R0473220	R043230	ST	LI	S	DAIL	S					
410	3200	RL	4	R0473240	R043230	ST	LI	S	DAIL	S					
411	3201	RL	4	R0473410	R043230	BA	LI	S	DAIL	S					
412	3202	RL	4	R0473440	R043230	ST	LI	S	DAIL	S					
413	3203	RL	4	R0473450	R043230	ST	LI	S	DGUL	S					
414	3333	RL	4	R0401410	R047210	BA	RE	S	VOCA	S					
415	3334	RL	4	R0401430	R047210	BA	LI	S	DGUL	S					
416	3335	RL	4	R0401440	R047210	BA	LI	S	DAIL	S					
417	3336	RL	4	R0401460	R047210	ST	LI	S	DAIL	S					
418	3337	RL	4	R0401470	R047210	BA	LI	S	DGUL	S					
419	3338	RL	4	R0401490	R047210	BA	LI	S	DAIL	S					
420	3339	RL	4	R0401510	R047210	ST	LI	S	DAIL	S					
421	3054	RL	4	R0404810	R040120	BA	RE	S	VOCA	S					
422	3055	RL	4	R0404820	R040120	BA	RE	S	VOCA	S					
423	3056	RL	4	R0404840	R040120	R	RE	S	DGUL	S					
424	3057	RL	4	R0404850	R040120	R	RE	S	DGUL	S					
425	3058	RL	4	R0404870	R040120	BA	RE	S	DAIL	S					
426	3059	RL	4	R0404880	R040120	R	RE	S	DGUL	S					
427	3060	RL	4	R0404890	R040120	BA	RE	S	ECSI	S					
428	3061	RL	4	R0404920	R040120	ST	RE	S	ECSI	S					
429	3111	RL	4	R0410650	R040570	BA	RE	S	VOCA	S					
430	3112	RL	4	R0410660	R040570	BA	RE	S	VOCA	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
431	3113	RL	4	R0410680	R040570	R	RE	S	DGUI	S					
432	3114	RL	4	R0410690	R040570	R	RE	S	DGUI	S					
433	3115	RL	4	R0410710	R040570	R	RE	S	DGUI	S					
434	3116	RL	4	R0410720	R040570	BA	RE	S	DGUI	S					
435	3117	RL	4	R0410740	R040570	ST	RE	S	ECSI	S					
436	3036	RL	4	R0305820	R030510	BA	RE	S	VOCA	S					
437	3037	RL	4	R0305830	R030510	R	RE	S	READ	S					
438	3038	RL	4	R0305840	R030510	BA	RE	S	DAII	S					
439	3039	RL	4	R0305860	R030510	BA	RE	S	DAII	S					
440	3354	RL	4	R0415440	R047260	BA	RE	S	VOCA	S					
441	3355	RL	4	R0415450	R047260	BA	RE	S	VOCA	S					
442	3356	RL	4	R0415460	R047260	BA	RE	S	VOCA	S					
443	3357	RL	4	R0415480	R047260	R	LI	S	DGUL	S					
444	3358	RL	4	R0415490	R047260	BA	LI	S	DGUL	S					
445	3359	RL	4	R0415500	R047260	R	LI	S	DGUL	S					
446	3360	RL	4	R0415520	R047260	BA	LI	S	DAIL	S					
447	3361	RL	4	R0415550	R047260	R	LI	S	DGUL	S					
448	3080	RL	4	R0410530	R040350	BA	RE	S	ECSI	S					
449	3081	RL	4	R0410540	R040350	BA	RE	S	VOCA	S					
450	3082	RL	4	R0410560	R040350	R	RE	S	DGUI	S					
451	3083	RL	4	R0410570	R040350	BA	RE	S	DGUI	S					
452	3084	RL	4	R0410580	R040350	R	RE	S	DGUI	S					
453	3085	RL	4	R0410620	R040350	BA	RE	S	ECSI	S					
454	3086	RL	4	R0410630	R040350	ST	RE	S	DAII	S					
455	3473	RL	4	R0516490	R051510	R	LI	S	DGUL	S					
456	3474	RL	4	R0516500	R051510	BA	LI	S	DGUL	S					
457	3475	RL	4	R0516520	R051510	BA	LI	S	DAIL	S					
458	3476	RL	4	R0516530	R051510	ST	LI	S	DAIL	S					
459	3477	RL	4	R0516540	R051510	R	LI	S	DGUL	S					
460	3478	RL	4	R0516560	R051510	ST	LI	S	DAIL	S					
461	3479	RL	4	R0516570	R051510	BA	LI	S	DAIL	S					
462	3407	RL	4	R0507010	R050680	BA	RE	S	VOCA	S					
463	3408	RL	4	R0507040	R050680	BA	LI	S	DGUL	S					
464	3409	RL	4	R0507050	R050680	R	LI	S	DGUL	S					
465	3410	RL	4	R0507070	R050680	BA	LI	S	DAIL	S					
466	3411	RL	4	R0507080	R050680	ST	LI	S	DAIL	S					
467	3412	RL	4	R0507090	R050680	ST	LI	S	DAIL	S					
468	3413	RL	4	R0507120	R050680	ST	LI	S	DAIL	S					
469	3062	RL	4	R0403210	R040170	BA	RE	S	VOCA	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
470	3063	RL	4	R0403220	R040170	BA	RE	S	VOCA	S					
471	3064	RL	4	R0403230	R040170	BA	RE	S	DAII	S					
472	3065	RL	4	R0403270	R040170	R	RE	S	DGUI	S					
473	3066	RL	4	R0403300	R040170	ST	RE	S	DAII	S					
474	3067	RL	4	R0415920	R040170	BA	RE	S	READ	S					
475	3068	RL	4	R0415930	R040170	ST	RE	S	ECSI	S					
476	3015	RL	4	R0235690	R024650	BA	RE	S	VOCA	S					
477	3016	RL	4	R0235720	R024650	BA	LI	S	DAIL	S					
478	3017	RL	4	R0235730	R024650	BA	LI	S	DGUL	S					
479	3018	RL	4	R0235760	R024650	BA	RE	S	VOCA	S					
480	3019	RL	4	R0235780	R024650	BA	LI	S	DAIL	S					
481	3020	RL	4	R0242450	R024650	R	LI	S	DGUL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
2	3567	RL	5	R0211220	R020900	R	RE	S	DGUI	S					
3	3568	RL	5	R0211250	R020900	R	RE	S	DGUI	S					
4	3569	RL	5	R0211260	R020900	BA	RE	S	DGUI	S					
5	3570	RL	5	R0211270	R020900	ST	RE	S	DGUI	S					
6	3571	RL	5	R0211290	R020900	ST	RE	S	DAII	S					
7	3572	RL	5	R0211300	R020900	BA	RE	S	DAII	S					
8	3573	RL	5	R0211320	R020900	BA	RE	S	VOCA	S					
9	3963	RL	5	R0418810	R046640	BA	RE	S	VOCA	S					
10	3964	RL	5	R0418850	R046640	BA	RE	S	VOCA	S					
11	3965	RL	5	R0419010	R046640	BA	LI	S	ECSL	S					
12	3966	RL	5	R0419020	R046640	ST	LI	S	DAIL	S					
13	3967	RL	5	R0419050	R046640	BA	LI	S	ECSL	S					
14	3968	RL	5	R0419060	R046640	BA	LI	S	DAIL	S					
15	3969	RL	5	R0419070	R046640	R	LI	S	DGUL	S					
16	3696	RL	5	R0245380	R024970	BA	RE	S	VOCA	S					
17	3697	RL	5	R0245390	R024970	BA	LI	S	DGUL	S					
18	3698	RL	5	R0245400	R024970	R	LI	S	DGUL	S					
19	3699	RL	5	R0245410	R024970	BA	LI	S	DAIL	S					
20	3700	RL	5	R0245420	R024970	BA	LI	S	DAIL	S					
21	3701	RL	5	R0245440	R024970	BA	RE	S	VOCA	S					
22	3702	RL	5	R0245460	R024970	BA	LI	S	ECSL	S					
23	3832	RL	5	R0418580	R040390	BA	RE	S	VOCA	S					
24	3833	RL	5	R0418590	R040390	R	RE	S	DGUI	S					
25	3834	RL	5	R0418600	R040390	BA	RE	S	DGUI	S					
26	3835	RL	5	R0418720	R040390	ST	RE	S	ECSI	S					
27	3836	RL	5	R0418730	R040390	ST	RE	S	ECSI	S					
28	3837	RL	5	R0418740	R040390	R	RE	S	DGUI	S					
29	3838	RL	5	R0418760	R040390	BA	RE	S	ECSI	S					
30	3839	RL	5	R0418770	R040390	BA	RE	S	ECSI	S					
31	4003	RL	5	R0503650	R050350	R	RE	S	READ	S					
32	4004	RL	5	R0503670	R050350	R	RE	S	READ	S					
33	4005	RL	5	R0503690	R050350	R	RE	S	READ	S					
34	4006	RL	5	R0503710	R050350	BA	RE	S	READ	S					
35	4007	RL	5	R0503720	R050350	R	RE	S	READ	S					
36	3840	RL	5	R0421050	R040490	BA	LI	S	ECSL	S					
37	3841	RL	5	R0421060	R040490	BA	RE	S	VOCA	S					
38	3842	RL	5	R0421070	R040490	BA	RE	S	VOCA	S					
39	3843	RL	5	R0421100	R040490	R	LI	S	DGUL	S					
40	3844	RL	5	R0421120	R040490	ST	LI	S	DAIL	S					
41	3845	RL	5	R0421130	R040490	ST	LI	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
42	3846	RL	5	R0421140	R040490	BA	LI	S	ECSL	S					
43	3847	RL	5	R0421150	R040490	BA	LI	S	DAIL	S					
44	3750	RL	5	R0271270	R027400	ST	LI	S	DAIL	S					
45	3751	RL	5	R0271280	R027400	ST	LI	S	DAIL	S					
46	3752	RL	5	R0273290	R027400	BA	RE	S	VOCA	S					
47	3753	RL	5	R0273310	R027400	BA	LI	S	ECSL	S					
48	3754	RL	5	R0273330	R027400	BA	LI	S	ECSL	P					Aligns to this CCG, but at a higher level (EL.06.LI.13) (asks about characteristics of fiction).
49	3755	RL	5	R0273350	R027400	R	LI	S	DGUL	S					
50	3756	RL	5	R0273360	R027400	R	LI	S	DGUL	S					
51	3711	RL	5	R0200060	R025680	ST	LI	S	DAIL	S					
52	3712	RL	5	R0227390	R025680	BA	RE	S	VOCA	S					
53	3713	RL	5	R0227400	R025680	BA	RE	S	VOCA	S					
54	3714	RL	5	R0227410	R025680	BA	LI	S	DGUL	S					
55	3715	RL	5	R0227420	R025680	R	LI	S	DGUL	S					
56	3716	RL	5	R0257360	R025680	BA	LI	S	DAIL	S					No standards refer to setting at grade 5, but item aligns to inference/conclusion.
57	3717	RL	5	R0257390	R025680	BA	LI	S	ECSL	S					
58	3891	RL	5	R0416570	R045140	BA	LI	S	ECSL	S					
59	3892	RL	5	R0416580	R045140	BA	LI	S	DGUL	S					
60	3893	RL	5	R0477950	R045140	BA	LI	S	ECSL	S					
61	3894	RL	5	R0479440	R045140	R	LI	S	DGUL	S					
62	3895	RL	5	R0479450	R045140	R	LI	S	DGUL	S					
63	3896	RL	5	R0479460	R045140	BA	RE	S	VOCA	S					
64	3897	RL	5	R0479480	R045140	BA	RE	S	VOCA	S					
65	3898	RL	5	R0479490	R045140	ST	LI	S	DAIL	S					
66	3675	RL	5	R0231680	R024710	BA	LI	S	DAIL	S					
67	3676	RL	5	R0231710	R024710	BA	LI	S	ECSL	S					
68	3677	RL	5	R0242670	R024710	BA	RE	S	VOCA	S					
69	3678	RL	5	R0242680	R024710	BA	RE	S	VOCA	S					
70	3679	RL	5	R0242690	R024710	BA	LI	S	DGUL	S					
71	3680	RL	5	R0242710	R024710	R	LI	S	DGUL	S					
72	3681	RL	5	R0243640	R024710	BA	LI	S	ECSL	S					
73	4052	RL	5	R0509090	R050860	BA	RE	S	VOCA	S					
74	4053	RL	5	R0509100	R050860	R	RE	S	DGUL	S					
75	4054	RL	5	R0509130	R050860	R	RE	S	DGUL	S					
76	4055	RL	5	R0509160	R050860	ST	RE	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
77	4056	RL	5	R0509180	R050860	ST	RE	S	ECSI	S					
78	4057	RL	5	R0509190	R050860	BA	RE	S	ECSI	S					
79	4058	RL	5	R0509200	R050860	BA	RE	S	ECSI	S					
80	3574	RL	5	R0269640	R020940	BA	RE	S	VOCA	S					
81	3575	RL	5	R0269650	R020940	BA	RE	S	VOCA	S					
82	3576	RL	5	R0269660	R020940	R	RE	S	DGUI	S					
83	3577	RL	5	R0269670	R020940	R	RE	S	DGUI	S					
84	3578	RL	5	R0269680	R020940	R	RE	S	DGUI	S					
85	3579	RL	5	R0269700	R020940	BA	RE	S	DAII	S					
86	3580	RL	5	R0269740	R020940	BA	RE	S	DAII	S					
87	4015	RL	5	R0508340	R050800	BA	RE	S	VOCA	S					
88	4016	RL	5	R0508360	R050800	BA	RE	S	VOCA	S					
89	4017	RL	5	R0508380	R050800	R	RE	S	DGUI	S					
90	4018	RL	5	R0508400	R050800	R	RE	S	DGUI	S					
91	4019	RL	5	R0508420	R050800	BA	RE	S	DAII	S					
92	4020	RL	5	R0508440	R050800	ST	RE	S	ECSI	S					
93	4021	RL	5	R0508460	R050800	BA	RE	S	ECSI	S					
94	3682	RL	5	R0243540	R024830	R	RE	S	DGUI	S					
95	3683	RL	5	R0243570	R024830	R	RE	S	DGUI	S					
96	3684	RL	5	R0243580	R024830	BA	RE	S	READ	S					
97	3685	RL	5	R0243590	R024830	BA	RE	S	ECSI	S					
98	3686	RL	5	R0243620	R024830	BA	RE	S	VOCA	S					
99	3687	RL	5	R0243630	R024830	BA	RE	S	VOCA	S					
100	3688	RL	5	R0275230	R024830	BA	RE	S	VOCA	S					
101	4074	RL	5	R0515480	R051420	R	RE	S	READ	S					
102	4075	RL	5	R0515490	R051420	R	RE	S	READ	S					
103	4076	RL	5	R0515500	R051420	R	RE	S	READ	S					
104	4077	RL	5	R0515510	R051420	R	RE	S	READ	S					
105	4078	RL	5	R0515520	R051420	R	RE	S	READ	S					
106	4079	RL	5	R0515530	R051420	R	RE	S	READ	S					
107	3792	RL	5	R0303010	R030270	BA	RE	S	VOCA	S					
108	3793	RL	5	R0303020	R030270	BA	RE	S	VOCA	S					
109	3794	RL	5	R0303040	R030270	R	RE	S	DGUI	S					
110	3795	RL	5	R0303070	R030270	BA	RE	S	DAII	S					
111	3796	RL	5	R0303080	R030270	BA	RE	S	ECSI	S					
112	3797	RL	5	R0303100	R030270	R	RE	S	DGUI	S					
113	3798	RL	5	R0303110	R030270	BA	RE	S	ECSI	S					
114	3547	RL	5	R0202380	R020740	BA	RE	S	ECSI	S					
115	3548	RL	5	R0234290	R020740	ST	RE	S	DGUI	S					
116	3549	RL	5	R0234310	R020740	R	RE	S	DGUI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
117	3550	RL	5	R0234320	R020740	BA	RE	S	DAII	S					
118	3551	RL	5	R0234380	R020740	R	RE	S	DGUI	S					
119	3552	RL	5	R0275220	R020740	ST	RE	S	DAII	S					
120	3648	RL	5	R0238290	R023270	R	RE	S	READ	S					
121	3649	RL	5	R0238300	R023270	R	RE	S	READ	S					
122	3650	RL	5	R0238310	R023270	R	RE	S	READ	S					
123	3651	RL	5	R0238320	R023270	R	RE	S	READ	S					
124	3652	RL	5	R0238340	R023270	R	RE	S	READ	S					
125	3757	RL	5	R0273820	R027530	R	LI	S	DGUL	S					
126	3758	RL	5	R0273840	R027530	BA	LI	S	DGUL	S					
127	3759	RL	5	R0273850	R027530	BA	LI	S	DAIL	S					
128	3760	RL	5	R0273860	R027530	ST	LI	S	DAIL	S					
129	3761	RL	5	R0273870	R027530	BA	LI	S	ECSL	P					Aligns to this CCG, but at a higher level (EL.06.LI.13) (asks about characteristics of fiction).
130	3762	RL	5	R0273880	R027530	BA	LI	S	DAIL	S					
131	3763	RL	5	R0273890	R027530	BA	LI	S	ECSL	S					
132	4008	RL	5	R0508110	R050780	BA	RE	S	VOCA	S					
133	4009	RL	5	R0508120	R050780	BA	RE	S	VOCA	S					
134	4010	RL	5	R0508130	R050780	BA	RE	S	VOCA	S					
135	4011	RL	5	R0508140	R050780	BA	LI	S	DGUL	S					
136	4012	RL	5	R0508150	R050780	BA	LI	S	DGUL	S					
137	4013	RL	5	R0508170	R050780	ST	LI	S	DAIL	S					
138	4014	RL	5	R0508200	R050780	BA	LI	S	ECSL	S					
139	3633	RL	5	R0206790	R022950	R	LI	S	DGUL	S					
140	3634	RL	5	R0206810	R022950	R	LI	S	DGUL	S					
141	3635	RL	5	R0206850	R022950	BA	LI	S	DAIL	S					No standards refer to setting at grade 5, but item aligns to inference/conclusion.
142	3636	RL	5	R0206940	R022950	R	LI	S	DGUL	S					
143	3637	RL	5	R0206950	R022950	BA	LI	S	DAIL	S					
144	3638	RL	5	R0246020	R022950	BA	RE	S	VOCA	S					
145	3639	RL	5	R0246030	R022950	BA	LI	S	ECSL	S					
146	3778	RL	5	R0300230	R030030	R	RE	S	DGUI	S					
147	3779	RL	5	R0300240	R030030	BA	RE	S	VOCA	S					
148	3780	RL	5	R0300250	R030030	BA	RE	S	VOCA	S					
149	3781	RL	5	R0300270	R030030	R	RE	S	DGUI	S					
150	3782	RL	5	R0300300	R030030	ST	RE	S	DAII	S					
151	3783	RL	5	R0300310	R030030	ST	RE	S	ECSI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
152	3784	RL	5	R0300320	R030030	BA	RE	S	ECSI	S					
153	3602	RL	5	R0201690	R021090	BA	RE	S	VOCA	S					
154	3603	RL	5	R0209700	R021090	BA	RE	S	VOCA	S					
155	3604	RL	5	R0231880	R021090	R	LI	S	DGUL	S					
156	3605	RL	5	R0231900	R021090	ST	LI	S	DAIL	S					
157	3606	RL	5	R0231910	R021090	BA	LI	S	DAIL	S					
158	3607	RL	5	R0231920	R021090	R	LI	S	DGUL	S					
159	3608	RL	5	R0231950	R021090	BA	LI	S	ECSL	S					
160	3609	RL	5	R0231960	R021090	BA	LI	S	ECSL	S					EL.05.LI.10 - item not coded to EL.05.RE.13 because that requires interpretation.
161	3930	RL	5	R0419330	R045970	BA	RE	S	VOCA	S					
162	3931	RL	5	R0419360	R045970	R	RE	S	DGUI	S					
163	3932	RL	5	R0419390	R045970	ST	RE	S	DAIL	S					
164	3933	RL	5	R0419410	R045970	BA	RE	S	ECSI	S					
165	3934	RL	5	R0419420	R045970	BA	RE	S	ECSI	S					
166	3935	RL	5	R0419430	R045970	BA	RE	S	DAIL	S					
167	3936	RL	5	R0419440	R045970	ST	RE	S	ECSI	S					
168	3999	RL	5	R0503610	R050340	BA	RE	S	READ	S					
169	4000	RL	5	R0503620	R050340	BA	RE	S	READ	S					
170	4001	RL	5	R0503630	R050340	R	RE	S	READ	S					
171	4002	RL	5	R0503640	R050340	R	RE	S	READ	S					
172	3883	RL	5	R0468670	R044540	BA	RE	S	VOCA	S					
173	3884	RL	5	R0468690	R044540	BA	RE	S	DGUI	S					
174	3885	RL	5	R0468700	R044540	BA	RE	S	DAIL	S					
175	3886	RL	5	R0468710	R044540	ST	RE	S	DGUI	S					
176	3887	RL	5	R0468720	R044540	BA	RE	S	DAIL	S					
177	3888	RL	5	R0468730	R044540	R	RE	S	ECSI	S					
178	3889	RL	5	R0468770	R044540	BA	RE	S	ECSI	S					
179	3890	RL	5	R0468780	R044540	BA	RE	S	VOCA	S					
180	3486	RL	5	R0103330	R010060	R	RE	S	READ	S					
181	3487	RL	5	R0103730	R010060	R	RE	S	READ	S					
182	3488	RL	5	R0103740	R010060	BA	RE	S	READ	S					
183	3489	RL	5	R0103750	R010060	R	RE	S	READ	S					
184	3764	RL	5	R0271360	R027600	BA	RE	S	VOCA	S					
185	3765	RL	5	R0271370	R027600	BA	RE	S	VOCA	S					
186	3766	RL	5	R0271390	R027600	BA	RE	S	ECSI	S					
187	3767	RL	5	R0271430	R027600	ST	RE	S	DGUI	S					
188	3768	RL	5	R0271440	R027600	R	RE	S	DGUI	S					
189	3769	RL	5	R0271460	R027600	ST	RE	S	ECSI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
190	3770	RL	5	R0271470	R027600	BA	RE	S	DAII	S					
191	3876	RL	5	R0415680	R043600	BA	LI	S	ECSL	S					
192	3877	RL	5	R0415720	R043600	R	LI	S	DGUL	S					
193	3878	RL	5	R0415730	R043600	ST	LI	S	DAIL	S					
194	3879	RL	5	R0415740	R043600	ST	LI	S	DAIL	S					
195	3880	RL	5	R0415750	R043600	ST	LI	S	DAIL	S					
196	3881	RL	5	R0415760	R043600	ST	LI	S	DAIL	S					
197	3882	RL	5	R0415780	R043600	BA	LI	S	ECSL	S					
198	3937	RL	5	R0414210	R046010	R	RE	S	READ	S					
199	3938	RL	5	R0417550	R046010	BA	RE	S	READ	S					
200	3939	RL	5	R0417570	R046010	BA	RE	S	READ	S					
201	3940	RL	5	R0417580	R046010	BA	RE	S	READ	S					
202	3941	RL	5	R0417590	R046010	BA	RE	S	READ	S					
203	3595	RL	5	R0232180	R021080	BA	RE	S	VOCA	S					
204	3596	RL	5	R0232200	R021080	R	RE	S	DGUI	S					
205	3597	RL	5	R0254380	R021080	ST	RE	S	DAII	S					
206	3598	RL	5	R0254390	R021080	ST	RE	S	ECSI	S					
207	3599	RL	5	R0254410	R021080	ST	RE	S	DAII	S					
208	3600	RL	5	R0272350	R021080	BA	RE	S	ECSI	S					
209	3601	RL	5	R0272360	R021080	R	RE	S	DGUI	S					
210	3947	RL	5	R0413960	R046050	BA	RE	S	VOCA	S					
211	3948	RL	5	R0413980	R046050	BA	RE	S	VOCA	S					
212	3949	RL	5	R0414000	R046050	R	LI	S	DGUL	S					
213	3950	RL	5	R0414010	R046050	R	LI	S	DGUL	S					
214	3951	RL	5	R0414030	R046050	ST	LI	S	DAIL	S					
215	3952	RL	5	R0414040	R046050	ST	LI	S	DAIL	S					
216	3953	RL	5	R0414050	R046050	BA	LI	S	ECSL	S					
217	3954	RL	5	R0414070	R046050	BA	LI	S	DAIL	S					
218	4080	RL	5	R0515570	R051430	BA	RE	S	READ	S					
219	4081	RL	5	R0515590	R051430	R	RE	S	READ	S					
220	4082	RL	5	R0515600	R051430	BA	RE	S	READ	S					
221	4083	RL	5	R0515610	R051430	BA	RE	S	READ	S					
222	3942	RL	5	R0413900	R046040	BA	RE	S	READ	S					
223	3943	RL	5	R0413910	R046040	R	RE	S	READ	S					
224	3944	RL	5	R0413920	R046040	BA	RE	S	VOCA	S					
225	3945	RL	5	R0413930	R046040	BA	RE	S	READ	S					
226	3946	RL	5	R0413940	R046040	R	RE	S	READ	S					
227	4029	RL	5	R0508610	R050820	BA	RE	S	VOCA	S					
228	4030	RL	5	R0508620	R050820	BA	RE	S	VOCA	S					
229	4031	RL	5	R0508640	R050820	R	RE	S	DGUI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
230	4032	RL	5	R0508650	R050820	R	RE	S	DGUL	S					
231	4033	RL	5	R0508660	R050820	ST	RE	S	DAII	S					
232	4034	RL	5	R0508670	R050820	BA	RE	S	DAII	S					
233	4035	RL	5	R0508690	R050820	BA	RE	S	ECSI	S					
234	4036	RL	5	R0508700	R050820	BA	RE	S	ECSI	S					
235	3610	RL	5	R0232120	R021330	BA	LI	S	ECSL	S					
236	3611	RL	5	R0232150	R021330	BA	LI	S	ECSL	S					
237	3612	RL	5	R0233560	R021330	BA	RE	S	VOCA	S					
238	3613	RL	5	R0233580	R021330	BA	LI	S	DGUL	S					
239	3614	RL	5	R0233610	R021330	BA	LI	S	ECSL	S					
240	3615	RL	5	R0233620	R021330	ST	LI	S	DAIL	S					
241	3616	RL	5	R0233630	R021330	BA	LI	S	ECSL	P					Aligns to this CCG, but at a higher level (EL.06.LI.13) (asks about characteristics of fiction).
242	3617	RL	5	R0233660	R021330	ST	LI	S	ECSL	S					
243	3799	RL	5	R0306190	R030550	R	RE	S	READ	S					
244	3800	RL	5	R0306200	R030550	BA	RE	S	READ	S					
245	3801	RL	5	R0306210	R030550	R	RE	S	READ	S					
246	3802	RL	5	R0306220	R030550	R	RE	S	READ	S					
247	3588	RL	5	R0200260	R021030	BA	LI	S	ECSL	S					
248	3589	RL	5	R0200300	R021030	BA	LI	S	ECSL	S					
249	3590	RL	5	R0200310	R021030	BA	LI	S	DGUL	S					
250	3591	RL	5	R0200330	R021030	BA	LI	S	DAIL	S					
251	3592	RL	5	R0200340	R021030	BA	RE	S	VOCA	S					
252	3593	RL	5	R0200360	R021030	BA	LI	S	ECSL	S					
253	3594	RL	5	R0200370	R021030	BA	LI	S	ECSL	S					
254	3581	RL	5	R0200000	R020960	BA	RE	S	VOCA	S					
255	3582	RL	5	R0212290	R020960	R	LI	S	DGUL	S					
256	3583	RL	5	R0212300	R020960	BA	LI	S	DAIL	S					
257	3584	RL	5	R0212310	R020960	BA	LI	S	DAIL	S					
258	3585	RL	5	R0212320	R020960	BA	LI	S	ECSL	S					
259	3586	RL	5	R0212330	R020960	ST	LI	S	DAIL	S					
260	3587	RL	5	R0212340	R020960	BA	LI	S	ECSL	S					
261	3480	RL	5	R0011000	R000430	BA	RE	S	VOCA	S					
262	3481	RL	5	R0011010	R000430	BA	RE	S	VOCA	S					
263	3482	RL	5	R0011040	R000430	R	LI	S	DGUL	S					
264	3483	RL	5	R0011070	R000430	BA	LI	S	DAIL	S					
265	3484	RL	5	R0011080	R000430	BA	LI	S	ECSL	S					
266	3485	RL	5	R0011090	R000430	BA	LI	S	ECSL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
267	3862	RL	5	R0470650	R043360	BA	RE	S	VOCA	S					
268	3863	RL	5	R0470660	R043360	BA	LI	S	DGUL	S					
269	3864	RL	5	R0470670	R043360	BA	LI	S	ECSL	S					
270	3865	RL	5	R0470680	R043360	BA	LI	S	ECSL	S					
271	3866	RL	5	R0470710	R043360	ST	LI	S	DAIL	S					
272	3867	RL	5	R0470720	R043360	R	LI	S	DGUL	S					
273	3868	RL	5	R0470750	R043360	BA	RE	S	VOCA	S					
274	3505	RL	5	R0111860	R011880	BA	RE	S	READ	S					
275	3506	RL	5	R0111870	R011880	R	RE	S	READ	S					
276	3507	RL	5	R0111930	R011880	R	RE	S	READ	S					
277	3508	RL	5	R0111940	R011880	BA	RE	S	READ	S					
278	3970	RL	5	R0418200	R046700	R	RE	S	READ	S					
279	3971	RL	5	R0419740	R046700	BA	RE	S	READ	S					
280	3972	RL	5	R0419750	R046700	R	RE	S	READ	S					
281	3973	RL	5	R0419760	R046700	BA	RE	S	READ	S					
282	3811	RL	5	R0420820	R040020	BA	RE	S	VOCA	S					
283	3812	RL	5	R0420830	R040020	BA	RE	S	VOCA	S					
284	3813	RL	5	R0420840	R040020	BA	RE	S	ECSI	S					
285	3814	RL	5	R0420860	R040020	R	RE	S	DGUI	S					
286	3815	RL	5	R0420880	R040020	BA	RE	S	DGUI	S					
287	3816	RL	5	R0420890	R040020	BA	RE	S	DGUI	S					
288	3817	RL	5	R0420910	R040020	ST	RE	S	ECSI	S					
289	3974	RL	5	R0414720	R046720	R	RE	S	DGUI	S					
290	3975	RL	5	R0414730	R046720	R	RE	S	DGUI	S					
291	3976	RL	5	R0414760	R046720	R	RE	S	DGUI	S					
292	3977	RL	5	R0414770	R046720	BA	RE	S	DGUI	S					
293	3771	RL	5	R0211130	R027840	BA	RE	S	VOCA	S					
294	3772	RL	5	R0211140	R027840	BA	RE	S	VOCA	S					
295	3773	RL	5	R0257740	R027840	R	RE	S	DGUI	S					
296	3774	RL	5	R0257750	R027840	R	RE	S	DGUI	S					
297	3775	RL	5	R0257770	R027840	ST	RE	S	DAIL	S					
298	3776	RL	5	R0270800	R027840	BA	RE	S	ECSI	S					
299	3777	RL	5	R0270820	R027840	ST	RE	S	DAIL	S					
300	3907	RL	5	R0417360	R045800	R	RE	S	READ	S					
301	3908	RL	5	R0417370	R045800	BA	RE	S	DGUI	S					
302	3909	RL	5	R0417380	R045800	BA	RE	S	READ	S					
303	3910	RL	5	R0417390	R045800	BA	RE	S	DAIL	S					
304	3985	RL	5	R0439530	R047240	BA	RE	S	ECSI	S					
305	3986	RL	5	R0439560	R047240	ST	RE	S	ECSI	S					
306	3987	RL	5	R0439610	R047240	BA	RE	S	ECSI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
307	3988	RL	5	R0439710	R047240	ST	RE	S	ECSI	S					
308	3989	RL	5	R0439740	R047240	BA	RE	S	VOCA	S					
309	3990	RL	5	R0439760	R047240	BA	RE	S	DGUI	S					
310	3991	RL	5	R0439770	R047240	BA	RE	S	DAII	S					
311	4037	RL	5	R0508730	R050830	BA	RE	S	VOCA	S					
312	4038	RL	5	R0508740	R050830	BA	LI	S	DAIL	S					
313	4039	RL	5	R0508750	R050830	BA	LI	S	DAIL	S					
314	4040	RL	5	R0508770	R050830	ST	LI	S	DAIL	S					
315	4041	RL	5	R0508780	R050830	BA	LI	S	DAIL	S					
316	4042	RL	5	R0508800	R050830	BA	LI	S	DAIL	S					
317	4043	RL	5	R0508810	R050830	BA	LI	S	ECSL	S					
318	3955	RL	5	R0414090	R046530	BA	RE	S	VOCA	S					
319	3956	RL	5	R0414100	R046530	BA	RE	S	VOCA	S					
320	3957	RL	5	R0414110	R046530	BA	LI	S	DGUL	S					
321	3958	RL	5	R0414120	R046530	BA	LI	S	DGUL	S					
322	3959	RL	5	R0414160	R046530	ST	LI	S	ECSL	S					
323	3960	RL	5	R0414180	R046530	BA	LI	S	ECSL	S					
324	3961	RL	5	R0414190	R046530	BA	LI	S	ECSL	S					
325	3962	RL	5	R0414200	R046530	BA	LI	S	ECSL	S					
326	3560	RL	5	R0209610	R020850	BA	LI	S	DAIL	S					
327	3561	RL	5	R0210320	R020850	BA	RE	S	VOCA	S					
328	3562	RL	5	R0210340	R020850	BA	RE	S	VOCA	S					
329	3563	RL	5	R0210620	R020850	R	LI	S	DGUL	S					
330	3564	RL	5	R0210630	R020850	R	LI	S	DGUL	S					
331	3565	RL	5	R0210670	R020850	ST	LI	S	ECSL	S					
332	3566	RL	5	R0210770	R020850	BA	LI	S	DGUL	S					
333	3855	RL	5	R0418710	R040730	R	RE	S	DGUI	S					
334	3856	RL	5	R0418960	R040730	BA	RE	S	DGUI	S					
335	3857	RL	5	R0419150	R040730	BA	RE	S	DAII	S					
336	3858	RL	5	R0419160	R040730	R	RE	S	DGUI	S					
337	3859	RL	5	R0419170	R040730	R	RE	S	DGUI	S					
338	3860	RL	5	R0419190	R040730	R	RE	S	DGUI	S					
339	3861	RL	5	R0419200	R040730	BA	RE	S	DAII	S					
340	3803	RL	5	R0406540	R040010	BA	RE	S	VOCA	S					
341	3804	RL	5	R0406560	R040010	R	RE	S	DGUI	S					
342	3805	RL	5	R0406570	R040010	R	RE	S	DGUI	S					
343	3806	RL	5	R0406580	R040010	BA	RE	S	VOCA	S					
344	3807	RL	5	R0406590	R040010	BA	RE	S	DAII	S					
345	3808	RL	5	R0406620	R040010	BA	RE	S	ECSI	S					
346	3809	RL	5	R0406630	R040010	ST	RE	S	ECSI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
347	3810	RL	5	R0406640	R040010	R	RE	S	DGUI	S					
348	3668	RL	5	R0211580	R024700	BA	LI	S	ECSL	S					
349	3669	RL	5	R0211600	R024700	BA	LI	S	ECSL	S					
350	3670	RL	5	R0242600	R024700	BA	LI	S	DGUL	S					
351	3671	RL	5	R0242610	R024700	R	LI	S	DGUL	S					
352	3672	RL	5	R0242620	R024700	BA	LI	S	DGUL	S					
353	3673	RL	5	R0242640	R024700	BA	LI	S	DAIL	S					
354	3674	RL	5	R0242650	R024700	BA	LI	S	DAIL	S					
355	4044	RL	5	R0508840	R050840	BA	RE	S	VOCA	S					
356	4045	RL	5	R0508850	R050840	BA	RE	S	VOCA	S					
357	4046	RL	5	R0508890	R050840	R	RE	S	DGUI	S					
358	4047	RL	5	R0508900	R050840	BA	RE	S	DAIL	S					
359	4048	RL	5	R0508910	R050840	BA	RE	S	DAIL	S					
360	4049	RL	5	R0508930	R050840	BA	RE	S	DAIL	S					
361	4050	RL	5	R0508940	R050840	BA	RE	S	DAIL	S					
362	4051	RL	5	R0508950	R050840	BA	RE	S	ECSI	S					
363	3494	RL	5	R0103880	R010450	R	RE	S	READ	S					
364	3495	RL	5	R0103890	R010450	R	RE	S	READ	S					
365	3496	RL	5	R0103910	R010450	BA	RE	S	READ	S					
366	3497	RL	5	R0103930	R010450	R	RE	S	DGUI	S					
367	3529	RL	5	R0117870	R012320	BA	LI	S	DGUL	S					
368	3530	RL	5	R0117890	R012320	R	LI	S	DGUI	S					
369	3531	RL	5	R0117910	R012320	BA	LI	S	DAIL	S					
370	3532	RL	5	R0117920	R012320	BA	LI	S	ECSL	S					
371	3533	RL	5	R0117940	R012320	BA	LI	S	DAIL	S					
372	3534	RL	5	R0117950	R012320	BA	LI	S	ECSL	S					
373	3535	RL	5	R0117970	R012320	BA	LI	S	DGUL	S					
374	3918	RL	5	R0400760	R045860	BA	RE	S	VOCA	S					
375	3919	RL	5	R0400770	R045860	R	RE	S	READ	S					
376	3920	RL	5	R0400780	R045860	R	RE	S	READ	S					
377	3921	RL	5	R0400790	R045860	R	RE	S	READ	S					
378	3922	RL	5	R0400800	R045860	BA	RE	S	READ	S					
379	3703	RL	5	R0213420	R025630	BA	RE	S	VOCA	S					
380	3704	RL	5	R0224890	R025630	R	RE	S	DGUI	S					
381	3705	RL	5	R0224910	R025630	ST	RE	S	ECSI	S					
382	3706	RL	5	R0229930	R025630	BA	RE	S	VOCA	S					
383	3707	RL	5	R0229950	R025630	BA	RE	S	VOCA	S					
384	3708	RL	5	R0229960	R025630	ST	RE	S	DAIL	S					
385	3709	RL	5	R0229970	R025630	BA	RE	S	DGUI	S					
386	3710	RL	5	R0229990	R025630	BA	RE	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
387	3498	RL	5	R0109370	R011700	BA	RE	S	VOCA	S					
388	3499	RL	5	R0109390	R011700	BA	LI	S	DGUL	S					
389	3500	RL	5	R0109400	R011700	R	LI	S	DGUL	S					
390	3501	RL	5	R0109410	R011700	BA	LI	S	DGUL	S					
391	3502	RL	5	R0109440	R011700	ST	LI	S	DAIL	S					
392	3503	RL	5	R0109450	R011700	BA	LI	S	ECSL	S					
393	3504	RL	5	R0109480	R011700	BA	RE	S	VOCA	S					
394	3899	RL	5	R0421420	R045660	BA	RE	S	VOCA	S					
395	3900	RL	5	R0421430	R045660	BA	RE	S	VOCA	S					
396	3901	RL	5	R0421440	R045660	BA	LI	S	ECSL	S					
397	3902	RL	5	R0421460	R045660	BA	LI	S	DGUL	S					
398	3903	RL	5	R0421470	R045660	R	LI	S	DGUL	S					
399	3904	RL	5	R0421490	R045660	R	LI	S	DGUL	S					
400	3905	RL	5	R0421520	R045660	BA	LI	S	ECSL	S					
401	3906	RL	5	R0421530	R045660	BA	LI	S	ECSL	S					
402	3543	RL	5	R0201860	R020720	R	RE	S	DGUI	S					
403	3544	RL	5	R0204410	R020720	R	RE	S	READ	S					
404	3545	RL	5	R0204430	R020720	BA	RE	S	DAIL	S					
405	3546	RL	5	R0204450	R020720	R	RE	S	DGUI	S					
406	3536	RL	5	R0210850	R020550	BA	RE	S	VOCA	S					
407	3537	RL	5	R0210860	R020550	BA	RE	S	VOCA	S					
408	3538	RL	5	R0210870	R020550	R	LI	S	DGUL	S					
409	3539	RL	5	R0210880	R020550	BA	LI	S	DGUL	S					
410	3540	RL	5	R0210910	R020550	ST	LI	S	DAIL	S					
411	3541	RL	5	R0210920	R020550	BA	LI	S	ECSL	S					
412	3542	RL	5	R0210930	R020550	BA	LI	S	ECSL	S					
413	3740	RL	5	R0276490	R026830	R	RE	S	READ	S					
414	3741	RL	5	R0276510	R026830	R	RE	S	READ	S					
415	3742	RL	5	R0276520	R026830	R	RE	S	READ	S					
416	3743	RL	5	R0276530	R026830	R	RE	S	READ	S					
417	3744	RL	5	R0276540	R026830	R	RE	S	READ	S					
418	3745	RL	5	R0222670	R026860	BA	RE	S	READ	S					
419	3746	RL	5	R0222680	R026860	BA	RE	S	READ	S					
420	3747	RL	5	R0222700	R026860	BA	RE	S	DAIL	S					
421	3748	RL	5	R0222710	R026860	R	RE	S	DGUI	S					
422	3749	RL	5	R0222720	R026860	BA	RE	S	READ	S					
423	3516	RL	5	R0116930	R012240	BA	RE	S	VOCA	S					
424	3517	RL	5	R0116940	R012240	BA	RE	S	VOCA	S					
425	3518	RL	5	R0116960	R012240	BA	RE	S	DAIL	S					
426	3519	RL	5	R0116970	R012240	R	RE	S	DGUI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
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427	3520	RL	5	R0116990	R012240	ST	RE	S	ECSI	S					
428	3521	RL	5	R0117000	R012240	BA	RE	S	DAII	S					
429	3718	RL	5	R0254130	R025780	BA	RE	S	VOCA	S					
430	3719	RL	5	R0254140	R025780	BA	RE	S	VOCA	S					
431	3720	RL	5	R0254160	R025780	R	RE	S	DGUI	S					
432	3721	RL	5	R0254170	R025780	ST	RE	S	ECSI	S					
433	3722	RL	5	R0254200	R025780	BA	RE	S	DAII	S					
434	3723	RL	5	R0254230	R025780	BA	RE	S	DAII	S					
435	3818	RL	5	R0407220	R040140	BA	RE	S	VOCA	S					
436	3819	RL	5	R0407240	R040140	R	RE	S	DGUI	S					
437	3820	RL	5	R0407250	R040140	R	RE	S	DGUI	S					
438	3821	RL	5	R0407270	R040140	BA	RE	S	DAII	S					
439	3822	RL	5	R0407290	R040140	BA	RE	S	ECSI	S					
440	3823	RL	5	R0407300	R040140	ST	RE	S	ECSI	S					
441	3824	RL	5	R0417420	R040140	BA	RE	S	VOCA	S					
442	3732	RL	5	R0232090	R026820	BA	RE	S	DAII	S					
443	3733	RL	5	R0276380	R026820	BA	RE	S	VOCA	S					
444	3734	RL	5	R0276390	R026820	BA	RE	S	DGUI	S					
445	3735	RL	5	R0276410	R026820	ST	RE	S	ECSI	S					
446	3736	RL	5	R0276420	R026820	BA	RE	S	DAII	S					
447	3737	RL	5	R0276430	R026820	ST	RE	S	DAII	S					
448	3738	RL	5	R0276440	R026820	BA	RE	S	ECSI	S					
449	3739	RL	5	R0276450	R026820	R	RE	S	DGUI	S					
450	3978	RL	5	R0413080	R047160	R	LI	S	DGUL	S					
451	3979	RL	5	R0413090	R047160	BA	LI	S	DGUL	S					
452	3980	RL	5	R0413100	R047160	BA	LI	S	DGUL	S					
453	3981	RL	5	R0413110	R047160	BA	LI	S	ECSL	S					
454	3982	RL	5	R0413140	R047160	BA	LI	S	DAIL	S					
455	3983	RL	5	R0413170	R047160	BA	LI	S	ECSL	P					Aligns to this CCG, but at a higher level (EL.06.LI.14) (asks about author's use of techniques, including point of view).
456	3984	RL	5	R0413180	R047160	BA	RE	S	VOCA	S					
457	3869	RL	5	R0467600	R043490	BA	RE	S	DGUI	S					
458	3870	RL	5	R0467790	R043490	BA	RE	S	DAII	S					
459	3871	RL	5	R0467930	R043490	BA	RE	S	VOCA	S					
460	3872	RL	5	R0467940	R043490	BA	RE	S	VOCA	S					
461	3873	RL	5	R0467970	R043490	BA	RE	S	ECSI	S					
462	3874	RL	5	R0467980	R043490	BA	RE	S	DAII	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
463	3875	RL	5	R0467990	R043490	ST	RE	S	DAII	S					
464	3490	RL	5	R0100040	R010350	BA	RE	S	DAII	S					
465	3491	RL	5	R0100050	R010350	R	RE	S	READ	S					
466	3492	RL	5	R0108060	R010350	R	RE	S	READ	S					
467	3493	RL	5	R0108070	R010350	R	RE	S	READ	S					
468	3785	RL	5	R0301420	R030140	BA	RE	S	VOCA	S					
469	3786	RL	5	R0301440	R030140	R	LI	S	DGUL	S					
470	3787	RL	5	R0301450	R030140	R	LI	S	DGUL	S					
471	3788	RL	5	R0301470	R030140	ST	LI	S	DAIL	S					
472	3789	RL	5	R0301500	R030140	ST	LI	S	DAIL	S					
473	3790	RL	5	R0301520	R030140	BA	LI	S	ECSL	S					
474	3791	RL	5	R0301530	R030140	BA	LI	S	ECSL	S					
475	3911	RL	5	R0417460	R045820	ST	RE	S	ECSI	S					
476	3912	RL	5	R0417470	R045820	BA	RE	S	ECSI	S					
477	3913	RL	5	R0417480	R045820	BA	RE	S	VOCA	S					
478	3914	RL	5	R0417490	R045820	R	RE	S	DGUI	S					
479	3915	RL	5	R0417500	R045820	BA	RE	S	VOCA	S					
480	3916	RL	5	R0417510	R045820	BA	RE	S	DGUI	S					
481	3917	RL	5	R0417520	R045820	R	RE	S	DGUI	S					
482	3626	RL	5	R0244040	R022570	BA	RE	S	VOCA	S					
483	3627	RL	5	R0244050	R022570	BA	RE	S	DAII	S					
484	3628	RL	5	R0244070	R022570	BA	RE	S	VOCA	S					
485	3629	RL	5	R0244090	R022570	R	RE	S	DGUI	S					
486	3630	RL	5	R0244100	R022570	BA	RE	S	ECSI	S					
487	3631	RL	5	R0244110	R022570	BA	RE	S	DAII	S					
488	3632	RL	5	R0244120	R022570	ST	RE	S	ECSI	S					
489	3825	RL	5	R0406650	R040240	BA	LI	S	ECSL	S					
490	3826	RL	5	R0406660	R040240	ST	LI	S	DAIL	S					
491	3827	RL	5	R0406680	R040240	BA	LI	S	DAIL	S					
492	3828	RL	5	R0406690	R040240	BA	LI	S	DAIL	S					
493	3829	RL	5	R0406700	R040240	R	LI	S	DGUL	S					
494	3830	RL	5	R0406710	R040240	R	LI	S	DGUL	S					
495	3831	RL	5	R0406760	R040240	BA	LI	S	ECSL	S					
496	3522	RL	5	R0117300	R012270	BA	RE	S	DAII	S					
497	3523	RL	5	R0117320	R012270	BA	RE	S	ECSI	S					
498	3524	RL	5	R0117330	R012270	BA	RE	S	DAII	S					
499	3525	RL	5	R0117340	R012270	ST	RE	S	DAII	S					
500	3526	RL	5	R0117360	R012270	BA	RE	S	VOCA	S					
501	3527	RL	5	R0117370	R012270	R	RE	S	DGUI	S					
502	3528	RL	5	R0117380	R012270	BA	RE	S	ECSI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
503	3509	RL	5	R0112020	R011900	BA	RE	S	VOCA	S					
504	3510	RL	5	R0112030	R011900	R	RE	S	DGUL	S					
505	3511	RL	5	R0112040	R011900	BA	RE	S	DGUL	S					EL.05.RE.21 - not coded to DAIL because main idea is fairly explicit.
506	3512	RL	5	R0112050	R011900	BA	RE	S	DAIL	S					
507	3513	RL	5	R0112070	R011900	BA	RE	S	DAIL	S					
508	3514	RL	5	R0112100	R011900	BA	RE	S	ECSI	S					
509	3515	RL	5	R0112120	R011900	BA	RE	S	ECSI	S					
510	3660	RL	5	R0242480	R024690	BA	LI	S	ECSL	S					
511	3661	RL	5	R0242520	R024690	BA	LI	S	DAIL	S					
512	3662	RL	5	R0242530	R024690	BA	LI	S	DAIL	S					
513	3663	RL	5	R0242540	R024690	R	LI	S	DGUL	S					
514	3664	RL	5	R0242550	R024690	R	LI	S	DGUL	S					
515	3665	RL	5	R0242560	R024690	BA	RE	S	VOCA	S					
516	3666	RL	5	R0242570	R024690	BA	RE	S	VOCA	S					
517	3667	RL	5	R0242580	R024690	BA	RE	S	DAIL	S					
518	3923	RL	5	R0413610	R045900	BA	LI	S	DAIL	S					
519	3924	RL	5	R0413620	R045900	BA	RE	S	VOCA	S					
520	3925	RL	5	R0413630	R045900	BA	RE	S	VOCA	S					
521	3926	RL	5	R0413670	R045900	R	LI	S	DGUL	S					
522	3927	RL	5	R0413680	R045900	BA	LI	S	ECSL	S					
523	3928	RL	5	R0413690	R045900	BA	LI	S	ECSL	S					
524	3929	RL	5	R0417600	R045900	R	LI	S	DGUL	S					
525	3640	RL	5	R0213730	R023000	ST	LI	S	DAIL	S					
526	3641	RL	5	R0229690	R023000	BA	LI	S	DAIL	S					
527	3642	RL	5	R0236080	R023000	BA	RE	S	VOCA	S					
528	3643	RL	5	R0236090	R023000	BA	LI	S	DGUL	S					
529	3644	RL	5	R0236100	R023000	ST	LI	S	DAIL	S					
530	3645	RL	5	R0242880	R023000	BA	LI	S	ECSL	P					Aligns to this CCG, but at a higher level (EL.06.LI.13) (asks about characteristics of fiction).
531	3646	RL	5	R0242890	R023000	BA	LI	S	ECSL	S					
532	3647	RL	5	R0242900	R023000	BA	LI	S	ECSL	S					
533	4022	RL	5	R0508480	R050810	BA	RE	S	VOCA	S					
534	4023	RL	5	R0508490	R050810	BA	RE	S	VOCA	S					
535	4024	RL	5	R0508500	R050810	R	LI	S	DGUL	S					
536	4025	RL	5	R0508510	R050810	R	LI	S	DGUL	S					
537	4026	RL	5	R0508530	R050810	ST	LI	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
538	4027	RL	5	R0508550	R050810	BA	LI	S	DAIL	S					
539	4028	RL	5	R0508580	R050810	BA	LI	S	ECSL	S					
540	3689	RL	5	R0227800	R024900	ST	RE	S	DAIL	S					
541	3690	RL	5	R0244480	R024900	BA	RE	S	VOCA	S					
542	3691	RL	5	R0244490	R024900	R	RE	S	DGUI	S					
543	3692	RL	5	R0244500	R024900	BA	RE	S	DGUI	S					
544	3693	RL	5	R0244510	R024900	BA	RE	S	DGUI	S					
545	3694	RL	5	R0244570	R024900	BA	RE	S	ECSI	S					
546	3695	RL	5	R0244590	R024900	BA	RE	S	VOCA	S					
547	3618	RL	5	R0208940	R021430	R	LI	S	DGUL	S					
548	3619	RL	5	R0225490	R021430	BA	RE	S	VOCA	S					
549	3620	RL	5	R0225500	R021430	BA	RE	S	VOCA	S					
550	3621	RL	5	R0229170	R021430	BA	LI	S	ECSL	S					
551	3622	RL	5	R0256260	R021430	BA	LI	S	DAIL	S					
552	3623	RL	5	R0256280	R021430	ST	LI	S	DAIL	S					
553	3624	RL	5	R0256290	R021430	R	LI	S	DGUL	S					
554	3625	RL	5	R0268540	R021430	R	LI	S	DGUL	S					
555	3553	RL	5	R0207330	R020770	BA	RE	S	VOCA	S					
556	3554	RL	5	R0207340	R020770	BA	RE	S	DAIL	S					
557	3555	RL	5	R0207350	R020770	BA	RE	S	ECSI	S					
558	3556	RL	5	R0207370	R020770	ST	RE	S	DAIL	S					
559	3557	RL	5	R0207380	R020770	ST	RE	S	DAIL	S					
560	3558	RL	5	R0207410	R020770	R	RE	S	DGUI	S					
561	3559	RL	5	R0213350	R020770	BA	RE	S	DGUI	S					
562	3992	RL	5	R0413250	R047250	R	RE	S	DGUI	S					
563	3993	RL	5	R0413260	R047250	BA	RE	S	ECSI	S					
564	3994	RL	5	R0413280	R047250	BA	RE	S	ECSI	S					
565	3995	RL	5	R0439640	R047250	ST	RE	S	DAIL	S					
566	3996	RL	5	R0439660	R047250	ST	RE	S	DAIL	S					
567	3997	RL	5	R0439690	R047250	BA	RE	S	VOCA	S					
568	3998	RL	5	R0439700	R047250	R	RE	S	DGUI	S					
569	3653	RL	5	R0209820	R024680	BA	RE	S	VOCA	S					
570	3654	RL	5	R0209840	R024680	R	RE	S	DGUI	S					
571	3655	RL	5	R0209850	R024680	BA	RE	S	DGUI	S					EL.05.RE.21 - not coded to DAIL because main idea is fairly explicit.
572	3656	RL	5	R0209860	R024680	ST	RE	S	ECSI	S					
573	3657	RL	5	R0209880	R024680	BA	RE	S	ECSI	S					
574	3658	RL	5	R0213690	R024680	BA	RE	S	DAIL	S					
575	3659	RL	5	R0229660	R024680	BA	RE	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
576	3724	RL	5	R0256150	R025840	BA	RE	S	DAII	S					
577	3725	RL	5	R0256160	R025840	BA	RE	S	ECSI	S					
578	3726	RL	5	R0256170	R025840	BA	RE	S	ECSI	S					
579	3727	RL	5	R0256180	R025840	BA	RE	S	VOCA	S					
580	3728	RL	5	R0257180	R025840	BA	RE	S	VOCA	S					
581	3729	RL	5	R0257190	R025840	R	RE	S	DGUL	S					
582	3730	RL	5	R0257200	R025840	R	RE	S	DGUL	S					
583	3731	RL	5	R0257210	R025840	ST	RE	S	DAII	S					
584	4066	RL	5	R0515230	R051400	BA	RE	S	VOCA	S					
585	4067	RL	5	R0515240	R051400	BA	RE	S	VOCA	S					
586	4068	RL	5	R0515250	R051400	R	LI	S	DGUL	S					
587	4069	RL	5	R0515270	R051400	BA	LI	S	DGUL	S					
588	4070	RL	5	R0515280	R051400	ST	LI	S	DAIL	S					
589	4071	RL	5	R0515310	R051400	BA	LI	S	ECSL	S					
590	4072	RL	5	R0515320	R051400	BA	LI	S	ECSL	S					
591	4073	RL	5	R0515330	R051400	BA	LI	S	ECSL	S					
592	3848	RL	5	R0413720	R040540	BA	RE	S	VOCA	S					
593	3849	RL	5	R0413730	R040540	BA	LI	S	ECSL	S					
594	3850	RL	5	R0413740	R040540	BA	LI	S	DGUL	S					
595	3851	RL	5	R0413760	R040540	BA	RE	S	VOCA	S					
596	3852	RL	5	R0413780	R040540	BA	RE	S	VOCA	S					
597	3853	RL	5	R0413790	R040540	ST	LI	S	DAIL	S					
598	3854	RL	5	R0413800	R040540	ST	LI	S	DAIL	S					
599	4059	RL	5	R0514740	R051360	BA	RE	S	VOCA	S					
600	4060	RL	5	R0514750	R051360	BA	RE	S	VOCA	S					
601	4061	RL	5	R0514770	R051360	R	LI	S	DGUL	S					
602	4062	RL	5	R0514780	R051360	BA	LI	S	DGUL	S					
603	4063	RL	5	R0514830	R051360	BA	LI	S	ECSL	S					
604	4064	RL	5	R0514840	R051360	BA	LI	S	ECSL	S					
605	4065	RL	5	R0514850	R051360	BA	LI	S	ECSL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
2	4084	RL	6	R0113880	R012380	BA	RE	S	VOCA	S					
3	4085	RL	6	R0113890	R012380	R	RE	S	DGUL	S					
4	4086	RL	6	R0113900	R012380	R	RE	S	DGUL	S					
5	4087	RL	6	R0113920	R012380	ST	RE	S	DAIL	S					
6	4088	RL	6	R0113940	R012380	ST	RE	S	ECSI	S					
7	4089	RL	6	R0113960	R012380	ST	RE	S	ECSI	S					
8	4090	RL	6	R0113980	R012380	ST	RE	S	DAIL	S					
9	4091	RL	6	R0225970	R020290	ST	LI	S	ECSL	S					
10	4092	RL	6	R0233470	R020290	ST	LI	S	ECSL	S					
11	4093	RL	6	R0233480	R020290	R	LI	S	DGUL	S					
12	4094	RL	6	R0233500	R020290	ST	LI	S	DAIL	S					
13	4095	RL	6	R0233510	R020290	ST	LI	S	DAIL	S					
14	4096	RL	6	R0243150	R020290	BA	RE	S	VOCA	S					
15	4097	RL	6	R0243170	R020290	R	LI	S	DGUL	S					
16	4098	RL	6	R0254250	R021070	BA	RE	S	VOCA	S					
17	4099	RL	6	R0254280	R021070	R	RE	S	DGUL	S					
18	4100	RL	6	R0254290	R021070	R	RE	S	DGUL	S					
19	4101	RL	6	R0254300	R021070	R	RE	S	DGUL	S					
20	4102	RL	6	R0254320	R021070	ST	RE	S	ECSI	S					
21	4103	RL	6	R0254330	R021070	ST	RE	S	ECSI	S					
22	4104	RL	6	R0254360	R021070	ST	RE	S	ECSI	S					
23	4105	RL	6	R0233350	R021280	ST	LI	S	DAIL	S					
24	4106	RL	6	R0233360	R021280	ST	LI	S	ECSL	S					
25	4107	RL	6	R0233410	R021280	ST	LI	S	DAIL	S					
26	4108	RL	6	R0233420	R021280	R	LI	S	DGUL	S					
27	4109	RL	6	R0233430	R021280	ST	LI	S	DAIL	S					
28	4110	RL	6	R0233440	R021280	ST	RE	S	VOCA	S					
29	4111	RL	6	R0233450	R021280	BA	RE	S	VOCA	S					
30	4112	RL	6	R0269070	R021500	BA	RE	S	VOCA	S					
31	4113	RL	6	R0269090	R021500	R	LI	S	DGUL	S					
32	4114	RL	6	R0269100	R021500	R	LI	S	DGUL	S					
33	4115	RL	6	R0269120	R021500	ST	LI	S	DAIL	S					
34	4116	RL	6	R0269150	R021500	ST	LI	S	ECSL	S					
35	4117	RL	6	R0269160	R021500	ST	LI	S	ECSL	S					
36	4118	RL	6	R0269170	R021500	ST	LI	S	ECSL	S					
37	4119	RL	6	R0225430	R025170	BA	RE	S	READ	S					
38	4120	RL	6	R0225450	R025170	BA	RE	S	READ	S					
39	4121	RL	6	R0225460	R025170	R	RE	S	READ	S			DGUL	S	
40	4122	RL	6	R0225480	R025170	BA	RE	S	READ	S					
41	4123	RL	6	R0416960	R040670	ST	LI	S	ECSL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
42	4124	RL	6	R0416990	R040670	BA	RE	S	VOCA	S					
43	4125	RL	6	R0417000	R040670	R	LI	S	DGUL	S					
44	4126	RL	6	R0417020	R040670	R	LI	S	DGUL	S					
45	4127	RL	6	R0417030	R040670	R	LI	S	DGUL	S					
46	4128	RL	6	R0417040	R040670	ST	LI	S	DAIL	S					
47	4129	RL	6	R0417050	R040670	BA	RE	S	VOCA	S					
48	4130	RL	6	R0458590	R042240	BA	RE	S	VOCA	S					
49	4131	RL	6	R0458600	R042240	BA	RE	S	VOCA	S					
50	4132	RL	6	R0458630	R042240	BA	RE	S	DGUI	S					
51	4133	RL	6	R0458650	R042240	ST	RE	S	DAIL	S					
52	4134	RL	6	R0458680	R042240	ST	RE	S	ECSI	S					
53	4135	RL	6	R0458690	R042240	BA	RE	S	ECSI	S					
54	4136	RL	6	R0458700	R042240	ST	RE	S	ECSI	S					
55	4137	RL	6	R0461000	R042260	R	LI	S	DGUL	S					
56	4138	RL	6	R0461310	R042260	ST	LI	S	ECSL	S					
57	4139	RL	6	R0461320	R042260	ST	LI	S	ECSL	S			DGUL	S	
58	4140	RL	6	R0461330	R042260	ST	LI	S	DAIL	S					
59	4141	RL	6	R0461340	R042260	ST	LI	S	ECSL	S					
60	4142	RL	6	R0461360	R042260	R	LI	S	DGUL	S					
61	4143	RL	6	R0461370	R042260	R	LI	S	DGUL	S					
62	4144	RL	6	R0478820	R042260	ST	LI	S	ECSL	S					
63	4145	RL	6	R0460070	R042370	BA	RE	S	READ	S					
64	4146	RL	6	R0460080	R042370	BA	RE	S	READ	S					
65	4147	RL	6	R0460110	R042370	BA	RE	S	READ	S					
66	4148	RL	6	R0460120	R042370	BA	RE	S	READ	S					
67	4149	RL	6	R0458890	R042440	BA	RE	S	READ	S					
68	4150	RL	6	R0458910	R042440	BA	RE	S	READ	S					
69	4151	RL	6	R0458920	R042440	BA	RE	S	READ	S					
70	4152	RL	6	R0458940	R042440	BA	RE	S	READ	S					
71	4153	RL	6	R0458950	R042460	BA	RE	S	READ	S					
72	4154	RL	6	R0458960	R042460	BA	RE	S	READ	S					
73	4155	RL	6	R0458980	R042460	BA	RE	S	READ	S					
74	4156	RL	6	R0458990	R042460	ST	RE	S	READ	S					
75	4157	RL	6	R0459000	R042460	BA	RE	S	READ	S					
76	4158	RL	6	R0442420	R042500	BA	RE	S	READ	S					
77	4159	RL	6	R0457620	R042500	BA	RE	S	READ	S					
78	4160	RL	6	R0458430	R042500	BA	RE	S	READ	S					
79	4161	RL	6	R0460010	R042500	BA	RE	S	READ	S					
80	4162	RL	6	R0478800	R042520	BA	RE	S	VOCA	S					
81	4163	RL	6	R0478810	R042520	R	RE	S	DGUI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
82	4164	RL	6	R0478970	R042520	R	RE	S	DGUI	S					
83	4165	RL	6	R0478980	R042520	R	RE	S	DGUI	S					
84	4166	RL	6	R0479190	R042520	BA	RE	S	DGUI	S					
85	4167	RL	6	R0479200	R042520	ST	RE	S	DAII	S					
86	4168	RL	6	R0484360	R042520	R	RE	S	DGUI	S					
87	4169	RL	6	R0459010	R042600	BA	RE	S	VOCA	S					
88	4170	RL	6	R0459020	R042600	ST	LI	S	ECSL	S					
89	4171	RL	6	R0459040	R042600	BA	LI	S	DGUL	S					
90	4172	RL	6	R0459050	R042600	R	LI	S	DGUL	S					
91	4173	RL	6	R0459060	R042600	BA	LI	S	DGUL	S					
92	4174	RL	6	R0459070	R042600	ST	LI	S	DAIL	S					
93	4175	RL	6	R0459120	R042600	ST	LI	S	ECSL	S					
94	4176	RL	6	R0450560	R042690	BA	RE	S	VOCA	S					
95	4177	RL	6	R0450570	R042690	BA	RE	S	VOCA	S					
96	4178	RL	6	R0450590	R042690	BA	RE	S	DGUI	S					
97	4179	RL	6	R0450610	R042690	ST	RE	S	ECSI	S					
98	4180	RL	6	R0450620	R042690	ST	RE	S	ECSI	S					
99	4181	RL	6	R0450630	R042690	ST	RE	S	DAII	S					
100	4182	RL	6	R0450640	R042690	BA	RE	S	VOCA	S					
101	4183	RL	6	R0450670	R042690	BA	RE	S	DGUI	S					
102	4184	RL	6	R0455410	R042700	R	LI	S	DGUL	S					
103	4185	RL	6	R0455420	R042700	ST	RE	S	VOCA	S					Item requires ST because all possible answers are part of the context; students have to judge which is most relevant.
104	4186	RL	6	R0455430	R042700	BA	RE	S	VOCA	S					
105	4187	RL	6	R0455440	R042700	ST	LI	S	DAIL	S					
106	4188	RL	6	R0455450	R042700	ST	LI	S	DAIL	S			ECSL	P	Phrasing of the stem suggests an alignment with EL.06.LI.11 ("feeling" of readers) but the focus of the item is on interpretation of character.
107	4189	RL	6	R0455470	R042700	ST	LI	S	ECSL	S					
108	4190	RL	6	R0455490	R042700	ST	LI	S	DAIL	S					
109	4191	RL	6	R0455510	R042700	ST	LI	S	ECSL	S					
110	4192	RL	6	R0455270	R042710	ST	RE	S	DAII	S					
111	4193	RL	6	R0455290	R042710	BA	RE	S	DGUI	S					Item is BA because students have to distinguish types of evidence.

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

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1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
112	4194	RL	6	R0455320	R042710	BA	RE	S	VOCA	S					
113	4195	RL	6	R0455340	R042710	BA	RE	S	VOCA	S					
114	4196	RL	6	R0455350	R042710	R	RE	S	DGUI	S					
115	4197	RL	6	R0455360	R042710	ST	RE	S	DAII	S					
116	4198	RL	6	R0455370	R042710	R	RE	S	DGUI	S					
117	4199	RL	6	R0455380	R042710	ST	RE	S	ECSI	S					
118	4200	RL	6	R0443090	R042900	BA	RE	S	VOCA	S					
119	4201	RL	6	R0443110	R042900	R	LI	S	DGUL	S					
120	4202	RL	6	R0443120	R042900	BA	RE	S	VOCA	S					
121	4203	RL	6	R0443170	R042900	ST	LI	S	DAIL	S					
122	4204	RL	6	R0443180	R042900	R	LI	S	DGUL	S					
123	4205	RL	6	R0443190	R042900	ST	LI	S	ECSL	S					
124	4206	RL	6	R0443200	R042900	ST	LI	S	ECSL	S					
125	4207	RL	6	R0457480	R043120	ST	LI	S	ECSL	S					
126	4208	RL	6	R0467210	R043120	BA	RE	S	VOCA	S					
127	4209	RL	6	R0467220	R043120	BA	RE	S	VOCA	S					
128	4210	RL	6	R0467240	R043120	BA	LI	S	DGUL	S					
129	4211	RL	6	R0467260	R043120	R	LI	S	DGUL	S					
130	4212	RL	6	R0467280	R043120	ST	LI	S	DAIL	S					
131	4213	RL	6	R0467320	R043120	ST	LI	S	DAIL	S					
132	4214	RL	6	R0442750	R043410	BA	RE	S	VOCA	S					
133	4215	RL	6	R0442760	R043410	BA	RE	S	VOCA	S					
134	4216	RL	6	R0442790	R043410	R	RE	S	DGUI	S					
135	4217	RL	6	R0442800	R043410	ST	RE	S	DAII	S					
136	4218	RL	6	R0442880	R043410	ST	RE	S	DAII	S					
137	4219	RL	6	R0442910	R043410	ST	RE	S	DAII	S					
138	4220	RL	6	R0442930	R043410	R	RE	S	DGUI	S					
139	4221	RL	6	R0442740	R043420	BA	RE	S	VOCA	S					
140	4222	RL	6	R0442830	R043420	R	RE	S	DGUI	S					
141	4223	RL	6	R0442850	R043420	ST	RE	S	DAII	S					
142	4224	RL	6	R0442870	R043420	ST	RE	S	ECSI	S					
143	4225	RL	6	R0442900	R043420	R	RE	S	DGUI	S					
144	4226	RL	6	R0442940	R043420	BA	RE	S	DGUI	S					
145	4227	RL	6	R0442960	R043420	ST	RE	S	ECSI	S					
146	4228	RL	6	R0438830	R043650	BA	RE	S	VOCA	S					
147	4229	RL	6	R0438850	R043650	ST	RE	S	DAII	S					
148	4230	RL	6	R0438860	R043650	R	RE	S	DGUI	S					
149	4231	RL	6	R0438870	R043650	R	RE	S	DGUI	S					
150	4232	RL	6	R0438890	R043650	BA	RE	S	DGUI	S					
151	4233	RL	6	R0438910	R043650	R	RE	S	DGUI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
152	4234	RL	6	R0438920	R043650	BA	RE	S	ECSI	S					
153	4235	RL	6	R0438930	R043650	ST	RE	S	ECSI	S					
154	4236	RL	6	R0468130	R043660	BA	RE	S	VOCA	S					
155	4237	RL	6	R0468140	R043660	BA	RE	S	VOCA	S					
156	4238	RL	6	R0468150	R043660	R	LI	S	DGUL	S					
157	4239	RL	6	R0468170	R043660	BA	LI	S	DGUL	S					
158	4240	RL	6	R0468180	R043660	ST	LI	S	DAIL	S					
159	4241	RL	6	R0468190	R043660	ST	LI	S	DAIL	S					
160	4242	RL	6	R0468240	R043660	ST	LI	S	ECSL	S					
161	4243	RL	6	R0468260	R043680	BA	RE	S	VOCA	S					
162	4244	RL	6	R0468270	R043680	BA	RE	S	VOCA	S					
163	4245	RL	6	R0468280	R043680	BA	RE	S	VOCA	S					
164	4246	RL	6	R0468290	R043680	BA	LI	S	DGUL	S					
165	4247	RL	6	R0468300	R043680	R	LI	S	DGUL	S					
166	4248	RL	6	R0468330	R043680	ST	LI	S	DAIL	S					
167	4249	RL	6	R0468350	R043680	ST	LI	S	ECSL	S					
168	4250	RL	6	R0468360	R043680	ST	LI	S	ECSL	S					
169	4251	RL	6	R0468370	R043810	BA	RE	S	VOCA	S					
170	4252	RL	6	R0468380	R043810	BA	RE	S	VOCA	S					
171	4253	RL	6	R0468400	R043810	R	RE	S	DGUI	S					
172	4254	RL	6	R0468410	R043810	BA	RE	S	READ	S					
173	4255	RL	6	R0468450	R043810	R	RE	S	DGUI	S					
174	4256	RL	6	R0468470	R043810	ST	RE	S	DAIL	S					
175	4257	RL	6	R0468480	R043810	R	RE	S	DGUI	S					
176	4258	RL	6	R0473400	R044000	R	RE	S	DGUI	S					
177	4259	RL	6	R0473470	R044000	BA	RE	S	DGUI	S					
178	4260	RL	6	R0473480	R044000	ST	RE	S	ECSI	S					
179	4261	RL	6	R0473540	R044000	ST	RE	S	ECSI	S					
180	4262	RL	6	R0473550	R044000	ST	RE	S	DAIL	S					
181	4263	RL	6	R0473560	R044000	ST	RE	S	DAIL	S					
182	4264	RL	6	R0473590	R044000	R	RE	S	DGUI	S					
183	4265	RL	6	R0468490	R044270	BA	RE	S	READ	S					
184	4266	RL	6	R0468510	R044270	BA	RE	S	READ	S					
185	4267	RL	6	R0468520	R044270	BA	RE	S	READ	S					
186	4268	RL	6	R0468530	R044270	BA	RE	S	READ	S					
187	4269	RL	6	R0435470	R045470	R	RE	S	READ	S					
188	4270	RL	6	R0435480	R045470	R	RE	S	READ	S					Item coded as Recall due to the simplicity of the chart.
189	4271	RL	6	R0435490	R045470	R	RE	S	READ	S					
190	4272	RL	6	R0435500	R045470	BA	RE	S	READ	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
191	4273	RL	6	R0435790	R045470	R	RE	S	READ	S					
192	4274	RL	6	R0417210	R045670	BA	RE	S	VOCA	S					
193	4275	RL	6	R0417220	R045670	ST	RE	S	VOCA	S					Coded ST because the expression is unusual and may be unfamiliar.
194	4276	RL	6	R0417230	R045670	ST	RE	S	VOCA	S					
195	4277	RL	6	R0417260	R045670	R	RE	S	DGUI	S					
196	4278	RL	6	R0417270	R045670	R	RE	S	DGUI	S					
197	4279	RL	6	R0417280	R045670	ST	RE	S	ECSI	S					
198	4280	RL	6	R0417290	R045670	ST	RE	S	ECSI	S					
199	4281	RL	6	R0417300	R045670	BA	RE	S	ECSI	S					
200	4282	RL	6	R0419600	R046020	BA	RE	S	VOCA	S					
201	4283	RL	6	R0419630	R046020	R	RE	S	DGUI	S					
202	4284	RL	6	R0419640	R046020	R	RE	S	DGUI	S					
203	4285	RL	6	R0419650	R046020	ST	RE	S	DAII	S					
204	4286	RL	6	R0419680	R046020	BA	RE	S	DGUI	S					
205	4287	RL	6	R0419690	R046020	ST	RE	S	ECSI	S					
206	4288	RL	6	R0419700	R046020	ST	RE	S	ECSI	S					
207	4289	RL	6	R0450930	R046100	ST	LI	S	DAIL	S					
208	4290	RL	6	R0450940	R046100	BA	RE	S	VOCA	S					
209	4291	RL	6	R0450950	R046100	BA	LI	S	DGUL	S					
210	4292	RL	6	R0450970	R046100	ST	LI	S	ECSL	S					
211	4293	RL	6	R0450980	R046100	R	LI	S	DGUL	S					
212	4294	RL	6	R0450990	R046100	ST	LI	S	DAIL	S					
213	4295	RL	6	R0451150	R046100	ST	LI	S	ECSL	S					
214	4296	RL	6	R0451170	R046100	ST	RE	S	VOCA	S					
215	4297	RL	6	R0457970	R046160	BA	RE	S	VOCA	S					
216	4298	RL	6	R0457990	R046160	BA	RE	S	VOCA	S					
217	4299	RL	6	R0458020	R046160	BA	LI	S	DGUL	S					
218	4300	RL	6	R0458030	R046160	R	LI	S	DGUL	S					
219	4301	RL	6	R0458040	R046160	ST	LI	S	DAIL	S					
220	4302	RL	6	R0458060	R046160	ST	LI	S	DAIL	S					
221	4303	RL	6	R0458090	R046160	ST	LI	S	ECSL	S					
222	4304	RL	6	R0458110	R046180	BA	RE	S	VOCA	S					
223	4305	RL	6	R0458130	R046180	R	RE	S	DGUI	S					
224	4306	RL	6	R0458140	R046180	ST	RE	S	DAII	S					
225	4307	RL	6	R0458150	R046180	R	RE	S	DGUI	S					
226	4308	RL	6	R0458160	R046180	R	RE	S	DGUI	S					
227	4309	RL	6	R0458190	R046180	BA	RE	S	VOCA	S					
228	4310	RL	6	R0458210	R046180	ST	RE	S	ECSI	S					

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229	4311	RL	6	R0458250	R046180	ST	RE	S	ECSI	S					
230	4312	RL	6	R0453730	R046330	BA	RE	S	READ	S					
231	4313	RL	6	R0453740	R046330	BA	RE	S	READ	S					
232	4314	RL	6	R0453750	R046330	BA	RE	S	READ	S					
233	4315	RL	6	R0453760	R046330	BA	RE	S	READ	S					
234	4316	RL	6	R0456030	R046810	ST	LI	S	ECSL	S					
235	4317	RL	6	R0456040	R046810	ST	LI	S	ECSL	S					
236	4318	RL	6	R0460730	R046810	ST	RE	S	VOCA	S					Item coded ST because the correct answer requires an inference from details in the text.
237	4319	RL	6	R0460740	R046810	ST	RE	S	VOCA	S					
238	4320	RL	6	R0460760	R046810	ST	LI	S	DAIL	S					
239	4321	RL	6	R0460770	R046810	BA	LI	S	DGUL	S					
240	4322	RL	6	R0460780	R046810	ST	LI	S	DAIL	S					
241	4323	RL	6	R0455530	R046950	ST	RE	S	DAII	S					
242	4324	RL	6	R0455610	R046950	BA	RE	S	VOCA	S					
243	4325	RL	6	R0455630	R046950	BA	RE	S	VOCA	S					
244	4326	RL	6	R0455640	R046950	R	RE	S	DGUI	S					
245	4327	RL	6	R0455650	R046950	R	RE	S	DGUI	S					
246	4328	RL	6	R0455660	R046950	R	RE	S	DGUI	S					
247	4329	RL	6	R0455680	R046950	ST	RE	S	ECSI	S					
248	4330	RL	6	R0455690	R046950	R	RE	S	DGUI	S					
249	4331	RL	6	R0457570	R046950	ST	RE	S	DAIL	S					
250	4332	RL	6	R0458220	R047020	BA	RE	S	VOCA	S					
251	4333	RL	6	R0458230	R047020	BA	RE	S	VOCA	S					
252	4334	RL	6	R0458240	R047020	BA	RE	S	VOCA	S					
253	4335	RL	6	R0458320	R047020	R	RE	S	DGUI	S					
254	4336	RL	6	R0458330	R047020	ST	RE	S	ECSI	S					
255	4337	RL	6	R0458350	R047020	ST	RE	S	DAII	S					
256	4338	RL	6	R0458390	R047020	ST	RE	S	DAII	S					
257	4339	RL	6	R0458400	R047020	R	RE	S	DGUI	S					
258	4340	RL	6	R0500610	R050060	BA	RE	S	VOCA	S					
259	4341	RL	6	R0500620	R050060	ST	RE	S	READ	S					
260	4342	RL	6	R0500640	R050060	BA	RE	S	READ	S					
261	4343	RL	6	R0500650	R050060	BA	RE	S	READ	S					
262	4344	RL	6	R0500660	R050060	BA	RE	S	READ	S					
263	4345	RL	6	R0500690	R050070	BA	RE	S	READ	S					
264	4346	RL	6	R0500700	R050070	BA	RE	S	READ	S					
265	4347	RL	6	R0500710	R050070	BA	RE	S	READ	S					

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266	4348	RL	6	R0500720	R050070	ST	RE	S	READ	S					
267	4349	RL	6	R0500740	R050080	R	RE	S	READ	S			DGUI	S	
268	4350	RL	6	R0500750	R050080	BA	RE	S	READ	S					
269	4351	RL	6	R0500760	R050080	BA	RE	S	READ	S					
270	4352	RL	6	R0500780	R050080	BA	RE	S	DGUI	S					
271	4353	RL	6	R0500810	R050090	R	RE	S	READ	S					
272	4354	RL	6	R0500820	R050090	BA	RE	S	READ	S					
273	4355	RL	6	R0500830	R050090	BA	RE	S	READ	S					
274	4356	RL	6	R0500860	R050090	BA	RE	S	READ	S					BA assumes students will use chart to confirm.
275	4357	RL	6	R0500870	R050100	BA	RE	S	VOCA	S					
276	4358	RL	6	R0500880	R050100	BA	RE	S	VOCA	S					
277	4359	RL	6	R0500930	R050100	ST	RE	S	DAII	S					
278	4360	RL	6	R0500940	R050100	ST	RE	S	DAII	S					
279	4361	RL	6	R0500950	R050100	ST	RE	S	DAII	S					
280	4362	RL	6	R0500960	R050100	ST	RE	S	ECSI	S					
281	4363	RL	6	R0500970	R050100	ST	RE	S	ECSI	S					
282	4364	RL	6	R0500980	R050100	ST	RE	S	ECSI	S					
283	4365	RL	6	R0500990	R050110	BA	RE	S	VOCA	S					
284	4366	RL	6	R0501000	R050110	BA	RE	S	VOCA	S					
285	4367	RL	6	R0501010	R050110	BA	RE	S	VOCA	S					
286	4368	RL	6	R0501030	R050110	R	LI	S	DGUL	S					
287	4369	RL	6	R0501040	R050110	ST	LI	S	DAIL	S					
288	4370	RL	6	R0501060	R050110	ST	LI	S	DAIL	S					
289	4371	RL	6	R0501080	R050110	ST	LI	S	ECSL	S					
290	4372	RL	6	R0501090	R050110	ST	LI	S	ECSL	S					
291	4373	RL	6	R0501100	R050110	ST	LI	S	ECSL	S					
292	4374	RL	6	R0501110	R050120	BA	RE	S	VOCA	S					
293	4375	RL	6	R0501140	R050120	BA	LI	S	DGUL	S					
294	4376	RL	6	R0501160	R050120	BA	LI	S	DGUL	S					
295	4377	RL	6	R0501170	R050120	ST	LI	S	DAIL	S					
296	4378	RL	6	R0501200	R050120	ST	LI	S	DAIL	S					
297	4379	RL	6	R0501210	R050120	ST	LI	S	ECSL	S					
298	4380	RL	6	R0501220	R050120	ST	LI	S	ECSL	S					
299	4381	RL	6	R0501360	R050140	BA	RE	S	VOCA	S					
300	4382	RL	6	R0501380	R050140	BA	RE	S	VOCA	S					
301	4383	RL	6	R0501390	R050140	R	LI	S	DGUL	S					
302	4384	RL	6	R0501400	R050140	R	LI	S	DGUL	S					
303	4385	RL	6	R0501420	R050140	ST	LI	S	DAIL	S					
304	4386	RL	6	R0501440	R050140	ST	LI	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
305	4387	RL	6	R0501450	R050140	ST	LI	S	ECSL	S					
306	4388	RL	6	R0501460	R050140	ST	LI	S	ECSL	S					
307	4389	RL	6	R0501470	R050140	ST	LI	S	ECSL	S					
308	4390	RL	6	R0501480	R050150	BA	RE	S	VOCA	S					
309	4391	RL	6	R0501490	R050150	BA	RE	S	VOCA	S					
310	4392	RL	6	R0501520	R050150	R	RE	S	DGUL	S					
311	4393	RL	6	R0501530	R050150	R	RE	S	DGUL	S					
312	4394	RL	6	R0501540	R050150	R	RE	S	DGUL	S					
313	4395	RL	6	R0501550	R050150	BA	RE	S	DGUL	S					
314	4396	RL	6	R0501580	R050150	ST	RE	S	DAII	S					
315	4397	RL	6	R0501600	R050150	ST	RE	S	ECSI	S					
316	4398	RL	6	R0501620	R050160	BA	RE	S	VOCA	P					
317	4399	RL	6	R0501630	R050160	BA	RE	S	VOCA	S					
318	4400	RL	6	R0501640	R050160	R	RE	S	DGUL	S					
319	4401	RL	6	R0501670	R050160	BA	RE	S	DGUL	S					
320	4402	RL	6	R0501700	R050160	ST	RE	S	ECSI	S					
321	4403	RL	6	R0501710	R050160	ST	RE	S	ECSI	S					
322	4404	RL	6	R0501720	R050160	ST	RE	S	ECSI	S					
323	4405	RL	6	R0501730	R050170	BA	RE	S	VOCA	S					
324	4406	RL	6	R0501740	R050170	BA	RE	S	VOCA	S					
325	4407	RL	6	R0501770	R050170	R	RE	S	DGUL	S					
326	4408	RL	6	R0501780	R050170	ST	RE	S	DAII	S					
327	4409	RL	6	R0501790	R050170	R	RE	S	DGUL	S					
328	4410	RL	6	R0501810	R050170	ST	RE	S	DAII	S					
329	4411	RL	6	R0501820	R050170	ST	RE	S	DAII	S					
330	4412	RL	6	R0501830	R050170	ST	RE	S	ECSI	S					
331	4413	RL	6	R0502830	R050210	BA	RE	S	VOCA	S					
332	4414	RL	6	R0502880	R050210	ST	LI	S	DAIL	S					
333	4415	RL	6	R0502890	R050210	BA	LI	S	DGUL	S					
334	4416	RL	6	R0502940	R050210	ST	LI	S	ECSL	S					
335	4417	RL	6	R0502950	R050210	ST	LI	S	ECSL	S					
336	4418	RL	6	R0502960	R050210	ST	LI	S	ECSL	S					
337	4419	RL	6	R0502710	R050220	BA	RE	S	VOCA	S					
338	4420	RL	6	R0502720	R050220	R	LI	S	DGUL	S					
339	4421	RL	6	R0502730	R050220	BA	LI	S	DGUL	S					
340	4422	RL	6	R0502750	R050220	ST	LI	S	DAIL	S					
341	4423	RL	6	R0502780	R050220	BA	LI	S	DGUL	S					
342	4424	RL	6	R0502800	R050220	ST	LI	S	ECSL	S					
343	4425	RL	6	R0502810	R050220	ST	LI	S	ECSL	S					
344	4426	RL	6	R0509340	R050230	BA	RE	S	VOCA	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
345	4427	RL	6	R0509360	R050230	BA	RE	S	VOCA	S					
346	4428	RL	6	R0509380	R050230	ST	LI	S	DGUL	S					Rated ST because of complexity of narration.
347	4429	RL	6	R0509390	R050230	ST	LI	S	DAIL	S					
348	4430	RL	6	R0509410	R050230	ST	LI	S	DAIL	S					
349	4431	RL	6	R0509430	R050230	ST	LI	S	DAIL	S					
350	4432	RL	6	R0509440	R050230	ST	LI	S	ECSL	S					
351	4433	RL	6	R0509450	R050230	ST	LI	S	ECSL	S					
352	4434	RL	6	R0509460	R050230	ST	LI	S	ECSL	S					
353	4435	RL	6	R0505010	R050480	BA	RE	S	VOCA	S					
354	4436	RL	6	R0505030	R050480	R	RE	S	DGUI	S					
355	4437	RL	6	R0505060	R050480	R	RE	S	DGUI	S					
356	4438	RL	6	R0505070	R050480	ST	RE	S	DAII	S					
357	4439	RL	6	R0505080	R050480	BA	RE	S	DGUI	S					
358	4440	RL	6	R0505090	R050480	ST	RE	S	ECSI	S					
359	4441	RL	6	R0505100	R050480	ST	RE	S	ECSI	S					
360	4442	RL	6	R0505110	R050480	ST	RE	S	ECSI	S					
361	4443	RL	6	R0505120	R050480	ST	RE	S	ECSI	S					
362	4444	RL	6	R0505130	R050490	BA	RE	S	READ	S					
363	4445	RL	6	R0505170	R050490	BA	RE	S	READ	S					Item is at low end of Basic Application, but requires some understanding of captions and pie charts.
364	4446	RL	6	R0505180	R050490	BA	RE	S	READ	S					
365	4447	RL	6	R0505200	R050490	BA	RE	S	READ	S					
366	4448	RL	6	R0505210	R050500	BA	RE	S	VOCA	S					
367	4449	RL	6	R0505230	R050500	R	LI	S	DGUL	S					
368	4450	RL	6	R0505240	R050500	R	LI	S	DGUL	S					
369	4451	RL	6	R0505260	R050500	ST	LI	S	DAIL	S					
370	4452	RL	6	R0505270	R050500	ST	LI	S	DAIL	S					
371	4453	RL	6	R0505280	R050500	ST	LI	S	DAIL	S					
372	4454	RL	6	R0505290	R050500	ST	LI	S	DAIL	S					
373	4455	RL	6	R0505310	R050500	ST	LI	S	ECSL	S					
374	4456	RL	6	R0505330	R050510	BA	RE	S	VOCA	S					
375	4457	RL	6	R0505350	R050510	BA	RE	S	VOCA	S					
376	4458	RL	6	R0505360	R050510	R	RE	S	DGUI	S					
377	4459	RL	6	R0505390	R050510	R	RE	S	DGUI	S					
378	4460	RL	6	R0505410	R050510	ST	RE	S	DAII	S					
379	4461	RL	6	R0505430	R050510	ST	RE	S	ECSI	S					
380	4462	RL	6	R0505440	R050510	ST	RE	S	DAII	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
381	4463	RL	6	R0505450	R050520	BA	RE	S	VOCA	S					
382	4464	RL	6	R0505470	R050520	BA	RE	S	VOCA	S					
383	4465	RL	6	R0505480	R050520	R	LI	S	DGUL	S					
384	4466	RL	6	R0505490	R050520	R	LI	S	DGUL	S					
385	4467	RL	6	R0505510	R050520	ST	LI	S	ECSL	S					
386	4468	RL	6	R0505520	R050520	ST	LI	S	ECSL	S					
387	4469	RL	6	R0505530	R050520	BA	LI	S	DGUL	S					
388	4470	RL	6	R0505560	R050520	ST	LI	S	ECSL	S			DAIL	S	Focus on author's purpose in stem aligns with ECSL but item also asks student to draw conclusion about character trait based on character's action (DAIL).
389	4471	RL	6	R0505670	R050540	BA	RE	S	VOCA	S					
390	4472	RL	6	R0505690	R050540	R	RE	S	DGUI	S					
391	4473	RL	6	R0505700	R050540	R	RE	S	DGUI	S					
392	4474	RL	6	R0505710	R050540	R	RE	S	DGUI	S					
393	4475	RL	6	R0505730	R050540	ST	RE	S	DAIL	S					
394	4476	RL	6	R0505740	R050540	ST	RE	S	ECSI	S					
395	4477	RL	6	R0505750	R050540	ST	RE	S	ECSI	S					
396	4478	RL	6	R0505780	R050550	BA	RE	S	READ	S					
397	4479	RL	6	R0505790	R050550	ST	RE	S	READ	S					
398	4480	RL	6	R0505800	R050550	BA	RE	S	READ	S					
399	4481	RL	6	R0505830	R050550	BA	RE	S	READ	S					
400	4482	RL	6	R0509210	R050870	BA	RE	S	VOCA	S					
401	4483	RL	6	R0509220	R050870	BA	RE	S	VOCA	S					
402	4484	RL	6	R0509230	R050870	R	LI	S	DGUL	S					
403	4485	RL	6	R0509250	R050870	R	LI	S	DGUL	S					
404	4486	RL	6	R0509260	R050870	ST	LI	S	DAIL	S					
405	4487	RL	6	R0509280	R050870	ST	LI	S	DAIL	S					
406	4488	RL	6	R0509290	R050870	ST	LI	S	ECSL	S					
407	4489	RL	6	R0509300	R050870	ST	LI	S	ECSL	S					
408	4490	RL	6	R0509320	R050870	ST	LI	S	ECSL	S					
409	4491	RL	6	R0509480	R050880	BA	RE	S	VOCA	S					
410	4492	RL	6	R0509490	R050880	BA	RE	S	VOCA	S					
411	4493	RL	6	R0509510	R050880	R	RE	S	DGUI	S					
412	4494	RL	6	R0509530	R050880	ST	RE	S	DAIL	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
413	4495	RL	6	R0509540	R050880	ST	RE	S	DAIL	S					
414	4496	RL	6	R0509550	R050880	ST	RE	S	ECSI	S					
415	4497	RL	6	R0509560	R050880	ST	RE	S	ECSI	S					
416	4498	RL	6	R0509570	R050880	ST	RE	S	ECSI	S					
417	4499	RL	6	R0509580	R050880	ST	RE	S	ECSI	S					
418	4500	RL	6	R0510910	R051010	BA	RE	S	VOCA	S					
419	4501	RL	6	R0510930	R051010	BA	RE	S	VOCA	S					
420	4502	RL	6	R0510950	R051010	BA	LI	S	DGUL	S					
421	4503	RL	6	R0510960	R051010	R	LI	S	DGUL	S					
422	4504	RL	6	R0510970	R051010	R	LI	S	DGUL	S					
423	4505	RL	6	R0510990	R051010	ST	LI	S	DAIL	S					
424	4506	RL	6	R0511010	R051010	BA	LI	S	DGUL	S					
425	4507	RL	6	R0511030	R051010	ST	LI	S	ECSL	S					
426	4508	RL	6	R0511040	R051010	ST	LI	S	ECSL	S					
427	4509	RL	6	R0511170	R051030	BA	RE	S	VOCA	S					
428	4510	RL	6	R0511180	R051030	BA	RE	S	VOCA	S					
429	4511	RL	6	R0511200	R051030	R	LI	S	DGUL	S					
430	4512	RL	6	R0511210	R051030	R	LI	S	DGUL	S					
431	4513	RL	6	R0511230	R051030	ST	LI	S	DAIL	S					
432	4514	RL	6	R0511240	R051030	ST	LI	S	DAIL	S					
433	4515	RL	6	R0511260	R051030	ST	LI	S	ECSL	S					
434	4516	RL	6	R0511270	R051030	ST	LI	S	DAIL	S			ECSL	S	The wording of the stem focuses on the author's intent (ECSL) but the item also requires students to draw a conclusion about a character's motive based on character's dialogue (DAIL).
435	4517	RL	6	R0513670	R051250	BA	RE	S	VOCA	S					
436	4518	RL	6	R0513680	R051250	BA	LI	S	DGUL	S					
437	4519	RL	6	R0513700	R051250	R	LI	S	DGUL	S					
438	4520	RL	6	R0513710	R051250	ST	LI	S	DAIL	S					
439	4521	RL	6	R0513730	R051250	ST	LI	S	DAIL	S					
440	4522	RL	6	R0513740	R051250	ST	LI	S	DAIL	S					
441	4523	RL	6	R0513750	R051250	BA	LI	S	ECSL	S					Item appears to focus on identifying a type of figurative language rather than on evaluating its effect.
442	4524	RL	6	R0513770	R051250	ST	LI	S	ECSL	S					
443	4525	RL	6	R0513800	R051260	BA	RE	S	READ	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
444	4526	RL	6	R0513820	R051260	R	RE	S	DGUI	S					
445	4527	RL	6	R0513830	R051260	R	RE	S	DGUI	S					
446	4528	RL	6	R0513840	R051260	R	RE	S	DGUI	S					
447	4529	RL	6	R0513850	R051260	BA	RE	S	DGUI	S					
448	4530	RL	6	R0513860	R051260	R	RE	S	DGUI	S					
449	4531	RL	6	R0513870	R051260	ST	RE	S	ECSI	S					
450	4532	RL	6	R0513880	R051260	ST	RE	S	ECSI	S					
451	4533	RL	6	R0513890	R051260	ST	RE	S	ECSI	S					
452	4534	RL	6	R0513900	R051270	BA	RE	S	VOCA	S					
453	4535	RL	6	R0513910	R051270	BA	RE	S	VOCA	S					
454	4536	RL	6	R0513920	R051270	BA	RE	S	VOCA	S					
455	4537	RL	6	R0513950	R051270	R	RE	S	DGUI	S					
456	4538	RL	6	R0513960	R051270	ST	RE	S	DAII	S					
457	4539	RL	6	R0513980	R051270	ST	RE	S	DAII	S					
458	4540	RL	6	R0513990	R051270	ST	RE	S	ECSI	S					
459	4541	RL	6	R0514000	R051270	ST	RE	S	ECSI	S					
460	4542	RL	6	R0514010	R051270	ST	RE	S	ECSI	S					
461	4543	RL	6	R0514020	R051280	BA	RE	S	VOCA	S					
462	4544	RL	6	R0514040	R051280	BA	RE	S	VOCA	S					
463	4545	RL	6	R0514050	R051280	R	RE	S	DGUI	S					
464	4546	RL	6	R0514060	R051280	R	RE	S	DGUI	S					
465	4547	RL	6	R0514080	R051280	ST	RE	S	DAII	S					
466	4548	RL	6	R0514090	R051280	BA	RE	S	DGUI	S					
467	4549	RL	6	R0514100	R051280	ST	RE	S	DAII	S					
468	4550	RL	6	R0514110	R051280	ST	RE	S	ECSI	S					
469	4551	RL	6	R0514130	R051280	ST	RE	S	ECSI	S					
470	4552	RL	6	R0514150	R051290	BA	LI	S	DGUL	S					
471	4553	RL	6	R0514160	R051290	R	LI	S	DGUL	S					
472	4554	RL	6	R0514170	R051290	R	LI	S	DGUL	S					
473	4555	RL	6	R0514180	R051290	BA	LI	S	DGUL	S					
474	4556	RL	6	R0514200	R051290	ST	LI	S	DAIL	S					
475	4557	RL	6	R0514210	R051290	ST	LI	S	DAIL	S					
476	4558	RL	6	R0514230	R051290	ST	LI	S	ECSL	S					
477	4559	RL	6	R0514250	R051290	ST	LI	S	ECSL	S					
478	4560	RL	6	R0514460	R051330	BA	RE	S	READ	S					
479	4561	RL	6	R0514470	R051330	BA	RE	S	READ	S					
480	4562	RL	6	R0514480	R051330	BA	RE	S	READ	S					
481	4563	RL	6	R0514490	R051330	BA	RE	S	READ	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
2	4564	RL	7	R0202650	R020150	ST	RE	S	ECSI	S					
3	4565	RL	7	R0202660	R020150	ST	RE	S	ECSI	S					
4	4566	RL	7	R0202680	R020150	ST	RE	S	ECSI	S					
5	4567	RL	7	R0202720	R020150	R	RE	S	DGUI	S					
6	4568	RL	7	R0213660	R020150	BA	RE	S	VOCA	S					
7	4569	RL	7	R0213670	R020150	R	RE	S	DGUI	S					
8	4570	RL	7	R0213680	R020150	R	RE	S	DGUI	S					
9	4571	RL	7	R0215440	R021810	ST	RE	S	ECSI	S					
10	4572	RL	7	R0215620	R021810	R	RE	S	DGUI	S					
11	4573	RL	7	R0215630	R021810	ST	RE	S	DAII	S					
12	4574	RL	7	R0215640	R021810	ST	RE	S	DAII	S					
13	4575	RL	7	R0215650	R021810	ST	RE	S	DAII	S					
14	4576	RL	7	R0215660	R021810	BA	RE	S	VOCA	S					
15	4577	RL	7	R0223410	R021810	BA	RE	S	VOCA	S					
16	4578	RL	7	R0221340	R021870	BA	RE	S	VOCA	S					
17	4579	RL	7	R0221370	R021870	BA	RE	S	READ	S					
18	4580	RL	7	R0247770	R021870	BA	RE	S	VOCA	S					
19	4581	RL	7	R0258080	R021870	BA	RE	S	READ	S					
20	4582	RL	7	R0222110	R025540	R	RE	S	DGUI	S					
21	4583	RL	7	R0222130	R025540	BA	RE	S	VOCA	S					
22	4584	RL	7	R0222170	R025540	ST	RE	S	ECSI	S					
23	4585	RL	7	R0222180	R025540	ST	RE	S	ECSI	S					
24	4586	RL	7	R0222200	R025540	R	RE	S	DGUI	S					
25	4587	RL	7	R0274780	R025540	ST	RE	S	DAII	S					
26	4588	RL	7	R0274790	R025540	ST	RE	S	DAII	S					
27	4589	RL	7	R0274800	R025540	BA	RE	S	DGUI	S					
28	4590	RL	7	R0223430	R025900	BA	RE	S	VOCA	S					
29	4591	RL	7	R0223440	R025900	BA	RE	S	VOCA	S					
30	4592	RL	7	R0223480	R025900	R	RE	S	DGUI	S					
31	4593	RL	7	R0223490	R025900	R	RE	S	DGUI	S					
32	4594	RL	7	R0228360	R025900	ST	RE	S	DAII	S					
33	4595	RL	7	R0228370	R025900	BA	RE	S	VOCA	S					
34	4596	RL	7	R0228390	R025900	ST	RE	S	ECSI	S					
35	4597	RL	7	R0223920	R025940	BA	RE	S	READ	S					
36	4598	RL	7	R0223930	R025940	BA	RE	S	READ	S					
37	4599	RL	7	R0223940	R025940	BA	RE	S	READ	S					
38	4600	RL	7	R0223950	R025940	BA	RE	S	READ	S					
39	4601	RL	7	R0246370	R026350	ST	RE	S	ECSI	S					
40	4602	RL	7	R0278580	R026350	ST	RE	S	ECSI	S					
41	4603	RL	7	R0278590	R026350	BA	RE	S	VOCA	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
42	4604	RL	7	R0278610	R026350	R	RE	S	DGUI	S					
43	4605	RL	7	R0278630	R026350	BA	RE	S	ECSI	S					
44	4606	RL	7	R0278650	R026350	BA	RE	S	DGUI	S					
45	4607	RL	7	R0278690	R026350	ST	RE	S	ECSI	S					
46	4608	RL	7	R0220160	R026760	ST	LI	S	DAIL	S					
47	4609	RL	7	R0246510	R026760	ST	LI	S	DAIL	S					
48	4610	RL	7	R0247390	R026760	ST	LI	S	DAIL	S					
49	4611	RL	7	R0247420	R026760	ST	LI	S	DAIL	S					
50	4612	RL	7	R0247430	R026760	BA	LI	S	ECSL	S					
51	4613	RL	7	R0247440	R026760	ST	LI	S	ECSL	S					
52	4614	RL	7	R0248120	R026760	BA	RE	S	VOCA	S					
53	4615	RL	7	R0421690	R041030	BA	RE	S	ECSI	S					
54	4616	RL	7	R0421860	R041030	BA	RE	S	VOCA	S					
55	4617	RL	7	R0421890	R041030	ST	RE	S	ECSI	S					
56	4618	RL	7	R0422060	R041030	BA	RE	S	VOCA	S					
57	4619	RL	7	R0422070	R041030	R	RE	S	DGUI	S					
58	4620	RL	7	R0422270	R041030	ST	RE	S	DAIL	S					
59	4621	RL	7	R0422290	R041030	ST	RE	S	ECSI	S					
60	4622	RL	7	R0447450	R042170	BA	RE	S	ECSI	S					
61	4623	RL	7	R0447460	R042170	ST	RE	S	ECSI	S					
62	4624	RL	7	R0447470	R042170	ST	RE	S	ECSI	S					
63	4625	RL	7	R0447490	R042170	ST	RE	S	DAIL	S					
64	4626	RL	7	R0447510	R042170	R	RE	S	DGUI	S					
65	4627	RL	7	R0447530	R042170	ST	RE	S	DAIL	S					
66	4628	RL	7	R0447540	R042170	BA	RE	S	VOCA	S					
67	4629	RL	7	R0447560	R042170	BA	RE	S	VOCA	S					
68	4630	RL	7	R0461020	R042210	R	RE	S	DGUI	S					
69	4631	RL	7	R0461030	R042210	BA	RE	S	ECSI	S					
70	4632	RL	7	R0461050	R042210	ST	RE	S	DAIL	S					
71	4633	RL	7	R0461080	R042210	ST	RE	S	ECSI	S					
72	4634	RL	7	R0461090	R042210	ST	RE	S	ECSI	S					
73	4635	RL	7	R0461120	R042210	BA	RE	S	VOCA	S					
74	4636	RL	7	R0447210	R042220	BA	RE	S	VOCA	S					
75	4637	RL	7	R0447220	R042220	BA	RE	S	VOCA	S					
76	4638	RL	7	R0447250	R042220	R	LI	S	DGUL	S					
77	4639	RL	7	R0447280	R042220	ST	LI	S	DAIL	S					
78	4640	RL	7	R0447290	R042220	BA	LI	S	DGUL	S					
79	4641	RL	7	R0447310	R042220	ST	LI	S	ECSL	S					
80	4642	RL	7	R0447320	R042220	ST	LI	S	DAIL	S					
81	4643	RL	7	R0459270	R042270	BA	RE	S	VOCA	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
82	4644	RL	7	R0459280	R042270	BA	RE	S	VOCA	S					
83	4645	RL	7	R0459310	R042270	R	RE	S	DGUL	S					
84	4646	RL	7	R0459330	R042270	R	RE	S	DGUL	S					
85	4647	RL	7	R0459350	R042270	ST	RE	S	DAII	S					
86	4648	RL	7	R0459360	R042270	BA	RE	S	VOCA	S					
87	4649	RL	7	R0459380	R042270	ST	RE	S	ECSI	S					
88	4650	RL	7	R0445670	R042360	BA	RE	S	READ	S					
89	4651	RL	7	R0445680	R042360	BA	RE	S	READ	S					
90	4652	RL	7	R0445700	R042360	BA	RE	S	READ	S					
91	4653	RL	7	R0445720	R042360	BA	RE	S	READ	S					
92	4654	RL	7	R0448810	R042420	BA	RE	S	VOCA	S					
93	4655	RL	7	R0448820	R042420	BA	RE	S	VOCA	S					
94	4656	RL	7	R0448860	R042420	R	RE	S	DGUL	S					
95	4657	RL	7	R0448880	R042420	ST	RE	S	ECSI	S					
96	4658	RL	7	R0448890	R042420	ST	RE	S	DAII	S					
97	4659	RL	7	R0448900	R042420	ST	RE	S	ECSI	S					
98	4660	RL	7	R0448920	R042420	ST	RE	S	ECSI	S					
99	4661	RL	7	R0446420	R042450	BA	RE	S	VOCA	S					
100	4662	RL	7	R0446450	R042450	BA	LI	S	DGUL	S					
101	4663	RL	7	R0446480	R042450	R	LI	S	DGUL	S					
102	4664	RL	7	R0446490	R042450	ST	LI	S	ECSL	S					
103	4665	RL	7	R0446500	R042450	ST	LI	S	ECSL	S					
104	4666	RL	7	R0446510	R042450	R	LI	S	DGUL	S					
105	4667	RL	7	R0446520	R042450	ST	LI	S	ECSL	S					
106	4668	RL	7	R0449630	R042480	R	RE	S	DGUL	S					
107	4669	RL	7	R0449640	R042480	BA	RE	S	VOCA	S					
108	4670	RL	7	R0449650	R042480	ST	RE	S	ECSI	S					
109	4671	RL	7	R0449660	R042480	R	RE	S	DGUL	S					
110	4672	RL	7	R0449690	R042480	ST	RE	S	ECSI	S					
111	4673	RL	7	R0449700	R042480	ST	RE	S	ECSI	S					
112	4674	RL	7	R0449710	R042480	R	RE	S	DGUL	S					
113	4675	RL	7	R0459510	R042780	BA	RE	S	VOCA	S					
114	4676	RL	7	R0459550	R042780	R	LI	S	DGUL	S					
115	4677	RL	7	R0459560	R042780	ST	LI	S	ECSL	S					
116	4678	RL	7	R0459570	R042780	BA	RE	S	VOCA	S					
117	4679	RL	7	R0459580	R042780	ST	LI	S	ECSL	S					
118	4680	RL	7	R0484640	R042780	R	LI	S	DGUL	S					
119	4681	RL	7	R0484650	R042780	ST	LI	S	ECSL	S					
120	4682	RL	7	R0418360	R042850	ST	RE	S	ECSI	S					
121	4683	RL	7	R0447620	R042850	BA	RE	S	DGUL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
122	4684	RL	7	R0447630	R042850	R	RE	S	DGUI	S					
123	4685	RL	7	R0447650	R042850	BA	RE	S	VOCA	S					
124	4686	RL	7	R0447660	R042850	BA	RE	S	VOCA	S					
125	4687	RL	7	R0447960	R042850	R	RE	S	DGUI	S					
126	4688	RL	7	R0448000	R042850	ST	RE	S	ECSI	S					
127	4689	RL	7	R0447090	R042870	BA	RE	S	VOCA	S					
128	4690	RL	7	R0447100	R042870	BA	RE	S	VOCA	S					
129	4691	RL	7	R0447130	R042870	R	LI	S	DGUL	S					
130	4692	RL	7	R0447140	R042870	R	LI	S	DGUL	S					
131	4693	RL	7	R0447160	R042870	ST	LI	S	DAIL	S					
132	4694	RL	7	R0447170	R042870	ST	LI	S	ECSL	S					
133	4695	RL	7	R0447190	R042870	ST	LI	S	DAIL	S					
134	4696	RL	7	R0447900	R042950	BA	RE	S	READ	S					
135	4697	RL	7	R0447910	R042950	BA	RE	S	READ	S					
136	4698	RL	7	R0447930	R042950	ST	RE	S	READ	S					
137	4699	RL	7	R0447940	R042950	BA	RE	S	READ	S					
138	4700	RL	7	R0446810	R042990	R	LI	S	DGUL	S					
139	4701	RL	7	R0446820	R042990	R	LI	S	DGUL	S					
140	4702	RL	7	R0446840	R042990	BA	RE	S	VOCA	S					
141	4703	RL	7	R0447010	R042990	ST	LI	S	DAIL	S					
142	4704	RL	7	R0447030	R042990	ST	LI	S	ECSL	S					
143	4705	RL	7	R0447040	R042990	BA	RE	S	VOCA	S					
144	4706	RL	7	R0447050	R042990	ST	LI	S	ECSL	S					
145	4707	RL	7	R0447060	R042990	ST	LI	S	DAIL	S					
146	4708	RL	7	R0466410	R043130	BA	RE	S	READ	S					
147	4709	RL	7	R0466420	R043130	BA	RE	S	READ	S					
148	4710	RL	7	R0466440	R043130	BA	RE	S	READ	S					
149	4711	RL	7	R0466450	R043130	BA	RE	S	READ	S					
150	4712	RL	7	R0446340	R043370	BA	RE	S	VOCA	S					
151	4713	RL	7	R0446350	R043370	BA	RE	S	VOCA	S					
152	4714	RL	7	R0446370	R043370	BA	RE	S	VOCA	S					
153	4715	RL	7	R0446380	R043370	R	RE	S	DGUI	S					
154	4716	RL	7	R0446400	R043370	ST	RE	S	DAIL	S					
155	4717	RL	7	R0446540	R043370	ST	RE	S	ECSI	S					
156	4718	RL	7	R0446560	R043370	ST	RE	S	ECSI	S					
157	4719	RL	7	R0446570	R043370	ST	RE	S	ECSI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
158	4720	RL	7	R0449730	R043390	ST	RE	S	VOCA	S					Item rated ST because evaluating the pairs of synonyms is complex and because of plausibility of distractors.
159	4721	RL	7	R0449740	R043390	BA	RE	S	VOCA	S					
160	4722	RL	7	R0449760	R043390	BA	RE	S	DGUI	S					
161	4723	RL	7	R0449780	R043390	R	RE	S	DGUI	S					
162	4724	RL	7	R0449800	R043390	ST	RE	S	DAII	S					
163	4725	RL	7	R0449820	R043390	ST	RE	S	ECSI	S					
164	4726	RL	7	R0449830	R043390	ST	RE	S	ECSI	S					
165	4727	RL	7	R0449840	R043390	ST	RE	S	DAII	S					
166	4728	RL	7	R0469690	R043800	BA	RE	S	VOCA	S					
167	4729	RL	7	R0470300	R043800	ST	RE	S	ECSI	S					
168	4730	RL	7	R0470320	R043800	ST	RE	S	ECSI	S					
169	4731	RL	7	R0470340	R043800	ST	RE	S	DAII	S					
170	4732	RL	7	R0470360	R043800	R	RE	S	DGUI	S					
171	4733	RL	7	R0470370	R043800	R	RE	S	DGUI	S					
172	4734	RL	7	R0470380	R043800	R	RE	S	DGUI	S					
173	4735	RL	7	R0446150	R043910	BA	RE	S	READ	S					
174	4736	RL	7	R0446180	R043910	BA	RE	S	READ	S					
175	4737	RL	7	R0446190	R043910	BA	RE	S	READ	S					
176	4738	RL	7	R0446210	R043910	BA	RE	S	READ	S					
177	4739	RL	7	R0448990	R043980	BA	RE	S	VOCA	S					
178	4740	RL	7	R0449010	R043980	BA	RE	S	VOCA	S					
179	4741	RL	7	R0449030	R043980	BA	RE	S	VOCA	S					
180	4742	RL	7	R0449040	R043980	BA	RE	S	VOCA	S					
181	4743	RL	7	R0449060	R043980	ST	LI	S	DAIL	S					
182	4744	RL	7	R0449070	R043980	ST	LI	S	DAIL	S					
183	4745	RL	7	R0449090	R043980	ST	LI	S	ECSL	S					
184	4746	RL	7	R0466750	R044390	ST	LI	S	ECSL	S					
185	4747	RL	7	R0466790	R044390	R	LI	S	DGUL	S					
186	4748	RL	7	R0466800	R044390	ST	LI	S	DAIL	S					
187	4749	RL	7	R0466810	R044390	ST	LI	S	ECSL	S					
188	4750	RL	7	R0466820	R044390	ST	LI	S	DAIL	S					
189	4751	RL	7	R0466830	R044390	ST	LI	S	DAIL	S					
190	4752	RL	7	R0466840	R044390	BA	RE	S	VOCA	S					
191	4753	RL	7	R0451180	R046130	ST	RE	S	ECSI	S					
192	4754	RL	7	R0459860	R046130	ST	RE	S	ECSI	S					
193	4755	RL	7	R0459870	R046130	R	RE	S	DGUI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
194	4756	RL	7	R0459910	R046130	ST	RE	S	DAIL	S					
195	4757	RL	7	R0459920	R046130	BA	RE	S	DGUI	S					
196	4758	RL	7	R0459930	R046130	R	RE	S	DGUI	S					
197	4759	RL	7	R0459940	R046130	BA	RE	S	VOCA	S					
198	4760	RL	7	R0459950	R046130	BA	RE	S	VOCA	S					
199	4761	RL	7	R0459850	R046140	BA	RE	S	READ	S					
200	4762	RL	7	R0459970	R046140	BA	RE	S	READ	S					
201	4763	RL	7	R0459980	R046140	ST	RE	S	READ	S					
202	4764	RL	7	R0459990	R046140	BA	RE	S	READ	S					
203	4765	RL	7	R0448370	R046450	ST	LI	S	ECSL	S					
204	4766	RL	7	R0448380	R046450	BA	RE	S	VOCA	S					
205	4767	RL	7	R0448390	R046450	BA	RE	S	VOCA	S					
206	4768	RL	7	R0448410	R046450	R	LI	S	DGUL	S					
207	4769	RL	7	R0448430	R046450	R	LI	S	DGUL	S					
208	4770	RL	7	R0448470	R046450	R	LI	S	DGUL	S					
209	4771	RL	7	R0448480	R046450	ST	LI	S	ECSL	S					
210	4772	RL	7	R0450030	R046820	ST	LI	S	DAIL	S					
211	4773	RL	7	R0450050	R046820	ST	LI	S	ECSL	S					
212	4774	RL	7	R0450060	R046820	BA	RE	S	VOCA	S					
213	4775	RL	7	R0450080	R046820	ST	LI	S	ECSL	S					
214	4776	RL	7	R0450110	R046820	ST	LI	S	DAIL	S					
215	4777	RL	7	R0450120	R046820	ST	LI	S	DAIL	S					
216	4778	RL	7	R0450140	R046820	ST	LI	S	DAIL	S			ECSL	S	
217	4779	RL	7	R0449290	R046830	BA	RE	S	VOCA	S					
218	4780	RL	7	R0449320	R046830	ST	LI	S	DAIL	S					
219	4781	RL	7	R0449330	R046830	ST	LI	S	ECSL	S					
220	4782	RL	7	R0449340	R046830	R	LI	S	DGUL	S					
221	4783	RL	7	R0449350	R046830	R	LI	S	DGUL	S					
222	4784	RL	7	R0449370	R046830	BA	LI	S	DGUL	S					
223	4785	RL	7	R0449400	R046830	ST	LI	S	ECSL	S					
224	4786	RL	7	R0450150	R046880	BA	RE	S	VOCA	S					
225	4787	RL	7	R0450160	R046880	BA	RE	S	VOCA	S					
226	4788	RL	7	R0450180	R046880	BA	RE	S	VOCA	S					
227	4789	RL	7	R0450190	R046880	R	RE	S	DGUI	S					
228	4790	RL	7	R0450200	R046880	R	RE	S	DGUI	S					
229	4791	RL	7	R0450210	R046880	R	RE	S	DGUI	S					
230	4792	RL	7	R0450250	R046880	ST	RE	S	ECSI	S					
231	4793	RL	7	R0450260	R046880	ST	RE	S	DAIL	S					
232	4794	RL	7	R0457070	R046990	ST	LI	S	ECSL	S					
233	4795	RL	7	R0457080	R046990	ST	LI	S	ECSL	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
234	4796	RL	7	R0457090	R046990	ST	LI	S	ECSL	S					
235	4797	RL	7	R0457110	R046990	ST	LI	S	DAIL	S					
236	4798	RL	7	R0457120	R046990	R	LI	S	DGUL	S					
237	4799	RL	7	R0457140	R046990	R	LI	S	DGUL	S					
238	4800	RL	7	R0457170	R046990	BA	RE	S	VOCA	S					
239	4801	RL	7	R0457010	R047000	R	LI	S	DGUL	S					
240	4802	RL	7	R0457030	R047000	ST	LI	S	ECSL	S					
241	4803	RL	7	R0457350	R047000	ST	LI	S	ECSL	S					
242	4804	RL	7	R0457360	R047000	ST	LI	S	ECSL	S					
243	4805	RL	7	R0457380	R047000	ST	LI	S	DAIL	S					
244	4806	RL	7	R0457390	R047000	ST	LI	S	DAIL	S					
245	4807	RL	7	R0457400	R047000	R	LI	S	DGUL	S					
246	4808	RL	7	R0450270	R047010	ST	RE	S	ECSI	S					
247	4809	RL	7	R0450280	R047010	ST	RE	S	ECSI	S					
248	4810	RL	7	R0450300	R047010	ST	RE	S	DAIL	S					
249	4811	RL	7	R0450330	R047010	R	RE	S	DGUI	S					
250	4812	RL	7	R0450360	R047010	ST	RE	S	DAIL	S					
251	4813	RL	7	R0450370	R047010	BA	RE	S	VOCA	S					
252	4814	RL	7	R0450380	R047010	R	RE	S	DGUI	S					
253	4815	RL	7	R0450390	R047060	ST	LI	S	ECSL	S					
254	4816	RL	7	R0453180	R047060	ST	LI	S	DAIL	S					
255	4817	RL	7	R0453210	R047060	ST	LI	S	ECSL	S					
256	4818	RL	7	R0453220	R047060	R	LI	S	DGUL	S					
257	4819	RL	7	R0453240	R047060	R	LI	S	DGUL	S					
258	4820	RL	7	R0453260	R047060	R	LI	S	DGUL	S					
259	4821	RL	7	R0453280	R047060	BA	RE	S	VOCA	S					
260	4822	RL	7	R0419920	R047180	BA	RE	S	READ	S					
261	4823	RL	7	R0419930	R047180	BA	RE	S	READ	S					
262	4824	RL	7	R0419950	R047180	BA	RE	S	READ	S					
263	4825	RL	7	R0419960	R047180	ST	RE	S	READ	S					
264	4826	RL	7	R0419970	R047180	BA	RE	S	READ	P					Interpreted "format" in CCG READ to include text features of italics and parentheses as a convention for distinguishing common names from scientific names. This skill is superficially related to the skills in EL.07.RE.15.
265	4827	RL	7	R0502120	R050180	BA	RE	S	VOCA	S					
266	4828	RL	7	R0502130	R050180	R	LI	S	DGUL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
267	4829	RL	7	R0502160	R050180	BA	LI	S	DGUL	S					
268	4830	RL	7	R0502170	R050180	ST	LI	S	DAIL	S					
269	4831	RL	7	R0502180	R050180	ST	LI	S	DAIL	S					
270	4832	RL	7	R0502190	R050180	ST	RE	S	VOCA	S					
271	4833	RL	7	R0502200	R050180	ST	LI	S	ECSL	S					
272	4834	RL	7	R0501880	R050190	BA	RE	S	VOCA	S					
273	4835	RL	7	R0501890	R050190	R	LI	S	DGUL	S					
274	4836	RL	7	R0501900	R050190	BA	LI	S	DGUL	S					
275	4837	RL	7	R0501940	R050190	ST	LI	S	DAIL	S					
276	4838	RL	7	R0501950	R050190	ST	LI	S	ECSL	S					
277	4839	RL	7	R0501960	R050190	ST	LI	S	ECSL	S					
278	4840	RL	7	R0501970	R050190	ST	LI	S	ECSL	S					
279	4841	RL	7	R0501990	R050200	BA	RE	S	VOCA	S					
280	4842	RL	7	R0502000	R050200	BA	RE	S	VOCA	S					
281	4843	RL	7	R0502020	R050200	BA	RE	S	DGUI	S					
282	4844	RL	7	R0502050	R050200	BA	RE	S	DGUI	S					
283	4845	RL	7	R0502070	R050200	ST	RE	S	ECSI	S					
284	4846	RL	7	R0502080	R050200	ST	RE	S	ECSI	S					
285	4847	RL	7	R0502090	R050200	ST	RE	S	ECSI	S					
286	4848	RL	7	R0502240	R050240	BA	RE	S	READ	S					
287	4849	RL	7	R0502250	R050240	BA	RE	S	READ	S					
288	4850	RL	7	R0502270	R050240	BA	RE	S	READ	S					
289	4851	RL	7	R0502280	R050240	BA	RE	S	READ	S					
290	4852	RL	7	R0502290	R050240	BA	RE	S	READ	S					
291	4853	RL	7	R0502310	R050250	BA	RE	S	READ	S					
292	4854	RL	7	R0502320	R050250	BA	RE	S	READ	S					
293	4855	RL	7	R0502330	R050250	BA	RE	S	READ	S					
294	4856	RL	7	R0502360	R050250	BA	RE	S	READ	S					
295	4857	RL	7	R0502400	R050260	BA	RE	S	READ	S					
296	4858	RL	7	R0502410	R050260	BA	RE	S	READ	S					
297	4859	RL	7	R0502430	R050260	BA	RE	S	READ	S					
298	4860	RL	7	R0502440	R050260	BA	RE	S	READ	S					
299	4861	RL	7	R0502450	R050270	BA	RE	S	VOCA	S					
300	4862	RL	7	R0502470	R050270	BA	RE	S	VOCA	S					
301	4863	RL	7	R0502480	R050270	R	RE	S	DGUI	S					
302	4864	RL	7	R0502490	R050270	BA	RE	S	DGUI	S			DAIL	S	
303	4865	RL	7	R0502520	R050270	ST	RE	S	DAIL	S					
304	4866	RL	7	R0502540	R050270	ST	RE	S	ECSI	S					
305	4867	RL	7	R0502550	R050270	ST	RE	S	ECSI	S					
306	4868	RL	7	R0502590	R050280	BA	RE	S	VOCA	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
307	4869	RL	7	R0502600	R050280	R	RE	S	DGUI	S					
308	4870	RL	7	R0502610	R050280	R	RE	S	DGUI	S					
309	4871	RL	7	R0502640	R050280	ST	RE	S	DAII	S					
310	4872	RL	7	R0502670	R050280	ST	RE	S	ECSI	S					
311	4873	RL	7	R0502680	R050280	BA	RE	S	ECSI	S					
312	4874	RL	7	R0502690	R050280	ST	RE	S	ECSI	S					
313	4875	RL	7	R0503090	R050290	BA	RE	S	VOCA	S					
314	4876	RL	7	R0503140	R050290	ST	RE	S	DGUI	S					
315	4877	RL	7	R0503150	R050290	ST	RE	S	DAII	S					
316	4878	RL	7	R0503160	R050290	ST	RE	S	DAII	S					
317	4879	RL	7	R0503180	R050290	ST	RE	S	DAII	S					
318	4880	RL	7	R0503190	R050290	ST	RE	S	ECSI	S					
319	4881	RL	7	R0503200	R050290	ST	RE	S	ECSI	S					
320	4882	RL	7	R0502970	R050300	BA	RE	S	VOCA	S					
321	4883	RL	7	R0502980	R050300	BA	RE	S	VOCA	S					
322	4884	RL	7	R0502990	R050300	BA	RE	S	VOCA	S					
323	4885	RL	7	R0503000	R050300	R	RE	S	DGUI	S					
324	4886	RL	7	R0503060	R050300	ST	RE	S	ECSI	S					
325	4887	RL	7	R0503070	R050300	ST	RE	S	ECSI	S					
326	4888	RL	7	R0503080	R050300	ST	RE	S	ECSI	S					
327	4889	RL	7	R0503230	R050310	BA	RE	S	VOCA	S					
328	4890	RL	7	R0503240	R050310	BA	RE	S	VOCA	S					
329	4891	RL	7	R0503260	R050310	R	LI	S	DGUL	S					
330	4892	RL	7	R0503270	R050310	BA	LI	S	DGUL	S					
331	4893	RL	7	R0503300	R050310	ST	LI	S	DAIL	S					
332	4894	RL	7	R0503310	R050310	ST	LI	S	ECSL	S					
333	4895	RL	7	R0503330	R050310	ST	LI	S	ECSL	S					
334	4896	RL	7	R0503340	R050320	BA	RE	S	VOCA	S					
335	4897	RL	7	R0503350	R050320	BA	RE	S	VOCA	S					
336	4898	RL	7	R0503360	R050320	BA	RE	S	VOCA	S					
337	4899	RL	7	R0503370	R050320	R	RE	S	DGUI	S					
338	4900	RL	7	R0503390	R050320	R	RE	S	DGUI	S					
339	4901	RL	7	R0503430	R050320	ST	RE	S	ECSI	S					
340	4902	RL	7	R0503440	R050320	ST	RE	S	DAII	S					
341	4903	RL	7	R0503450	R050320	ST	RE	S	ECSI	S					
342	4904	RL	7	R0504830	R050460	BA	RE	S	READ	S					
343	4905	RL	7	R0504850	R050460	BA	RE	S	READ	S					
344	4906	RL	7	R0504860	R050460	BA	RE	S	READ	S					
345	4907	RL	7	R0504870	R050460	BA	RE	S	READ	S					
346	4908	RL	7	R0504890	R050470	BA	RE	S	VOCA	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
347	4909	RL	7	R0504900	R050470	ST	LI	S	DAIL	S					
348	4910	RL	7	R0504910	R050470	BA	RE	S	VOCA	S					
349	4911	RL	7	R0504920	R050470	BA	RE	S	VOCA	S					
350	4912	RL	7	R0504940	R050470	R	LI	S	DGUL	S					
351	4913	RL	7	R0504950	R050470	ST	LI	S	DAIL	S					
352	4914	RL	7	R0505000	R050470	ST	LI	S	ECSL	S					
353	4915	RL	7	R0505840	R050560	ST	LI	S	ECSL	S					
354	4916	RL	7	R0505860	R050560	BA	RE	S	VOCA	S					
355	4917	RL	7	R0505880	R050560	R	LI	S	DGUL	S					
356	4918	RL	7	R0505890	R050560	BA	LI	S	DGUL	S					
357	4919	RL	7	R0505900	R050560	ST	LI	S	DAIL	S					
358	4920	RL	7	R0505920	R050560	ST	LI	S	DAIL	S					
359	4921	RL	7	R0505930	R050560	ST	LI	S	ECSL	S					
360	4922	RL	7	R0509590	R050890	BA	RE	S	VOCA	S					
361	4923	RL	7	R0509640	R050890	R	RE	S	DGUI	S					
362	4924	RL	7	R0509650	R050890	ST	RE	S	DAII	S					
363	4925	RL	7	R0509660	R050890	ST	RE	S	DAII	S					
364	4926	RL	7	R0509670	R050890	ST	RE	S	DAII	S					
365	4927	RL	7	R0509690	R050890	ST	RE	S	ECSI	S					
366	4928	RL	7	R0509700	R050890	BA	RE	S	DGUI	S					
367	4929	RL	7	R0509710	R050900	ST	RE	S	VOCA	S					
368	4930	RL	7	R0509730	R050900	BA	RE	S	VOCA	S					
369	4931	RL	7	R0509740	R050900	R	RE	S	DGUI	S					
370	4932	RL	7	R0509750	R050900	R	RE	S	DGUI	S					
371	4933	RL	7	R0509760	R050900	R	RE	S	DGUI	S					
372	4934	RL	7	R0509790	R050900	ST	RE	S	DAII	S					
373	4935	RL	7	R0509810	R050900	ST	RE	S	ECSI	S					
374	4936	RL	7	R0509820	R050900	ST	RE	S	ECSI	S					
375	4937	RL	7	R0509840	R050910	BA	RE	S	VOCA	S					
376	4938	RL	7	R0509850	R050910	R	RE	S	DGUI	S					
377	4939	RL	7	R0509870	R050910	R	RE	S	DGUI	S					
378	4940	RL	7	R0509890	R050910	R	RE	S	DGUI	S					
379	4941	RL	7	R0509900	R050910	BA	RE	S	DGUI	S					
380	4942	RL	7	R0509930	R050910	ST	RE	S	ECSI	S					
381	4943	RL	7	R0509950	R050910	ST	RE	S	ECSI	S					
382	4944	RL	7	R0510080	R050930	BA	RE	S	VOCA	S					
383	4945	RL	7	R0510110	R050930	R	RE	S	DGUI	S					
384	4946	RL	7	R0510120	R050930	R	RE	S	DGUI	S					
385	4947	RL	7	R0510130	R050930	R	RE	S	DGUI	S					
386	4948	RL	7	R0510150	R050930	BA	RE	S	DGUI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
387	4949	RL	7	R0510170	R050930	ST	RE	S	ECSI	S					
388	4950	RL	7	R0510190	R050930	ST	RE	S	ECSI	S					
389	4951	RL	7	R0510230	R050940	BA	RE	S	VOCA	S					
390	4952	RL	7	R0510250	R050940	R	LI	S	DGUL	S					
391	4953	RL	7	R0510260	R050940	R	LI	S	DGUL	S					
392	4954	RL	7	R0510280	R050940	ST	LI	S	DAIL	S					
393	4955	RL	7	R0510300	R050940	ST	LI	S	ECSL	S					
394	4956	RL	7	R0510310	R050940	ST	LI	S	ECSL	S					
395	4957	RL	7	R0510320	R050940	ST	LI	S	ECSL	S					
396	4958	RL	7	R0510350	R050950	BA	RE	S	READ	S					
397	4959	RL	7	R0510360	R050950	BA	RE	S	READ	S					
398	4960	RL	7	R0510370	R050950	BA	RE	S	READ	S					
399	4961	RL	7	R0510380	R050950	ST	RE	S	READ	S					
400	4962	RL	7	R0510680	R050990	BA	RE	S	DGUI	S					
401	4963	RL	7	R0510700	R050990	R	RE	S	DGUI	S					
402	4964	RL	7	R0510710	R050990	R	RE	S	DGUI	S					
403	4965	RL	7	R0510730	R050990	BA	RE	S	VOCA	S					
404	4966	RL	7	R0510750	R050990	ST	RE	S	ECSI	S					
405	4967	RL	7	R0510770	R050990	ST	RE	S	ECSI	S					
406	4968	RL	7	R0510780	R050990	ST	RE	S	ECSI	S					
407	4969	RL	7	R0511050	R051020	BA	RE	S	VOCA	S					
408	4970	RL	7	R0511060	R051020	BA	RE	S	VOCA	S					
409	4971	RL	7	R0511070	R051020	BA	RE	S	VOCA	S					
410	4972	RL	7	R0511080	R051020	R	RE	S	DGUI	S					
411	4973	RL	7	R0511120	R051020	ST	RE	S	DAII	S					
412	4974	RL	7	R0511130	R051020	ST	RE	S	DAII	S					
413	4975	RL	7	R0511150	R051020	ST	RE	S	ECSI	S					
414	4976	RL	7	R0511160	R051020	ST	RE	S	ECSI	S					
415	4977	RL	7	R0513060	R051200	BA	RE	S	VOCA	S					
416	4978	RL	7	R0513070	R051200	BA	RE	S	VOCA	S					
417	4979	RL	7	R0513080	R051200	BA	RE	S	VOCA	S					
418	4980	RL	7	R0513090	R051200	R	LI	S	DGUL	S					
419	4981	RL	7	R0513110	R051200	ST	LI	S	ECSL	S			DAIL	S	Effect of diction on characterization (ECSL); interpretation of character based on narrator's words (DAIL).
420	4982	RL	7	R0513120	R051200	ST	LI	S	DAIL	S					
421	4983	RL	7	R0513150	R051200	ST	LI	S	DAIL	S					
422	4984	RL	7	R0513170	R051200	ST	LI	S	ECSL	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
423	4985	RL	7	R0513180	R051210	BA	RE	S	VOCA	S					
424	4986	RL	7	R0513200	R051210	BA	RE	S	VOCA	S					
425	4987	RL	7	R0513210	R051210	BA	RE	S	VOCA	S					
426	4988	RL	7	R0513240	R051210	ST	LI	S	DAIL	S					
427	4989	RL	7	R0513250	R051210	ST	LI	S	DAIL	S					
428	4990	RL	7	R0513260	R051210	ST	LI	S	DAIL	S					
429	4991	RL	7	R0513290	R051210	ST	LI	S	ECSL	S					
430	4992	RL	7	R0513460	R051230	ST	LI	S	DAIL	S					
431	4993	RL	7	R0513470	R051230	ST	LI	S	DAIL	S					
432	4994	RL	7	R0513480	R051230	BA	LI	S	DGUL	S					
433	4995	RL	7	R0513490	R051230	ST	LI	S	DAIL	S					
434	4996	RL	7	R0513500	R051230	ST	LI	S	ECSL	S					
435	4997	RL	7	R0513520	R051230	ST	LI	S	ECSL	S					
436	4998	RL	7	R0513530	R051230	ST	LI	S	ECSL	S					
437	4999	RL	7	R0513560	R051240	BA	RE	S	VOCA	S					
438	5000	RL	7	R0513570	R051240	R	RE	S	DGUI	S					
439	5001	RL	7	R0513580	R051240	R	RE	S	DGUI	S					
440	5002	RL	7	R0513600	R051240	ST	RE	S	DAII	S					
441	5003	RL	7	R0513610	R051240	BA	RE	S	VOCA	S					
442	5004	RL	7	R0513620	R051240	ST	RE	S	ECSI	S					
443	5005	RL	7	R0513650	R051240	ST	RE	S	ECSI	S					
444	5006	RL	7	R0514280	R051300	BA	RE	S	READ	S					
445	5007	RL	7	R0514290	R051300	BA	RE	S	READ	S					
446	5008	RL	7	R0514300	R051300	BA	RE	S	READ	S					
447	5009	RL	7	R0514310	R051300	BA	RE	S	READ	S					
448	5010	RL	7	R0514320	R051310	BA	RE	S	READ	S					
449	5011	RL	7	R0514330	R051310	BA	RE	S	READ	S					
450	5012	RL	7	R0514350	R051310	ST	RE	S	READ	S					
451	5013	RL	7	R0514360	R051310	BA	RE	S	READ	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
2	5264	RL	8	R0251560	R026180	BA	RE	S	VOCA	S					
3	5265	RL	8	R0251570	R026180	R	RE	S	DGUL	S					
4	5266	RL	8	R0251590	R026180	BA	RE	S	DGUL	S			VOCA	S	This item directly addresses the DGUL CCG but also requires interpretation of figurative language (VOCA) to determine the correct answer.
5	5267	RL	8	R0251610	R026180	BA	RE	S	DGUL	S					
6	5268	RL	8	R0251630	R026180	ST	RE	S	DAIL	S					
7	5269	RL	8	R0279030	R026180	BA	RE	S	VOCA	S					
8	5454	RL	8	R0451530	R043000	BA	RE	S	VOCA	S					
9	5455	RL	8	R0451560	R043000	R	LI	S	DGUL	S					
10	5456	RL	8	R0451580	R043000	BA	LI	S	DGUL	S					DoK is BA because the language of the stem differs from that of the text and because determining correct answer requires comprehension of a sequence of events.
11	5457	RL	8	R0451590	R043000	ST	LI	S	DAIL	S					
12	5458	RL	8	R0451610	R043000	ST	LI	S	DAIL	S					
13	5459	RL	8	R0451620	R043000	ST	LI	S	DAIL	S					
14	5460	RL	8	R0451630	R043000	ST	LI	S	ECSL	S					
15	5167	RL	8	R0216280	R022520	ST	LI	S	ECSL	S					
16	5168	RL	8	R0216290	R022520	R	LI	S	DGUL	S					
17	5169	RL	8	R0216300	R022520	ST	LI	S	DAIL	S					
18	5170	RL	8	R0216310	R022520	R	LI	S	DGUL	S					
19	5171	RL	8	R0216320	R022520	ST	LI	S	ECSL	S					
20	5172	RL	8	R0216340	R022520	ST	LI	S	ECSL	S					
21	5173	RL	8	R0277580	R022520	BA	RE	S	VOCA	S					
22	5401	RL	8	R0461690	R042160	ST	LI	S	ECSL	S					
23	5402	RL	8	R0461700	R042160	ST	LI	S	ECSL	S					
24	5403	RL	8	R0461730	R042160	ST	LI	S	DAIL	S					
25	5404	RL	8	R0461740	R042160	ST	LI	S	ECSL	S					
26	5405	RL	8	R0461810	R042160	ST	RE	S	VOCA	S					
27	5406	RL	8	R0461820	R042160	ST	LI	S	ECSL	S					
28	5407	RL	8	R0462020	R042160	R	LI	S	DGUL	S					
29	5408	RL	8	R0462210	R042160	BA	RE	S	VOCA	S					
30	5153	RL	8	R0216770	R022290	BA	RE	S	VOCA	S					
31	5154	RL	8	R0216780	R022290	BA	RE	S	VOCA	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
32	5155	RL	8	R0216800	R022290	R	RE	S	DGUI	S					
33	5156	RL	8	R0216810	R022290	R	RE	S	DGUI	S					
34	5157	RL	8	R0218520	R022290	BA	RE	S	ECSI	S					
35	5158	RL	8	R0218540	R022290	ST	RE	S	VOCA	S					This item calls for interpretation of a figurative expression (VOCA). Item is ST because it requires determining the speaker's tone and motive.
36	5159	RL	8	R0246060	R022290	ST	RE	S	DAII	S					
37	5540	RL	8	R0500010	R050010	BA	RE	S	VOCA	S					
38	5541	RL	8	R0500020	R050010	BA	RE	S	READ	S					
39	5542	RL	8	R0500040	R050010	BA	RE	S	VOCA	S					
40	5543	RL	8	R0500060	R050010	R	RE	S	DGUI	S					
41	5544	RL	8	R0500070	R050010	R	RE	S	DGUI	S					
42	5545	RL	8	R0500110	R050010	ST	RE	S	ECSI	S					
43	5546	RL	8	R0500120	R050010	ST	RE	S	ECSI	S					
44	5270	RL	8	R0220570	R026230	BA	RE	S	VOCA	S					
45	5271	RL	8	R0247210	R026230	BA	RE	S	VOCA	S					
46	5272	RL	8	R0247220	R026230	BA	RE	S	VOCA	S					
47	5273	RL	8	R0247230	R026230	BA	RE	S	DGUI	S					
48	5274	RL	8	R0247240	R026230	BA	RE	S	ECSI	S					
49	5275	RL	8	R0247250	R026230	BA	RE	S	DGUI	S					
50	5276	RL	8	R0247360	R026230	R	RE	S	DGUI	S					
51	5496	RL	8	R0452420	R046940	BA	RE	S	ECSI	S					
52	5497	RL	8	R0452440	R046940	BA	RE	S	VOCA	S					
53	5498	RL	8	R0452460	R046940	R	RE	S	DGUI	S					
54	5499	RL	8	R0452490	R046940	BA	RE	S	DAII	S					
55	5500	RL	8	R0452500	R046940	ST	RE	S	ECSI	S					
56	5501	RL	8	R0452510	R046940	R	RE	S	DGUI	S					
57	5502	RL	8	R0452530	R046940	BA	RE	S	ECSI	S					
58	5378	RL	8	R0306010	R030530	BA	RE	S	VOCA	S					
59	5379	RL	8	R0306050	R030530	R	RE	S	DGUI	S					
60	5380	RL	8	R0306060	R030530	ST	RE	S	DAII	S					
61	5381	RL	8	R0306080	R030530	ST	RE	S	DAII	S					
62	5382	RL	8	R0306090	R030530	BA	RE	S	DGUI	S					
63	5383	RL	8	R0306110	R030530	ST	RE	S	ECSI	S					
64	5384	RL	8	R0306120	R030530	ST	RE	S	ECSI	S					
65	5291	RL	8	R0263170	R026660	BA	RE	S	READ	S					
66	5292	RL	8	R0263180	R026660	BA	RE	S	READ	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
67	5293	RL	8	R0263190	R026660	ST	RE	S	READ	S			ECSI	S	Item requires students to understand the chart (READ) and to analyze author's purpose in choosing what details to include (ECSI).
68	5294	RL	8	R0263200	R026660	ST	RE	S	READ	S					
69	5339	RL	8	R0303440	R030310	BA	RE	S	READ	S					
70	5340	RL	8	R0303460	R030310	BA	RE	S	READ	S					
71	5341	RL	8	R0303470	R030310	BA	RE	S	READ	S			DGUI	S	This item focuses on a paragraph of informational text accompanying a graphic representation. It addresses DGUI since it requires understanding of informational text.
72	5342	RL	8	R0303480	R030310	ST	RE	S	READ	S					
73	5147	RL	8	R0213950	R021770	BA	RE	S	VOCA	S					
74	5148	RL	8	R0213970	R021770	R	LI	S	DGUL	S					
75	5149	RL	8	R0222750	R021770	ST	LI	S	DAIL	S					Item coded ST because it requires inference of information not explicit in the text.
76	5150	RL	8	R0222760	R021770	BA	LI	S	DAIL	S					
77	5151	RL	8	R0239840	R021770	BA	RE	S	VOCA	S					
78	5152	RL	8	R0239850	R021770	BA	LI	S	ECSL	S					
79	5525	RL	8	R0475610	R047320	BA	RE	S	VOCA	S					
80	5526	RL	8	R0475630	R047320	ST	RE	S	DAII	S					
81	5527	RL	8	R0475640	R047320	BA	RE	S	VOCA	S					
82	5528	RL	8	R0475660	R047320	R	RE	S	DGUI	S					
83	5529	RL	8	R0475680	R047320	BA	RE	S	ECSI	S					
84	5530	RL	8	R0475690	R047320	BA	RE	S	DGUI	S					Item is BA because the text provides an additional cause (not among the answers) that is intermediate to the one in the correct answer.
85	5531	RL	8	R0475720	R047320	BA	RE	S	ECSI	P					Item refers to the literal meaning of comparative descriptions, not directly to the author's purpose.
86	5357	RL	8	R0305020	R030440	BA	RE	S	VOCA	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
87	5358	RL	8	R0305050	R030440	R	RE	S	DGUI	S					
88	5359	RL	8	R0305060	R030440	R	RE	S	DGUI	S					
89	5360	RL	8	R0305070	R030440	R	RE	S	DGUI	S					
90	5361	RL	8	R0305090	R030440	ST	RE	S	ECSI	S					
91	5362	RL	8	R0305100	R030440	ST	RE	S	DAII	S					
92	5363	RL	8	R0305120	R030440	BA	RE	S	ECSI	S					
93	5371	RL	8	R0305380	R030470	BA	RE	S	VOCA	S					
94	5372	RL	8	R0305390	R030470	BA	RE	S	VOCA	S					
95	5373	RL	8	R0305410	R030470	BA	LI	S	DGUL	S					
96	5374	RL	8	R0305420	R030470	R	LI	S	DGUL	S					
97	5375	RL	8	R0305440	R030470	BA	LI	S	DGUL	S					
98	5376	RL	8	R0305470	R030470	ST	LI	S	ECSL	S					
99	5377	RL	8	R0305490	R030470	ST	LI	S	ECSL	S					
100	5048	RL	8	R0118820	R010640	BA	RE	S	VOCA	S					
101	5049	RL	8	R0118830	R010640	BA	RE	S	VOCA	S					
102	5050	RL	8	R0118840	R010640	BA	RE	S	DGUI	S					
103	5051	RL	8	R0118870	R010640	R	RE	S	DGUI	S					
104	5052	RL	8	R0118880	R010640	ST	RE	S	ECSI	P					
105	5053	RL	8	R0118920	R010640	BA	RE	S	ECSI	S					
106	5257	RL	8	R0221580	R026130	BA	RE	S	VOCA	S					
107	5258	RL	8	R0221600	R026130	R	LI	S	DGUL	S					
108	5259	RL	8	R0221610	R026130	ST	LI	S	DAIL	S					
109	5260	RL	8	R0224860	R026130	BA	RE	S	VOCA	S					
110	5261	RL	8	R0247300	R026130	BA	RE	S	VOCA	S					
111	5262	RL	8	R0247330	R026130	BA	LI	S	ECSL	S					
112	5263	RL	8	R0247340	R026130	ST	LI	S	ECSL	S					
113	5475	RL	8	R0454890	R044910	R	LI	S	DGUL	S					
114	5476	RL	8	R0454910	R044910	BA	RE	S	VOCA	S					
115	5477	RL	8	R0454930	R044910	ST	LI	S	ECSL	S					
116	5478	RL	8	R0454950	R044910	BA	RE	S	VOCA	S					
117	5479	RL	8	R0454960	R044910	ST	LI	S	ECSL	S					
118	5480	RL	8	R0454970	R044910	BA	RE	S	VOCA	S					
119	5481	RL	8	R0455000	R044910	R	LI	S	DGUL	S					
120	5394	RL	8	R0462160	R042130	R	RE	S	DGUI	S					
121	5395	RL	8	R0462170	R042130	R	RE	S	DGUI	S					
122	5396	RL	8	R0462200	R042130	R	RE	S	DGUI	S					
123	5397	RL	8	R0462230	R042130	ST	RE	S	DAII	S					
124	5398	RL	8	R0462240	R042130	ST	RE	S	DAII	S					
125	5399	RL	8	R0462260	R042130	ST	RE	S	ECSI	S					
126	5400	RL	8	R0462270	R042130	ST	RE	S	ECSI	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
127	5277	RL	8	R0250220	R026380	ST	LI	S	ECSL	S					
128	5278	RL	8	R0250230	R026380	ST	LI	S	DAIL	S					
129	5279	RL	8	R0250400	R026380	R	LI	S	DGUL	S					
130	5280	RL	8	R0250410	R026380	R	LI	S	DGUL	S					
131	5281	RL	8	R0250420	R026380	BA	LI	S	DAIL	P					
132	5282	RL	8	R0250430	R026380	ST	LI	S	DAIL	S					
133	5283	RL	8	R0250460	R026380	ST	LI	S	DAIL	S					
134	5204	RL	8	R0240150	R024270	ST	RE	S	ECSI	S					
135	5205	RL	8	R0240170	R024270	ST	RE	S	DAII	S					
136	5206	RL	8	R0240180	R024270	R	RE	S	DGUI	S					
137	5207	RL	8	R0240210	R024270	R	RE	S	DGUI	S					
138	5208	RL	8	R0240220	R024270	BA	RE	S	DGUI	S					
139	5209	RL	8	R0240240	R024270	R	RE	S	DGUI	S					
140	5343	RL	8	R0303900	R030350	ST	RE	S	ECSI	S					
141	5344	RL	8	R0303910	R030350	BA	RE	S	VOCA	S					
142	5345	RL	8	R0303930	R030350	R	RE	S	DGUI	S					
143	5346	RL	8	R0303940	R030350	R	RE	S	DGUI	S					
144	5347	RL	8	R0303960	R030350	ST	RE	S	ECSI	S					
145	5348	RL	8	R0303980	R030350	ST	RE	S	ECSI	S					
146	5349	RL	8	R0304000	R030350	ST	RE	S	ECSI	S					
147	5224	RL	8	R0222960	R024460	BA	LI	S	ECSL	S					
148	5225	RL	8	R0222980	R024460	ST	LI	S	ECSL	S					
149	5226	RL	8	R0224030	R024460	BA	RE	S	VOCA	S					
150	5227	RL	8	R0230710	R024460	ST	LI	S	DAIL	S					
151	5228	RL	8	R0230720	R024460	BA	RE	S	VOCA	S					
152	5229	RL	8	R0246620	R024460	ST	LI	S	ECSL	S					
153	5230	RL	8	R0246630	R024460	R	LI	S	DGUL	S					
154	5284	RL	8	R0258330	R026520	R	LI	S	DGUL	S					
155	5285	RL	8	R0258350	R026520	BA	LI	S	DGUL	S					
156	5286	RL	8	R0258360	R026520	BA	LI	S	DGUL	S	RE	S	VOCA	S	This item primarily requires identifying a key idea but also requires interpreting an unusual phrase.
157	5287	RL	8	R0258390	R026520	ST	LI	S	ECSL	S					
158	5288	RL	8	R0258410	R026520	BA	LI	S	ECSL	S					
159	5289	RL	8	R0258540	R026520	ST	LI	S	ECSL	S					
160	5290	RL	8	R0258670	R026520	BA	RE	S	VOCA	S					
161	5023	RL	8	R0102260	R010070	BA	RE	S	VOCA	S					
162	5024	RL	8	R0102270	R010070	BA	RE	S	VOCA	S					
163	5025	RL	8	R0102290	R010070	R	LI	S	DGUL	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
164	5026	RL	8	R0102320	R010070	ST	LI	S	DAIL	S					
165	5027	RL	8	R0102340	R010070	ST	LI	S	DAIL	S					
166	5028	RL	8	R0102360	R010070	ST	LI	S	ECSL	S					
167	5029	RL	8	R0102370	R010070	ST	LI	S	DAIL	S					
168	5217	RL	8	R0224130	R024450	ST	LI	S	ECSL	S					
169	5218	RL	8	R0230450	R024450	BA	RE	S	VOCA	S					
170	5219	RL	8	R0242090	R024450	R	LI	S	DGUL	S					
171	5220	RL	8	R0242100	R024450	R	LI	S	DGUL	S					
172	5221	RL	8	R0242120	R024450	ST	LI	S	DAIL	S					
173	5222	RL	8	R0242140	R024450	ST	LI	S	DAIL	S					
174	5223	RL	8	R0242180	R024450	BA	LI	S	ECSL	S					
175	5409	RL	8	R0443210	R042300	BA	RE	S	VOCA	S					
176	5410	RL	8	R0443230	R042300	R	LI	S	DGUL	S					
177	5411	RL	8	R0443260	R042300	ST	LI	S	DAIL	S					
178	5412	RL	8	R0443280	R042300	ST	LI	S	ECSL	S					
179	5413	RL	8	R0443290	R042300	R	LI	S	DGUL	S					
180	5414	RL	8	R0443300	R042300	ST	LI	S	ECSL	S					
181	5415	RL	8	R0443310	R042300	BA	RE	S	VOCA	S					
182	5014	RL	8	R0013800	R000710	BA	RE	S	READ	S					
183	5015	RL	8	R0013830	R000710	BA	RE	S	READ	S					
184	5016	RL	8	R0013840	R000710	BA	RE	S	READ	S					
185	5198	RL	8	R0214610	R024110	R	LI	S	DGUL	S					
186	5199	RL	8	R0214620	R024110	BA	RE	S	VOCA	S					
187	5200	RL	8	R0215480	R024110	ST	LI	S	DAIL	S					
188	5201	RL	8	R0215490	R024110	BA	LI	S	ECSL	S					
189	5202	RL	8	R0231280	R024110	ST	LI	S	DAIL	S					
190	5203	RL	8	R0231290	R024110	ST	LI	S	DAIL	S					
191	5191	RL	8	R0221480	R024070	BA	LI	S	ECSL	S					
192	5192	RL	8	R0221490	R024070	ST	LI	S	ECSL	S	RE	S	VOCA	S	Item requires understanding an aphorism (VOCA) and evaluating its application to the story.
193	5193	RL	8	R0221500	R024070	ST	LI	S	ECSL	S					
194	5194	RL	8	R0234750	R024070	BA	RE	S	VOCA	S					
195	5195	RL	8	R0234780	R024070	R	LI	S	DGUL	S					
196	5196	RL	8	R0234800	R024070	ST	LI	S	DAIL	S					
197	5197	RL	8	R0234810	R024070	ST	LI	S	DAIL	S					
198	5310	RL	8	R0300370	R030040	BA	RE	S	VOCA	S					
199	5311	RL	8	R0300380	R030040	R	RE	S	DGUI	S					
200	5312	RL	8	R0300390	R030040	R	RE	S	DGUI	S					

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201	5313	RL	8	R0300420	R030040	ST	RE	S	DGUI	P					Item requires students to infer an idea (a cause-effect relationship) that is implicit in the text.
202	5314	RL	8	R0300440	R030040	ST	RE	S	DAIL	S					
203	5315	RL	8	R0300450	R030040	BA	RE	S	VOCA	S					
204	5316	RL	8	R0300470	R030040	ST	RE	S	ECSI	S					
205	5317	RL	8	R0300480	R030040	ST	RE	S	ECSI	S					
206	5420	RL	8	R0441790	R042390	ST	LI	S	DAIL	S					
207	5421	RL	8	R0441810	R042390	ST	LI	S	DAIL	S					
208	5422	RL	8	R0441820	R042390	ST	LI	S	DGUL	S					Item requires student to infer an idea that is implicit in the text but it is not a main idea or theme, as in DAIL. Item seems to be primarily assessing general understanding of events in the story but is at higher level than typical for DGUL.
209	5423	RL	8	R0441870	R042390	ST	LI	S	ECSL	S					
210	5424	RL	8	R0441880	R042390	ST	LI	S	ECSL	S					
211	5425	RL	8	R0441890	R042390	ST	LI	S	DAIL	S					
212	5426	RL	8	R0441900	R042390	ST	LI	S	DAIL	S					
213	5555	RL	8	R0503870	R050370	BA	RE	S	VOCA	S					
214	5556	RL	8	R0503890	R050370	R	RE	S	DGUI	S					
215	5557	RL	8	R0503920	R050370	ST	RE	S	ECSI	S					
216	5558	RL	8	R0503930	R050370	ST	RE	S	VOCA	S					
217	5559	RL	8	R0503940	R050370	ST	RE	S	ECSI	S					
218	5560	RL	8	R0503970	R050370	ST	RE	S	DAIL	S					
219	5390	RL	8	R0441630	R042050	BA	RE	S	READ	S					
220	5391	RL	8	R0441640	R042050	BA	RE	S	READ	S					
221	5392	RL	8	R0441650	R042050	BA	RE	S	READ	S					
222	5393	RL	8	R0461640	R042050	BA	RE	S	READ	S					
223	5503	RL	8	R0448800	R047040	BA	RE	S	VOCA	S					
224	5504	RL	8	R0452410	R047040	BA	RE	S	VOCA	S					
225	5505	RL	8	R0452610	R047040	R	RE	S	DGUI	S					
226	5506	RL	8	R0452620	R047040	BA	RE	S	DGUI	S					
227	5507	RL	8	R0452660	R047040	ST	RE	S	DAIL	S					
228	5508	RL	8	R0452670	R047040	ST	RE	S	ECSI	S					
229	5509	RL	8	R0452690	R047040	ST	RE	S	ECSI	S					

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1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
230	5299	RL	8	R0248000	R026750	BA	RE	S	VOCA	S					
231	5300	RL	8	R0248010	R026750	BA	RE	S	VOCA	S					
232	5301	RL	8	R0248020	R026750	R	RE	S	DGUI	S					
233	5302	RL	8	R0248040	R026750	R	RE	S	DGUI	S					
234	5303	RL	8	R0248050	R026750	R	RE	S	DGUI	S					
235	5304	RL	8	R0248060	R026750	ST	RE	S	DAII	S					
236	5305	RL	8	R0248090	R026750	ST	RE	S	ECSI	S					
237	5181	RL	8	R0221430	R023660	ST	RE	S	ECSI	S					
238	5182	RL	8	R0221450	R023660	R	RE	S	DGUI	S					
239	5183	RL	8	R0221460	R023660	R	RE	S	DGUI	S					
240	5184	RL	8	R0221540	R023660	ST	RE	S	ECSI	S					
241	5185	RL	8	R0221550	R023660	ST	RE	S	ECSI	S					
242	5186	RL	8	R0221570	R023660	ST	RE	S	DAII	S					
243	5187	RL	8	R0246700	R023660	BA	RE	S	VOCA	S					
244	5054	RL	8	R0121770	R010840	BA	RE	S	READ	S					
245	5055	RL	8	R0121780	R010840	R	RE	S	DGUI	S					
246	5056	RL	8	R0122050	R010840	BA	RE	S	READ	S					
247	5057	RL	8	R0122080	R010840	BA	RE	S	VOCA	S					
248	5058	RL	8	R0133790	R010840	BA	RE	S	READ	S					
249	5122	RL	8	R0214430	R021660	BA	RE	S	READ	S					
250	5123	RL	8	R0214460	R021660	BA	RE	S	READ	S					
251	5124	RL	8	R0214470	R021660	BA	RE	S	READ	S					
252	5125	RL	8	R0214520	R021660	ST	RE	S	READ	S					
253	5126	RL	8	R0214540	R021660	BA	RE	S	READ	S					
254	5568	RL	8	R0504480	R050420	BA	RE	S	VOCA	S					
255	5569	RL	8	R0504500	R050420	ST	LI	S	DAIL	S					
256	5570	RL	8	R0504520	R050420	ST	LI	S	DAIL	S					
257	5571	RL	8	R0504540	R050420	ST	LI	S	DAIL	S					
258	5572	RL	8	R0504560	R050420	ST	LI	S	ECSL	S					
259	5573	RL	8	R0504570	R050420	ST	LI	S	ECSL	S					
260	5574	RL	8	R0504580	R050420	ST	LI	S	ECSL	S					
261	5210	RL	8	R0240000	R024280	ST	LI	S	ECSL	S					
262	5211	RL	8	R0240020	R024280	ST	LI	S	DAIL	S					
263	5212	RL	8	R0240050	R024280	ST	LI	S	ECSL	S					
264	5213	RL	8	R0240060	R024280	ST	LI	S	ECSL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
265	5214	RL	8	R0240090	R024280	ST	LI	S	ECSL	S			DAIL	S	Phrasing of the question focuses on author's development of character (ECSL) but it also requires students to "infer unstated reasons for actions" of a character (DAIL).
266	5215	RL	8	R0240100	R024280	R	LI	S	DGUL	S					
267	5216	RL	8	R0240120	R024280	ST	LI	S	DGUL	S					Item aligns to DGUL because it requires inference of an idea that is not explicitly stated (requires some reasoning), but refers to a supporting detail rather than a "main idea" of the text (as in DAIL).
268	5101	RL	8	R0216160	R021110	BA	RE	S	VOCA	S					
269	5102	RL	8	R0216170	R021110	R	RE	S	DGUI	S					
270	5103	RL	8	R0216190	R021110	R	RE	S	DGUI	S					
271	5104	RL	8	R0216200	R021110	ST	RE	S	DAIL	S					
272	5105	RL	8	R0216210	R021110	R	RE	S	DGUI	S					
273	5106	RL	8	R0216220	R021110	ST	RE	S	DAIL	S					
274	5107	RL	8	R0216230	R021110			N		N					Correct answer relies on information that is not passage-based.
275	5364	RL	8	R0305260	R030460	BA	RE	S	VOCA	S					
276	5365	RL	8	R0305280	R030460	R	LI	S	DGUL	S					
277	5366	RL	8	R0305310	R030460	ST	LI	S	DAIL	S					
278	5367	RL	8	R0305320	R030460	ST	LI	S	ECSL	S					
279	5368	RL	8	R0305350	R030460	BA	RE	S	VOCA	S					
280	5369	RL	8	R0305360	R030460	ST	LI	S	ECSL	S					
281	5370	RL	8	R0353400	R030460	ST	LI	S	DAIL	S					
282	5547	RL	8	R0503460	R050330	BA	RE	S	VOCA	S					
283	5548	RL	8	R0503470	R050330	BA	RE	S	VOCA	S					
284	5549	RL	8	R0503480	R050330	BA	RE	S	VOCA	S					
285	5550	RL	8	R0503490	R050330	R	LI	S	DGUL	S					
286	5551	RL	8	R0503500	R050330	R	LI	S	DGUL	S					
287	5552	RL	8	R0503510	R050330	R	LI	S	DGUL	S					
288	5553	RL	8	R0503560	R050330	ST	LI	S	ECSL	S					
289	5554	RL	8	R0503570	R050330	ST	LI	S	ECSL	S					
290	5295	RL	8	R0265710	R026670	BA	RE	S	READ	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
291	5296	RL	8	R0265720	R026670	BA	RE	S	READ	S					
292	5297	RL	8	R0265730	R026670	BA	RE	S	READ	S					
293	5298	RL	8	R0265740	R026670	BA	RE	S	READ	S					
294	5532	RL	8	R0415560	R047430	BA	RE	S	VOCA	S					
295	5533	RL	8	R0415590	R047430	R	RE	S	DGUI	S					
296	5534	RL	8	R0415600	R047430	R	RE	S	DGUI	S					
297	5535	RL	8	R0415630	R047430	R	RE	S	DGUI	S					
298	5536	RL	8	R0415640	R047430	R	RE	S	DGUI	S					
299	5537	RL	8	R0415650	R047430	ST	RE	S	ECSI	S					
300	5538	RL	8	R0415660	R047430	BA	LI	S	ECSL	S					
301	5539	RL	8	R0415670	R047430	ST	RE	S	ECSI	S					
302	5245	RL	8	R0226640	R025590	BA	RE	S	VOCA	S					
303	5246	RL	8	R0226660	R025590	R	LI	S	DGUL	S					
															The DoK of ST is higher than usual for DGUL items as it requires some inferring of connections between events.
304	5247	RL	8	R0226680	R025590	ST	LI	S	DGUL	S					
305	5248	RL	8	R0226720	R025590	ST	LI	S	DAIL	S					
306	5249	RL	8	R0226740	R025590	ST	LI	S	ECSL	S					
307	5250	RL	8	R0226750	R025590	ST	LI	S	ECSL	S					
															Item requires inference of a supporting detail about setting from the introduction to the passage; superficially aligns to the "general understanding" intent of the CCG.
308	5251	RL	8	R0226810	R025590	ST	LI	S	DGUL	P					
309	5066	RL	8	R0126290	R011270	R	RE	S	DGUI	S					
310	5067	RL	8	R0126310	R011270	BA	RE	S	VOCA	S					
311	5068	RL	8	R0126320	R011270	ST	RE	S	ECSI	S					
312	5069	RL	8	R0126340	R011270	R	RE	S	DGUI	S			READ	S	
313	5070	RL	8	R0126350	R011270	R	RE	S	DGUI	S					
314	5071	RL	8	R0126360	R011270	BA	RE	S	VOCA	S					
315	5072	RL	8	R0126400	R011270	ST	RE	S	ECSI	S					
316	5094	RL	8	R0203000	R020690	R	LI	S	DGUL	S					
317	5095	RL	8	R0203010	R020690	R	LI	S	DGUL	S					
318	5096	RL	8	R0203020	R020690	R	LI	S	DGUL	S			ECSL	P	
319	5097	RL	8	R0203030	R020690	BA	LI	S	DGUL	S					
320	5098	RL	8	R0203040	R020690	R	LI	S	DGUL	S					
321	5099	RL	8	R0204280	R020690	ST	LI	S	DAIL	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
322	5100	RL	8	R0204290	R020690	ST	LI	S	ECSL	S					
323	5482	RL	8	R0451640	R046760	R	RE	S	DGUL	S					
324	5483	RL	8	R0451650	R046760	R	RE	S	DGUL	S					
325	5484	RL	8	R0451680	R046760	ST	RE	S	ECSI	S					
326	5485	RL	8	R0451690	R046760	ST	RE	S	ECSI	S					
327	5486	RL	8	R0451700	R046760	BA	RE	S	DGUL	S					
328	5487	RL	8	R0451710	R046760	ST	RE	S	DAII	S					
329	5488	RL	8	R0451750	R046760	BA	RE	S	VOCA	S					
330	5059	RL	8	R0106010	R010910	R	LI	S	DGUL	S					
331	5060	RL	8	R0106020	R010910	R	LI	S	DGUL	S					
332	5061	RL	8	R0106030	R010910	BA	LI	S	ECSL	S					
333	5062	RL	8	R0106040	R010910	R	LI	S	DGUL	S					
334	5063	RL	8	R0106070	R010910	R	LI	S	DGUL	S					
335	5064	RL	8	R0106080	R010910	R	LI	S	DGUL	S					
336	5065	RL	8	R0106090	R010910	R	LI	S	DGUL	S					
337	5592	RL	8	R0506080	R050580	BA	RE	S	VOCA	S					
338	5593	RL	8	R0506090	R050580	BA	RE	S	VOCA	S					
339	5594	RL	8	R0506110	R050580	R	LI	S	DGUL	S					
340	5595	RL	8	R0506130	R050580	ST	LI	S	DAIL	S					
341	5596	RL	8	R0506150	R050580	ST	LI	S	DAIL	S					
342	5597	RL	8	R0506160	R050580	ST	LI	S	ECSL	S					
343	5598	RL	8	R0506170	R050580	ST	LI	S	ECSL	S					
344	5599	RL	8	R0506180	R050580	ST	LI	S	ECSL	S					
345	5017	RL	8	R0103760	R010050	ST	RE	S	VOCA	S					
346	5018	RL	8	R0118940	R010050	ST	LI	S	ECSL	S					
347	5019	RL	8	R0118960	R010050	R	LI	S	DGUL	S					
348	5020	RL	8	R0118970	R010050	ST	LI	S	DAIL	S					
349	5021	RL	8	R0118980	R010050	BA	LI	S	ECSL	S					
350	5022	RL	8	R0119010	R010050	ST	LI	S	ECSL	S					
351	5174	RL	8	R0212840	R022550	R	LI	S	DGUL	S					
352	5175	RL	8	R0212850	R022550	BA	RE	S	VOCA	S					
353	5176	RL	8	R0213090	R022550	ST	LI	S	ECSL	S					
354	5177	RL	8	R0213460	R022550	BA	RE	S	VOCA	S					
355	5178	RL	8	R0213470	R022550	R	LI	S	DGUL	S					
356	5179	RL	8	R0213510	R022550	R	LI	S	DGUL	S					
357	5180	RL	8	R0213770	R022550	ST	LI	S	ECSL	S					
358	5318	RL	8	R0302510	R030230	BA	RE	S	VOCA	S					
359	5319	RL	8	R0302520	R030230	BA	RE	S	VOCA	S					
360	5320	RL	8	R0302530	R030230	R	RE	S	DGUL	S					
361	5321	RL	8	R0302570	R030230	ST	RE	S	ECSI	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
362	5322	RL	8	R0302600	R030230	ST	RE	S	ECSI	S					
363	5323	RL	8	R0302610	R030230	ST	RE	S	ECSI	S					
364	5324	RL	8	R0302620	R030230	R	RE	S	DGUL	S					
365	5030	RL	8	R0100730	R010160	BA	RE	S	VOCA	S					
366	5031	RL	8	R0100760	R010160	R	LI	S	DGUL	S					
367	5032	RL	8	R0100770	R010160	R	LI	S	DGUL	S					
368	5033	RL	8	R0100790	R010160	R	LI	S	DGUL	S					
369	5034	RL	8	R0100820	R010160	BA	LI	S	ECSL	S					
370	5035	RL	8	R0100830	R010160	ST	LI	S	DAIL	S					
371	5036	RL	8	R0100840	R010160	R	LI	S	DGUL	S					
372	5612	RL	8	R0512770	R051170	BA	RE	S	VOCA	S					
373	5613	RL	8	R0512780	R051170	BA	RE	S	VOCA	S					
374	5614	RL	8	R0512790	R051170	R	LI	S	DGUL	S					
375	5615	RL	8	R0512800	R051170	R	LI	S	DGUL	S					
376	5616	RL	8	R0512820	R051170	ST	LI	S	DAIL	S					
377	5617	RL	8	R0512850	R051170	ST	LI	S	ECSL	S					
378	5618	RL	8	R0512860	R051170	ST	LI	S	ECSL	S					
379	5416	RL	8	R0461840	R042320	BA	RE	S	READ	S					
380	5417	RL	8	R0461850	R042320	BA	RE	S	READ	S					
381	5418	RL	8	R0461870	R042320	BA	RE	S	READ	S					
382	5419	RL	8	R0461880	R042320	BA	RE	S	READ	S					
383	5385	RL	8	R0429810	R041600	BA	RE	S	DGUL	S					
384	5386	RL	8	R0429820	R041600	ST	RE	S	READ	S					
385	5387	RL	8	R0429830	R041600	BA	RE	S	READ	S					
386	5388	RL	8	R0429840	R041600	BA	RE	S	READ	S					
387	5389	RL	8	R0429850	R041600	BA	RE	S	READ	S					
388	5087	RL	8	R0129890	R012710	BA	RE	S	VOCA	S					
389	5088	RL	8	R0129900	R012710	BA	RE	S	VOCA	S					
390	5089	RL	8	R0129920	R012710	R	LI	S	DGUL	S					
391	5090	RL	8	R0129930	R012710	R	LI	S	DGUL	S					
392	5091	RL	8	R0129940	R012710	ST	LI	S	DAIL	S					
393	5092	RL	8	R0129950	R012710	ST	LI	S	DAIL	S					
394	5093	RL	8	R0130000	R012710	ST	LI	S	ECSL	S					
395	5461	RL	8	R0443340	R043840	R	LI	S	DGUL	S					
396	5462	RL	8	R0443350	R043840	ST	LI	S	DAIL	S					
397	5463	RL	8	R0443370	R043840	ST	LI	S	DAIL	S					
398	5464	RL	8	R0443390	R043840	R	LI	S	DGUL	S					
399	5465	RL	8	R0443410	R043840	ST	LI	S	ECSL	S					
400	5466	RL	8	R0443420	R043840	R	LI	S	DGUL	S					
401	5467	RL	8	R0443430	R043840	BA	RE	S	VOCA	S					

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402	5580	RL	8	R0504650	R050440	BA	RE	S	VOCA	S					
403	5581	RL	8	R0504660	R050440	BA	RE	S	READ	S					
404	5582	RL	8	R0504680	R050440	R	RE	S	DGUI	S					
405	5583	RL	8	R0504690	R050440	ST	RE	S	READ	S					
406	5584	RL	8	R0504700	R050440	BA	RE	S	DGUI	S					
407	5080	RL	8	R0115830	R012660	BA	LI	S	ECSL	S					
408	5081	RL	8	R0115870	R012660	BA	LI	S	ECSL	S					
409	5082	RL	8	R0115880	R012660	ST	LI	S	ECSL	S					
410	5083	RL	8	R0115900	R012660	ST	LI	S	DAIL	S					
411	5084	RL	8	R0115910	R012660	R	LI	S	DGUL	S					
412	5085	RL	8	R0115950	R012660	BA	RE	S	VOCA	S					
413	5086	RL	8	R0134340	R012660	BA	LI	S	DGUL	S					
414	5489	RL	8	R0451890	R046920	R	RE	S	DGUI	S					
415	5490	RL	8	R0451900	R046920	R	RE	S	DGUI	S					
416	5491	RL	8	R0451910	R046920	R	RE	S	DGUI	S					
417	5492	RL	8	R0451940	R046920	BA	RE	S	VOCA	S					
418	5493	RL	8	R0451960	R046920	ST	RE	S	ECSI	S					
419	5494	RL	8	R0451970	R046920	BA	RE	S	VOCA	S					
420	5495	RL	8	R0451990	R046920	BA	RE	S	DGUI	S					
421	5350	RL	8	R0304020	R030360	BA	RE	S	DGUI	S					
422	5351	RL	8	R0304040	R030360	R	RE	S	DGUI	S					
423	5352	RL	8	R0304070	R030360	BA	RE	S	DGUI	S					
424	5353	RL	8	R0304080	R030360	R	RE	S	DGUI	S					
425	5354	RL	8	R0304100	R030360	BA	RE	S	DGUI	S					
426	5355	RL	8	R0304110	R030360	ST	RE	S	ECSI	S					
427	5356	RL	8	R0304120	R030360	ST	RE	S	ECSI	S					
428	5626	RL	8	R0004460	R990540	BA	RE	S	READ	S					
429	5627	RL	8	R0004470	R990540	BA	RE	S	READ	S					
430	5628	RL	8	R0004500	R990540	R	RE	S	READ	S			DGUI	S	
431	5585	RL	8	R0504730	R050450	BA	RE	S	VOCA	S					
432	5586	RL	8	R0504740	R050450	BA	RE	S	VOCA	S					
433	5587	RL	8	R0504770	R050450	R	RE	S	DGUI	S					
434	5588	RL	8	R0504790	R050450	ST	RE	S	DAIL	S					
435	5589	RL	8	R0504800	R050450	BA	RE	S	DGUI	S					
436	5590	RL	8	R0504810	R050450	ST	RE	S	ECSI	S					
437	5591	RL	8	R0504820	R050450	ST	RE	S	ECSI	S					
438	5605	RL	8	R0512540	R051150	R	LI	S	DGUL	S					
439	5606	RL	8	R0512550	R051150	R	LI	S	DGUL	S					
440	5607	RL	8	R0512580	R051150	ST	LI	S	DAIL	S					
441	5608	RL	8	R0512590	R051150	ST	LI	S	DAIL	S					

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442	5609	RL	8	R0512610	R051150	ST	LI	S	ECSL	S					
443	5610	RL	8	R0512620	R051150	ST	LI	S	ECSL	S					
444	5611	RL	8	R0512630	R051150	ST	LI	S	ECSL	S					
445	5141	RL	8	R0215220	R021760	BA	RE	S	VOCA	S					
446	5142	RL	8	R0215240	R021760	R	LI	S	DGUL	S					
447	5143	RL	8	R0215260	R021760	ST	LI	S	DAIL	S					
448	5144	RL	8	R0215270	R021760	ST	RE	S	VOCA	S					
449	5145	RL	8	R0215280	R021760	BA	LI	S	DGUL	S					
450	5146	RL	8	R0217600	R021760	ST	LI	S	ECSL	S					
451	5439	RL	8	R0443520	R042830	BA	RE	S	VOCA	S					
452	5440	RL	8	R0443550	R042830	ST	RE	S	ECSI	S					
453	5441	RL	8	R0443560	R042830	R	RE	S	DGUI	S					
454	5442	RL	8	R0443570	R042830	ST	RE	S	VOCA	S					
455	5443	RL	8	R0443580	R042830	R	RE	S	DGUI	S					
456	5444	RL	8	R0443600	R042830	ST	RE	S	ECSI	S					
457	5445	RL	8	R0443610	R042830	ST	RE	S	ECSI	S					
458	5446	RL	8	R0443620	R042830	R	RE	S	DGUI	S					
459	5252	RL	8	R0251000	R025910	BA	RE	S	READ	S					
460	5253	RL	8	R0251030	R025910	ST	RE	S	READ	S					
461	5254	RL	8	R0251040	R025910	BA	RE	S	READ	S					
462	5255	RL	8	R0251050	R025910	BA	RE	S	READ	S					
463	5256	RL	8	R0251200	R025910	ST	RE	S	ECSI	S					
464	5127	RL	8	R0214640	R021680	BA	RE	S	VOCA	S					
465	5128	RL	8	R0214660	R021680	BA	RE	S	DGUI	S					
466	5129	RL	8	R0214670	R021680	R	RE	S	DGUI	S					
467	5130	RL	8	R0214700	R021680	ST	RE	S	ECSI	S					
468	5131	RL	8	R0214710	R021680	ST	RE	S	ECSI	S					
469	5132	RL	8	R0261210	R021680	BA	RE	S	VOCA	S					
470	5133	RL	8	R0261220	R021680	BA	RE	S	VOCA	S					
471	5231	RL	8	R0220270	R025000	BA	RE	S	VOCA	S					
472	5232	RL	8	R0220750	R025000	R	RE	S	DGUI	S					
473	5233	RL	8	R0220770	R025000	ST	RE	S	DAIL	S					
474	5234	RL	8	R0220810	R025000	R	RE	S	DGUI	S					
475	5235	RL	8	R0261270	R025000	BA	RE	S	DGUI	S					Item is low BA; requires a minimal level of interpretation.
476	5236	RL	8	R0261280	R025000	BA	RE	S	DGUI	S					
477	5237	RL	8	R0261290	R025000	ST	RE	S	ECSI	S					
478	5306	RL	8	R0264890	R027060	ST	RE	S	READ	S					
479	5307	RL	8	R0264900	R027060	BA	RE	S	READ	S					
480	5308	RL	8	R0264920	R027060	BA	RE	S	READ	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
481	5309	RL	8	R0264930	R027060	ST	RE	S	READ	S					
482	5575	RL	8	R0504590	R050430	BA	RE	S	READ	S					
483	5576	RL	8	R0504600	R050430	BA	RE	S	READ	S					
484	5577	RL	8	R0504610	R050430	ST	RE	S	READ	S					
485	5578	RL	8	R0504620	R050430	BA	RE	S	READ	S					
486	5579	RL	8	R0504630	R050430	ST	RE	S	READ	S					
487	5160	RL	8	R0261160	R022480	BA	LI	S	DGUL	S					
488	5161	RL	8	R0261170	R022480	BA	RE	S	VOCA	S					
489	5162	RL	8	R0265240	R022480	BA	RE	S	VOCA	S					
490	5163	RL	8	R0265250	R022480	R	LI	S	DGUL	S					
491	5164	RL	8	R0265270	R022480	ST	LI	S	DAIL	S					
492	5165	RL	8	R0265280	R022480	BA	LI	S	DGUL	S					
493	5166	RL	8	R0265320	R022480	BA	LI	S	DGUL	S					
494	5332	RL	8	R0303250	R030290	BA	RE	S	VOCA	S					
495	5333	RL	8	R0303270	R030290	R	RE	S	DGUI	S					
496	5334	RL	8	R0303300	R030290	R	RE	S	DGUI	S					
497	5335	RL	8	R0303310	R030290	ST	RE	S	DAIL	S					
498	5336	RL	8	R0303320	R030290	ST	RE	S	ECSI	S					
499	5337	RL	8	R0303330	R030290	ST	RE	S	ECSI	S					
500	5338	RL	8	R0303350	R030290	ST	RE	S	ECSI	S					
501	5115	RL	8	R0213010	R021610	BA	RE	S	VOCA	S					
502	5116	RL	8	R0213030	R021610	BA	LI	S	DGUL	S					
503	5117	RL	8	R0213060	R021610	BA	RE	S	VOCA	S					
504	5118	RL	8	R0213430	R021610	ST	LI	S	ECSL	S					
505	5119	RL	8	R0213580	R021610	R	LI	S	DGUL	S					
506	5120	RL	8	R0213600	R021610	ST	LI	S	ECSL	S					
507	5121	RL	8	R0213840	R021610	BA	LI	S	DGUL	S					
508	5108	RL	8	R0246760	R021290	BA	RE	S	VOCA	S					
509	5109	RL	8	R0246770	R021290	ST	RE	S	ECSI	S					
510	5110	RL	8	R0246800	R021290	R	RE	S	DGUI	S					
511	5111	RL	8	R0246810	R021290	ST	RE	S	ECSI	S					
512	5112	RL	8	R0246830	R021290	R	RE	S	DGUI	S					
513	5113	RL	8	R0246850	R021290	R	RE	S	DGUI	S					
514	5114	RL	8	R0246860	R021290	BA	RE	S	VOCA	S					
515	5468	RL	8	R0442010	R043860	ST	RE	S	VOCA	S					
516	5469	RL	8	R0442040	R043860	R	LI	S	DGUL	S					
517	5470	RL	8	R0442070	R043860	ST	LI	S	ECSL	S					
518	5471	RL	8	R0442090	R043860	ST	LI	S	DAIL	S					
519	5472	RL	8	R0442100	R043860	R	LI	S	DGUL	S					
520	5473	RL	8	R0442120	R043860	ST	LI	S	ECSL	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
521	5474	RL	8	R0442130	R043860	ST	LI	S	ECSL	S					
522	5619	RL	8	R0512880	R051180	BA	RE	S	VOCA	S					
523	5620	RL	8	R0512890	R051180	BA	RE	S	VOCA	S					
524	5621	RL	8	R0512900	R051180	BA	RE	S	VOCA	S					
525	5622	RL	8	R0512910	R051180	R	RE	S	DGUI	S					
526	5623	RL	8	R0512930	R051180	R	RE	S	DGUI	S					
527	5624	RL	8	R0512950	R051180	BA	RE	S	DGUI	S					
528	5625	RL	8	R0512980	R051180	ST	RE	S	ECSI	S					
529	5325	RL	8	R0303130	R030280	BA	RE	S	VOCA	S					
530	5326	RL	8	R0303140	R030280	BA	RE	S	VOCA	S					
531	5327	RL	8	R0303160	R030280	R	LI	S	DGUL	S					
532	5328	RL	8	R0303170	R030280	ST	LI	S	DAIL	S			ECSL	S	Item calls for analysis of a symbol (ECSL) and also refers to an unstated idea of the poem (DAIL).
533	5329	RL	8	R0303190	R030280	ST	RE	S	ECSI	S					
534	5330	RL	8	R0303210	R030280	ST	LI	S	ECSL	P			DAIL	S	Focus on "attitude" could be categorized as a question about "tone" (literary element) but it also requires interpretation of an "unstated idea" of the poem (DAIL).
535	5331	RL	8	R0303240	R030280	ST	LI	S	DAIL	P					
536	5518	RL	8	R0448580	R047140	ST	RE	S	ECSI	S					
537	5519	RL	8	R0448610	R047140	R	RE	S	DGUI	S					
538	5520	RL	8	R0448620	R047140	BA	RE	S	VOCA	S					
539	5521	RL	8	R0448630	R047140	R	RE	S	DGUI	S					
540	5522	RL	8	R0448650	R047140	BA	RE	S	ECSI	S					
541	5523	RL	8	R0448660	R047140	R	RE	S	DGUI	S					
542	5524	RL	8	R0448670	R047140	R	RE	S	DGUI	S					
543	5037	RL	8	R0101090	R010190	BA	RE	S	VOCA	S					
544	5038	RL	8	R0101100	R010190	BA	RE	S	VOCA	S					
545	5039	RL	8	R0101130	R010190	ST	RE	S	DAIL	S					
546	5040	RL	8	R0101150	R010190	ST	RE	S	ECSI	S					
547	5041	RL	8	R0101160	R010190	ST	RE	S	DAIL	S					
548	5042	RL	8	R0133710	R010190	R	RE	S	DGUI	S					
549	5043	RL	8	R0133720	R010190	ST	RE	S	ECSI	S					
550	5238	RL	8	R0221660	R025390	BA	RE	S	VOCA	S					
551	5239	RL	8	R0221670	R025390	R	RE	S	DGUI	S					
552	5240	RL	8	R0221680	R025390	BA	RE	S	READ	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
553	5241	RL	8	R0221690	R025390	BA	RE	S	VOCA	S					
554	5242	RL	8	R0221700	R025390	R	RE	S	DGUL	S					
555	5243	RL	8	R0221710	R025390	ST	RE	S	ECSI	S					
556	5244	RL	8	R0263290	R025390	BA	RE	S	READ	S					
557	5561	RL	8	R0504230	R050400	BA	RE	S	VOCA	S					
558	5562	RL	8	R0504250	R050400	BA	RE	S	VOCA	S					
559	5563	RL	8	R0504270	R050400	R	LI	S	DGUL	S					
560	5564	RL	8	R0504290	R050400	BA	LI	S	DGUL	S					
561	5565	RL	8	R0504320	R050400	ST	LI	S	ECSL	S					
562	5566	RL	8	R0504330	R050400	ST	LI	S	ECSL	S					
563	5567	RL	8	R0504340	R050400	ST	LI	S	ECSL	S					
564	5510	RL	8	R0448590	R047050	BA	RE	S	VOCA	S					
565	5511	RL	8	R0448600	R047050	R	RE	S	DGUL	S					
566	5512	RL	8	R0448730	R047050	BA	RE	S	VOCA	S					
567	5513	RL	8	R0448750	R047050	ST	RE	S	ECSI	S					
568	5514	RL	8	R0448760	R047050	ST	RE	S	ECSI	S					
569	5515	RL	8	R0448770	R047050	BA	RE	S	VOCA	S					
570	5516	RL	8	R0448780	R047050	ST	RE	S	ECSI	S					
571	5517	RL	8	R0457580	R047050	BA	RE	S	VOCA	S					
572	5134	RL	8	R0261260	R021710	R	LI	S	DGUL	S					
573	5135	RL	8	R0262980	R021710	R	LI	S	DGUL	S					
574	5136	RL	8	R0263000	R021710	BA	RE	S	VOCA	S					
575	5137	RL	8	R0263010	R021710	ST	LI	S	DAIL	S					
576	5138	RL	8	R0263030	R021710	ST	LI	S	DAIL	S					
577	5139	RL	8	R0263070	R021710	ST	LI	S	ECSL	S					
578	5140	RL	8	R0279000	R021710	BA	RE	S	VOCA	S					
579	5447	RL	8	R0451410	R042940	ST	RE	S	DAII	S					
580	5448	RL	8	R0451440	R042940	R	RE	S	DGUL	S					
581	5449	RL	8	R0451450	R042940	ST	RE	S	ECSI	S					
582	5450	RL	8	R0451460	R042940	ST	RE	S	ECSI	S					
583	5451	RL	8	R0451490	R042940	BA	RE	S	VOCA	S					
584	5452	RL	8	R0451500	R042940	R	RE	S	DGUL	S					
585	5453	RL	8	R0451510	R042940	BA	RE	S	VOCA	S					
586	5435	RL	8	R0451210	R042810	BA	RE	S	READ	S					
587	5436	RL	8	R0451230	R042810	BA	RE	S	READ	S					
588	5437	RL	8	R0451240	R042810	BA	RE	S	READ	S					
589	5438	RL	8	R0451250	R042810	BA	RE	S	VOCA	S					
590	5188	RL	8	R0266650	R023970	BA	RE	S	READ	S					
591	5189	RL	8	R0266660	R023970	BA	RE	S	READ	S					
592	5190	RL	8	R0266670	R023970	BA	RE	S	READ	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
593	5073	RL	8	R0104690	R012560	ST	RE	S	ECSI	S					
594	5074	RL	8	R0129120	R012560	ST	RE	S	ECSI	S					
595	5075	RL	8	R0129230	R012560	BA	RE	S	VOCA	S					
596	5076	RL	8	R0129250	R012560	R	RE	S	DGUI	S					
597	5077	RL	8	R0129260	R012560	ST	RE	S	DGUI	S					
598	5078	RL	8	R0129270	R012560	ST	RE	S	DAII	S					
599	5079	RL	8	R0129300	R012560	ST	RE	S	DAII	S					
600	5044	RL	8	R0118760	R010390	R	RE	S	DGUI	S					
601	5045	RL	8	R0118780	R010390	R	RE	S	DGUI	S					
602	5046	RL	8	R0118810	R010390	R	RE	S	DGUI	S					
603	5047	RL	8	R0119190	R010390	BA	RE	S	READ	S					
604	5427	RL	8	R0448250	R042720	BA	RE	S	VOCA	S					
605	5428	RL	8	R0448260	R042720	ST	RE	S	VOCA	S					
606	5429	RL	8	R0448280	R042720	ST	RE	S	VOCA	S					
607	5430	RL	8	R0448310	R042720	ST	LI	S	DAIL	S					
608	5431	RL	8	R0448320	R042720	ST	LI	S	ECSL	S					
609	5432	RL	8	R0448340	R042720	ST	LI	S	ECSL	S					
610	5433	RL	8	R0448360	R042720	ST	LI	S	DAIL	S					
611	5434	RL	8	R0478790	R042720	ST	LI	S	ECSL	S					
612	5600	RL	8	R0512440	R051140	BA	RE	S	READ	S					
613	5601	RL	8	R0512460	R051140	ST	RE	S	READ	S					
614	5602	RL	8	R0512470	R051140	BA	RE	S	READ	S					
615	5603	RL	8	R0512480	R051140	ST	RE	S	READ	S					
616	5604	RL	8	R0512500	R051140	ST	RE	S	READ	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
2	6188	RL	10	R0511650	R051070	BA	RE	S	VOCA	S					
3	6189	RL	10	R0511680	R051070	BA	LI	S	DGUL	S					
4	6190	RL	10	R0511690	R051070	BA	LI	S	DGUL	S					
5	6191	RL	10	R0511710	R051070	ST	LI	S	DAIL	S					
6	6192	RL	10	R0511740	R051070	BA	LI	S	ECSL	S					
7	6193	RL	10	R0511750	R051070	ST	LI	S	ECSL	S					
8	6194	RL	10	R0511760	R051070	ST	LI	S	ECSL	S					
9	5647	RL	10	R0115110	R012450	BA	RE	S	VOCA	S					
10	5648	RL	10	R0115140	R012450	BA	LI	S	DGUL	S					
11	5649	RL	10	R0115150	R012450	ST	LI	S	DAIL	S					
12	5650	RL	10	R0115160	R012450	BA	LI	S	ECSL	S					
13	5651	RL	10	R0115170	R012450	BA	LI	S	DGUL	S					
14	5652	RL	10	R0115180	R012450	BA	LI	S	ECSL	S					
15	5653	RL	10	R0115200	R012450	ST	LI	S	ECSL	S					
16	5833	RL	10	R0248900	R026290	BA	RE	S	VOCA	S					
17	5834	RL	10	R0249230	R026290	R	RE	S	DGUI	S					
18	5835	RL	10	R0249250	R026290	R	RE	S	DGUI	S					
19	5836	RL	10	R0249270	R026290	BA	RE	S	DGUI	S					
20	5837	RL	10	R0249310	R026290	ST	RE	S	ECSI	S					
21	5838	RL	10	R0249320	R026290	ST	RE	S	ECSI	S					
22	6057	RL	10	R0432960	R041920	BA	RE	S	VOCA	S	LI	S	ECSL	S	Passage is literary non-fiction, questions generally literary.
23	6058	RL	10	R0432980	R041920	ST	LI	S	ECSL	S					
24	6059	RL	10	R0433000	R041920	BA	LI	S	DGUL	S					
25	6060	RL	10	R0433050	R041920	ST	LI	S	DAIL	S					
26	6061	RL	10	R0433060	R041920	ST	RE	S	VOCA	S	LI	S	ECSL	S	
27	6062	RL	10	R0433070	R041920	ST	LI	S	ECSL	S	LI	S	DAIL	S	
28	6063	RL	10	R0433080	R041920	ST	LI	S	ECSL	S	LI	S	DAIL	S	
29	5846	RL	10	R0259330	R026590	BA	RE	S	DGUI	S					
30	5847	RL	10	R0259350	R026590	BA	RE	S	VOCA	S					
31	5848	RL	10	R0259360	R026590	BA	RE	S	DGUI	S					
32	5849	RL	10	R0259380	R026590	BA	RE	S	ECSI	S	RE	S	DGUI	S	
33	5850	RL	10	R0259390	R026590	BA	RE	S	ECSI	S	RE	S	DGUI	S	
34	5851	RL	10	R0259410	R026590	ST	LI	S	ECSL	S					
35	5852	RL	10	R0259420	R026590	ST	RE	S	ECSI	S					
36	5853	RL	10	R0259430	R026590	BA	RE	S	DGUI	S					
37	6195	RL	10	R0511790	R051080	ST	LI	S	ECSL	S	RE	S	VOCA	S	
38	6196	RL	10	R0511800	R051080	BA	RE	S	VOCA	S					
39	6197	RL	10	R0511820	R051080	BA	LI	S	DGUL	S					
40	6198	RL	10	R0511840	R051080	ST	LI	S	ECSL	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
41	6199	RL	10	R0511850	R051080	ST	LI	S	DAIL	S	LI	S	DGUL	S	
42	6200	RL	10	R0511880	R051080	BA	LI	S	ECSL	S					
43	6201	RL	10	R0511890	R051080	ST	LI	S	ECSL	S					
44	5708	RL	10	R0226930	R022100	BA	RE	S	VOCA	S					
45	5709	RL	10	R0226940	R022100	BA	RE	S	VOCA	S					
46	5710	RL	10	R0226950	R022100	BA	RE	S	DGUI	S					
47	5711	RL	10	R0226970	R022100	ST	RE	S	ECSI	S					
48	5712	RL	10	R0226990	R022100	ST	RE	S	ECSI	S					
49	5713	RL	10	R0227000	R022100	ST	RE	S	DAIL	S					
50	5714	RL	10	R0227020	R022100	ST	RE	S	ECSI	S					
51	6086	RL	10	R0469700	R044550	BA	RE	S	VOCA	S					
52	6087	RL	10	R0469730	R044550	BA	RE	S	VOCA	S					
53	6088	RL	10	R0469740	R044550	ST	RE	S	ECSI	S					
54	6089	RL	10	R0469970	R044550	ST	RE	S	ECSI	S					
55	6090	RL	10	R0470170	R044550	ST	RE	S	ECSI	S					
56	6091	RL	10	R0470180	R044550	BA	RE	S	VOCA	S					
57	6092	RL	10	R0470190	R044550	BA	RE	S	DGUI	S					
58	5956	RL	10	R0422410	R041090	BA	RE	S	VOCA	S					
59	5957	RL	10	R0422430	R041090	ST	RE	S	DGUI	S	RE	S	DAIL	S	
60	5958	RL	10	R0422450	R041090	BA	RE	S	DGUI	S					
61	5959	RL	10	R0422470	R041090	R	RE	S	DGUI	S					
62	5960	RL	10	R0422480	R041090	R	RE	S	DGUI	S					
63	5961	RL	10	R0422500	R041090	R	RE	S	DGUI	S					
64	5962	RL	10	R0422510	R041090	R	RE	S	DGUI	S					
65	5679	RL	10	R0135070	R013090	BA	RE	S	VOCA	S					
66	5680	RL	10	R0135090	R013090	BA	LI	S	ECSL	S					Literary non-fiction passage.
67	5681	RL	10	R0135100	R013090	BA	LI	S	DGUL	S					
68	5682	RL	10	R0135110	R013090	BA	LI	S	DGUL	S					
69	5683	RL	10	R0135130	R013090	ST	LI	S	DAIL	S	LI	S	DGUL	S	
70	5684	RL	10	R0135140	R013090	BA	LI	S	ECSL	S					
71	5685	RL	10	R0135150	R013090	ST	LI	S	ECSL	S					
72	5686	RL	10	R0135170	R013090	BA	LI	S	DGUL	S					
73	5783	RL	10	R0241230	R024410	ST	LI	S	ECSL	S					
74	5784	RL	10	R0241250	R024410	R	LI	S	DGUL	S					
75	5785	RL	10	R0241260	R024410	BA	LI	S	DGUL	S					
76	5786	RL	10	R0241280	R024410	BA	LI	S	DGUL	S					
77	5787	RL	10	R0241310	R024410	BA	LI	S	DGUL	S					
78	5788	RL	10	R0241320	R024410	BA	RE	S	VOCA	S					
79	5789	RL	10	R0241330	R024410	R	LI	S	DGUL	S					
80	6166	RL	10	R0424980	R047310	ST	LI	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
81	6167	RL	10	R0457210	R047310	BA	RE	S	VOCA	S					
82	6168	RL	10	R0457240	R047310	BA	LI	S	DAIL	S					
83	6169	RL	10	R0457270	R047310	ST	LI	S	ECSL	S					
84	6170	RL	10	R0457280	R047310	ST	LI	S	ECSL	S					
85	6171	RL	10	R0457290	R047310	BA	LI	S	ECSL	S					
86	6172	RL	10	R0457300	R047310	ST	RE	S	VOCA	S					
87	5868	RL	10	R0306630	R030600	BA	RE	S	VOCA	S					
88	5869	RL	10	R0306650	R030600	R	RE	S	DGUI	S					
89	5870	RL	10	R0306660	R030600	BA	RE	S	DGUI	S					
90	5871	RL	10	R0306670	R030600	BA	RE	S	DGUI	S					
91	5872	RL	10	R0306690	R030600	ST	RE	S	ECSI	S					
92	5873	RL	10	R0306700	R030600	ST	RE	S	DAIL	S					
93	5874	RL	10	R0306730	R030600	ST	RE	S	ECSL	S					
94	5978	RL	10	R0425810	R041250	BA	RE	S	READ	S					
95	5979	RL	10	R0426010	R041250	BA	RE	S	READ	S					
96	5980	RL	10	R0426210	R041250	BA	RE	S	READ	S					
97	5981	RL	10	R0484690	R041250	ST	RE	S	READ	S					
98	5982	RL	10	R0484710	R041250	R	RE	S	READ	S					
99	5983	RL	10	R0484720	R041250	R	RE	S	DGUI	S					
100	5757	RL	10	R0266400	R023950	ST	LI	S	DAIL	S					
101	5758	RL	10	R0266410	R023950	ST	LI	S	ECSL	S					
102	5759	RL	10	R0266430	R023950	ST	LI	S	ECSL	S					
103	5760	RL	10	R0266440	R023950	BA	LI	S	DAIL	S					
104	5761	RL	10	R0266450	R023950	ST	LI	S	DAIL	S					
105	5762	RL	10	R0266470	R023950	BA	RE	S	VOCA	S					
106	5763	RL	10	R0267500	R023950	ST	LI	S	DAIL	S					
107	5729	RL	10	R0218770	R022700	ST	RE	S	ECSI	S					
108	5730	RL	10	R0218780	R022700	BA	RE	S	READ	S					
109	5731	RL	10	R0218800	R022700	BA	RE	S	READ	S					
110	5732	RL	10	R0218810	R022700	ST	RE	S	READ	S					
111	5733	RL	10	R0218830	R022700	ST	RE	S	READ	S					
112	5734	RL	10	R0218850	R022700	ST	RE	S	READ	S					
113	5735	RL	10	R0218860	R022700	ST	RE	S	DAIL	S					
114	5736	RL	10	R0218880	R022700	BA	RE	S	DGUI	S					
115	5654	RL	10	R0129450	R012590	R	RE	S	DGUI	S					
116	5655	RL	10	R0129460	R012590	R	RE	S	DGUI	S					
117	5656	RL	10	R0129470	R012590	BA	RE	S	DGUI	S					
118	5657	RL	10	R0129490	R012590	ST	RE	S	READ	S					
119	6064	RL	10	R0432050	R041930	BA	RE	S	DGUI	S					
120	6065	RL	10	R0432080	R041930	BA	RE	S	VOCA	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
121	6066	RL	10	R0432090	R041930	BA	RE	S	VOCA	S					
122	6067	RL	10	R0432300	R041930	ST	RE	S	ECSI	S					
123	6068	RL	10	R0432310	R041930	ST	RE	S	ECSI	S					
124	6069	RL	10	R0432330	R041930	ST	RE	S	DAII	S					
125	6070	RL	10	R0432340	R041930	BA	RE	S	DGUI	S					
126	5947	RL	10	R0429530	R041060	BA	RE	S	VOCA	S					
127	5948	RL	10	R0429540	R041060	BA	RE	S	VOCA	S					
128	5949	RL	10	R0429550	R041060	BA	RE	S	DGUI	S					
129	5950	RL	10	R0429560	R041060	ST	RE	S	DAII	S					
130	5951	RL	10	R0429580	R041060	ST	RE	S	DAII	S					
131	5952	RL	10	R0429590	R041060	ST	RE	S	DAII	S					
132	5953	RL	10	R0440020	R041060	ST	RE	S	ECSI	S					
133	5954	RL	10	R0440040	R041060	ST	RE	S	ECSI	S					
134	5955	RL	10	R0440050	R041060	ST	RE	S	DAII	S					
135	5790	RL	10	R0249100	R024500	BA	RE	S	VOCA	S					
136	5791	RL	10	R0249110	R024500	ST	LI	S	DAIL	S					
137	5792	RL	10	R0249130	R024500	ST	LI	S	DAIL	S					
138	5793	RL	10	R0249160	R024500	ST	LI	S	ECSL	S					
139	5794	RL	10	R0249170	R024500	ST	LI	S	DAIL	S					
140	5795	RL	10	R0249180	R024500	ST	LI	S	ECSL	S					
141	5796	RL	10	R0249190	R024500	ST	LI	S	ECSL	S					
142	6173	RL	10	R0511290	R051040	BA	RE	S	VOCA	S					
143	6174	RL	10	R0511310	R051040	R	RE	S	DGUI	S					
144	6175	RL	10	R0511320	R051040	BA	RE	S	DGUI	S					
145	6176	RL	10	R0511340	R051040	ST	RE	S	DAII	S					
146	6177	RL	10	R0511350	R051040	BA	RE	S	DGUI	S					
147	6178	RL	10	R0511360	R051040	ST	RE	S	DAII	S					
148	6179	RL	10	R0511370	R051040	ST	RE	S	ECSI	S					
149	6180	RL	10	R0511390	R051040	BA	RE	S	ECSI	S					
150	5932	RL	10	R0415840	R041010	ST	RE	S	ECSI	S					
151	5933	RL	10	R0421620	R041010	BA	RE	S	VOCA	S					
152	5934	RL	10	R0421630	R041010	BA	RE	S	VOCA	S					
153	5935	RL	10	R0421640	R041010	BA	RE	S	ECSI	S					
154	5936	RL	10	R0421660	R041010	BA	RE	S	DGUI	S					
155	5937	RL	10	R0422010	R041010	BA	RE	S	DGUI	S					
156	5938	RL	10	R0422220	R041010	ST	RE	S	ECSI	S					
157	5939	RL	10	R0422230	R041010	ST	RE	S	ECSI	S					
158	5908	RL	10	R0308090	R030730	ST	RE	S	DAII	S					
159	5909	RL	10	R0308100	R030730	BA	RE	S	DAII	S					
160	5910	RL	10	R0308110	R030730	ST	RE	S	DAII	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
161	5911	RL	10	R0308120	R030730	BA	RE	S	DGUI	S					
162	5912	RL	10	R0308130	R030730	ST	RE	S	DAII	S					
163	5928	RL	10	R0330020	R033000	BA	RE	S	DGUI	S					
164	5929	RL	10	R0330030	R033000	BA	RE	S	DGUI	S					
165	5930	RL	10	R0330050	R033000	BA	RE	S	DGUI	S					
166	5931	RL	10	R0330060	R033000	ST	RE	S	DAII	S					
167	5991	RL	10	R0431370	R041360	BA	RE	S	DGUI	S					
168	5992	RL	10	R0431390	R041360	ST	RE	S	DAII	S					
169	5993	RL	10	R0431410	R041360	ST	RE	S	DAII	S					
170	5994	RL	10	R0431430	R041360	BA	RE	S	DGUI	S					
171	5722	RL	10	R0278790	R022680	BA	LI	S	VOCA	S					
172	5723	RL	10	R0278800	R022680	BA	LI	S	VOCA	S					
173	5724	RL	10	R0278810	R022680	BA	LI	S	DGUL	S					
174	5725	RL	10	R0278820	R022680	ST	LI	S	DAIL	S					
175	5726	RL	10	R0278860	R022680	ST	LI	S	DAIL	S					
176	5727	RL	10	R0278900	R022680	ST	LI	S	DAIL	S					
177	5728	RL	10	R0278920	R022680	ST	LI	S	ECSL	S					
178	5854	RL	10	R0218630	R027110	ST	LI	S	DAIL	S					
179	5855	RL	10	R0218640	R027110	ST	LI	S	DAIL	S					
180	5856	RL	10	R0227090	R027110	ST	LI	S	DAIL	S					
181	5857	RL	10	R0228080	R027110	ST	LI	S	DAIL	S					
182	5858	RL	10	R0230770	R027110	ST	LI	S	DAIL	S					
183	5859	RL	10	R0231610	R027110	ST	LI	S	ECSL	S					
184	5860	RL	10	R0239940	R027110	ST	LI	S	ECSL	S					
185	5665	RL	10	R0135330	R013060	BA	RE	S	DGUI	S					
186	5666	RL	10	R0135340	R013060	BA	RE	S	DAII	S					
187	5667	RL	10	R0135360	R013060	ST	RE	S	DAII	S					
188	5668	RL	10	R0135370	R013060	BA	RE	S	DGUI	S					
189	5669	RL	10	R0135390	R013060	ST	RE	S	DAII	S					
190	5670	RL	10	R0135410	R013060	ST	RE	S	ECSI	S					
191	5671	RL	10	R0135440	R013060	ST	RE	S	DAII	S					
192	6181	RL	10	R0511410	R051050	BA	RE	S	VOCA	S					
193	6182	RL	10	R0511420	R051050	BA	RE	S	VOCA	S					
194	6183	RL	10	R0511440	R051050	BA	LI	S	DGUL	S					
195	6184	RL	10	R0511480	R051050	ST	LI	S	DAIL	S					
196	6185	RL	10	R0511490	R051050	ST	LI	S	DAIL	S					
197	6186	RL	10	R0511510	R051050	ST	LI	S	ECSL	S					
198	6187	RL	10	R0511520	R051050	ST	LI	S	ECSL	S					
199	6050	RL	10	R0423500	R041870	BA	RE	S	DGUI	S					
200	6051	RL	10	R0423530	R041870	BA	RE	S	DGUI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
201	6052	RL	10	R0423540	R041870	ST	LI	S	ECSL	S					
202	6053	RL	10	R0423550	R041870	ST	LI	S	ECSL	S					
203	6054	RL	10	R0423580	R041870	ST	LI	S	ECSL	S					
204	6055	RL	10	R0423590	R041870	ST	LI	S	ECSL	S					
205	6056	RL	10	R0452780	R041870	BA	RE	S	VOCA	S					
206	5804	RL	10	R0228630	R026080	BA	RE	S	VOCA	S					
207	5805	RL	10	R0228650	R026080	ST	RE	S	DAII	S					
208	5806	RL	10	R0228660	R026080	ST	RE	S	DAII	S					
209	5807	RL	10	R0228670	R026080	ST	RE	S	DAII	S					
210	5808	RL	10	R0228690	R026080	ST	RE	S	ECSI	S					
211	5809	RL	10	R0228720	R026080	ST	LI	S	ECSL	S					
212	5810	RL	10	R0228730	R026080	ST	LI	S	ECSL	S					
213	5640	RL	10	R0119600	R011410	ST	RE	S	ECSI	S					
214	5641	RL	10	R0122700	R011410	ST	LI	S	ECSL	S					
215	5642	RL	10	R0122720	R011410	ST	RE	S	DAII	S					
216	5643	RL	10	R0122730	R011410	BA	RE	S	DGUI	S					
217	5644	RL	10	R0122740	R011410	BA	RE	S	DGUI	S					
218	5645	RL	10	R0122750	R011410	BA	RE	S	DGUI	S					
219	5646	RL	10	R0122790	R011410	BA	RE	S	DGUI	S					
220	5629	RL	10	R0101620	R010280	BA	RE	S	DGUI	S					
221	5630	RL	10	R0102140	R010280	BA	RE	S	DGUI	S					
222	5631	RL	10	R0102150	R010280	ST	RE	S	DAII	S					
223	5632	RL	10	R0102170	R010280	ST	RE	S	DAII	S					
224	5633	RL	10	R0102180	R010280	ST	RE	S	DAII	S					
225	5634	RL	10	R0102190	R010280	ST	RE	S	DAII	S					
226	5635	RL	10	R0102220	R010280	ST	RE	S	ECSI	S					
227	5658	RL	10	R0135190	R013050	BA	RE	S	DGUI	S					
228	5659	RL	10	R0135200	R013050	ST	RE	S	DAII	S					
229	5660	RL	10	R0135210	R013050	BA	RE	S	DGUI	S					
230	5661	RL	10	R0135230	R013050	ST	RE	S	DAII	S					
231	5662	RL	10	R0135240	R013050	ST	RE	S	DGUI	S					
232	5663	RL	10	R0135270	R013050	ST	LI	S	ECSL	S					
233	5664	RL	10	R0135290	R013050	ST	RE	S	DAII	S					
234	5901	RL	10	R0307480	R030680	BA	RE	S	VOCA	S					
235	5902	RL	10	R0307500	R030680	BA	RE	S	DGUI	S					
236	5903	RL	10	R0307510	R030680	BA	RE	S	DGUI	S					
237	5904	RL	10	R0307530	R030680	BA	RE	S	DGUI	S					
238	5905	RL	10	R0307540	R030680	BA	RE	S	DGUI	S					
239	5906	RL	10	R0307550	R030680	ST	RE	S	DAII	S					
240	5907	RL	10	R0307560	R030680	ST	RE	S	ECSI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
241	5826	RL	10	R0246900	R026220	ST	RE	S	ECSL	S					
242	5827	RL	10	R0252260	R026220	BA	RE	S	VOCA	S					
243	5828	RL	10	R0252270	R026220	BA	RE	S	VOCA	S					
244	5829	RL	10	R0252280	R026220	ST	RE	S	DAII	S					
245	5830	RL	10	R0252300	R026220	ST	RE	S	DAII	S					
246	5831	RL	10	R0252310	R026220	ST	LI	S	ECSL	S					
247	5832	RL	10	R0252350	R026220	ST	LI	S	ECSL	S					
248	6093	RL	10	R0434930	R045350	BA	RE	S	READ	S					
249	6094	RL	10	R0434950	R045350	ST	RE	S	READ	S					
250	6095	RL	10	R0434960	R045350	BA	RE	S	READ	S					
251	6096	RL	10	R0435080	R045350	ST	RE	S	READ	S					
252	5737	RL	10	R0219300	R022730	BA	RE	S	READ	S					
253	5738	RL	10	R0219310	R022730	BA	RE	S	READ	S					
254	5739	RL	10	R0219340	R022730	BA	RE	S	READ	S					
255	5740	RL	10	R0219370	R022730	ST	RE	S	READ	S					
256	5741	RL	10	R0219380	R022730	ST	RE	S	READ	S					
257	5742	RL	10	R0219390	R022730	BA	RE	S	READ	S					
258	6042	RL	10	R0424150	R041860	BA	RE	S	DGVI	S					
259	6043	RL	10	R0424160	R041860	BA	RE	S	DGVI	S					
260	6044	RL	10	R0424190	R041860	ST	RE	S	DAII	S					
261	6045	RL	10	R0424200	R041860	ST	LI	S	ECSL	S					
262	6046	RL	10	R0424210	R041860	ST	LI	S	ECSL	S					
263	6047	RL	10	R0424220	R041860	ST	LI	S	ECSL	S					
264	6048	RL	10	R0424230	R041860	ST	LI	S	DAIL	S					
265	6049	RL	10	R0424240	R041860	BA	RE	S	DGVI	S					
266	5775	RL	10	R0241890	R024400	BA	LI	S	DGUL	S					
267	5776	RL	10	R0241900	R024400	ST	LI	S	ECSL	S					
268	5777	RL	10	R0241920	R024400	BA	LI	S	DGUL	S					
269	5778	RL	10	R0241930	R024400	ST	LI	S	DAIL	S					
270	5779	RL	10	R0241940	R024400	ST	LI	S	DAIL	S					
271	5780	RL	10	R0241960	R024400	ST	LI	S	DAIL	S					
272	5781	RL	10	R0241980	R024400	ST	LI	S	ECSL	S					
273	5782	RL	10	R0241990	R024400	ST	LI	S	ECSL	S					
274	5971	RL	10	R0425630	R041190	ST	LI	S	ECSL	S					
275	5972	RL	10	R0425640	R041190	ST	LI	S	ECSL	S					
276	5973	RL	10	R0425820	R041190	ST	LI	S	ECSL	S					
277	5974	RL	10	R0425830	R041190	ST	LI	S	ECSL	S					
278	5975	RL	10	R0425840	R041190	ST	LI	S	ECSL	S					
279	5976	RL	10	R0426040	R041190	ST	LI	S	DAIL	S					
280	5977	RL	10	R0426240	R041190	ST	LI	S	ECSL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
281	6021	RL	10	R0403980	R041700	ST	LI	S	ECSL	S					
282	6022	RL	10	R0403990	R041700	ST	LI	S	ECSL	S					
283	6023	RL	10	R0428240	R041700	BA	LI	S	DGUL	S					
284	6024	RL	10	R0428260	R041700	BA	LI	S	DGUL	S					
285	6025	RL	10	R0428280	R041700	ST	LI	S	DAIL	S					
286	6026	RL	10	R0428310	R041700	ST	LI	S	ECSL	S					
287	6027	RL	10	R0428480	R041700	BA	LI	S	DGUL	S					
288	5636	RL	10	R0127550	R011350	ST	RE	S	READ	S					
289	5637	RL	10	R0127620	R011350	ST	RE	S	READ	S					
290	5638	RL	10	R0127630	R011350	ST	RE	S	READ	S					
291	5639	RL	10	R0133770	R011350	BA	RE	S	READ	S					
292	6160	RL	10	R0436690	R047110	BA	RE	S	READ	S					
293	6161	RL	10	R0436700	R047110	BA	RE	S	READ	S					
294	6162	RL	10	R0436710	R047110	ST	RE	S	READ	S					
295	6163	RL	10	R0436720	R047110	BA	RE	S	READ	S					
296	6164	RL	10	R0436730	R047110	ST	RE	S	READ	S					
297	6165	RL	10	R0436740	R047110	BA	RE	S	READ	S					
298	6210	RL	10	R0512200	R051120	BA	RE	S	VOCA	S					
299	6211	RL	10	R0512210	R051120	BA	RE	S	READ	S					
300	6212	RL	10	R0512220	R051120	BA	RE	S	READ	S					
301	6213	RL	10	R0512230	R051120	BA	RE	S	READ	S					
302	6214	RL	10	R0512260	R051120	ST	RE	S	READ	S					
303	6215	RL	10	R0512270	R051120	ST	RE	S	READ	S					
304	6216	RL	10	R0512280	R051120	ST	RE	S	READ	S					
305	5995	RL	10	R0437610	R041480	BA	RE	S	VOCA	S					
306	5996	RL	10	R0437620	R041480	ST	LI	S	DAIL	S					
307	5997	RL	10	R0437820	R041480	ST	LI	S	DAIL	S					
308	5998	RL	10	R0437870	R041480	ST	LI	S	ECSL	S					
309	5999	RL	10	R0438220	R041480	ST	LI	S	DAIL	S					
310	6000	RL	10	R0438230	R041480	ST	LI	S	DAIL	S					
311	6001	RL	10	R0438240	R041480	ST	LI	S	ECSL	S					
312	5940	RL	10	R0421830	R041020	ST	LI	S	DAIL	S					
313	5941	RL	10	R0421850	R041020	ST	LI	S	DAIL	S					
314	5942	RL	10	R0422020	R041020	BA	RE	S	VOCA	S					
315	5943	RL	10	R0422030	R041020	ST	LI	S	DAIL	S					
316	5944	RL	10	R0422040	R041020	ST	LI	S	DAIL	S					
317	5945	RL	10	R0422050	R041020	ST	LI	S	ECSL	S					
318	5946	RL	10	R0422260	R041020	ST	LI	S	ECSL	S					
319	5921	RL	10	R0309370	R030840	BA	RE	S	VOCA	S					
320	5922	RL	10	R0309390	R030840	BA	LI	S	DGUL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
321	5923	RL	10	R0309400	R030840	ST	LI	S	DAIL	S					
322	5924	RL	10	R0309430	R030840	ST	LI	S	DAIL	S					
323	5925	RL	10	R0309450	R030840	ST	LI	S	DAIL	S					
324	5926	RL	10	R0309460	R030840	ST	LI	S	DAIL	S					
325	5927	RL	10	R0309470	R030840	ST	LI	S	ECSL	S					
326	5694	RL	10	R0217280	R020390	BA	RE	S	VOCA	S					
327	5695	RL	10	R0217310	R020390	ST	RE	S	DGUL	S					
328	5696	RL	10	R0217330	R020390	ST	LI	S	DAIL	S					
329	5697	RL	10	R0217340	R020390	ST	LI	S	DAIL	S					
330	5698	RL	10	R0217350	R020390	ST	LI	S	DAIL	S					
331	5699	RL	10	R0217360	R020390	ST	RE	S	ECSI	S					
332	5700	RL	10	R0217370	R020390	ST	RE	S	DAIL	S					
333	6146	RL	10	R0441340	R046260	BA	RE	S	VOCA	S					
334	6147	RL	10	R0441350	R046260	ST	RE	S	DAIL	S					
335	6148	RL	10	R0441360	R046260	BA	RE	S	DGUL	S					
336	6149	RL	10	R0441390	R046260	BA	RE	S	DGUL	S					
337	6150	RL	10	R0441400	R046260	BA	RE	S	DGUL	S					
338	6151	RL	10	R0441410	R046260	ST	RE	S	DAIL	S					
339	6152	RL	10	R0441430	R046260	ST	RE	S	ECSI	S					
340	6132	RL	10	R0423730	R045630	BA	RE	S	DGUL	S					
341	6133	RL	10	R0423750	R045630	ST	RE	S	READ	S					
342	6134	RL	10	R0423760	R045630	BA	RE	S	DGUL	S					
343	6135	RL	10	R0423770	R045630	ST	RE	S	READ	S					
344	6136	RL	10	R0423830	R045630	BA	RE	S	READ	S					
345	6137	RL	10	R0441060	R045630	ST	RE	S	DAIL	S					
346	6138	RL	10	R0441070	R045630	ST	RE	S	ECSI	S					
347	5715	RL	10	R0217840	R022180	BA	RE	S	VOCA	S					
348	5716	RL	10	R0217850	R022180	ST	LI	S	DAIL	S					
349	5717	RL	10	R0217880	R022180	BA	LI	S	DGUL	S					
350	5718	RL	10	R0217890	R022180	ST	LI	S	DAIL	S					
351	5719	RL	10	R0247950	R022180	ST	LI	S	DAIL	S					
352	5720	RL	10	R0247960	R022180	ST	LI	S	ECSL	S					
353	5721	RL	10	R0275280	R022180	ST	LI	S	ECSL	S					
354	6071	RL	10	R0458480	R042230	ST	RE	S	VOCA	S					
355	6072	RL	10	R0458490	R042230	BA	RE	S	VOCA	S					
356	6073	RL	10	R0458500	R042230	ST	LI	S	DAIL	S					
357	6074	RL	10	R0458510	R042230	R	LI	S	DGUL	S					
358	6075	RL	10	R0458530	R042230	ST	LI	S	DAIL	S					
359	6076	RL	10	R0458550	R042230	ST	LI	S	DAIL	S					
360	6077	RL	10	R0458560	R042230	ST	LI	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
361	6078	RL	10	R0458580	R042230	ST	RE	S	ECSI	S					
362	6002	RL	10	R0437700	R041510	BA	RE	S	VOCA	S					
363	6003	RL	10	R0437880	R041510	BA	RE	S	DGUI	S					
364	6004	RL	10	R0437890	R041510	ST	RE	S	ECSI	S					
365	6005	RL	10	R0437900	R041510	ST	RE	S	ECSI	S					
366	6006	RL	10	R0438090	R041510	ST	RE	S	DAII	S					
367	6007	RL	10	R0438100	R041510	BA	RE	S	DGUI	S					
368	6008	RL	10	R0438280	R041510	BA	RE	S	DGUI	S					
369	6009	RL	10	R0438290	R041510	ST	RE	S	DAII	S					
370	6153	RL	10	R0435290	R046300	BA	RE	S	VOCA	S					
371	6154	RL	10	R0435300	R046300	BA	RE	S	VOCA	S					
372	6155	RL	10	R0435330	R046300	ST	LI	S	DAIL	S					
373	6156	RL	10	R0435350	R046300	ST	LI	S	DAIL	S					
374	6157	RL	10	R0435370	R046300	ST	LI	S	DAIL	S					
375	6158	RL	10	R0435390	R046300	ST	LI	S	ECSL	S					
376	6159	RL	10	R0435400	R046300	ST	LI	S	ECSL	S					
377	6125	RL	10	R0435730	R045620	BA	RE	S	VOCA	S					
378	6126	RL	10	R0435740	R045620	ST	LI	S	ECSL	S					
379	6127	RL	10	R0435770	R045620	BA	RE	S	VOCA	S					
380	6128	RL	10	R0435940	R045620	ST	LI	S	ECSL	S					
381	6129	RL	10	R0435960	R045620	ST	LI	S	DAIL	S					
382	6130	RL	10	R0435970	R045620	ST	LI	S	ECSL	S					
383	6131	RL	10	R0435980	R045620	ST	LI	S	DAIL	S					
384	5771	RL	10	R0201350	R024390	BA	RE	S	READ	S					
385	5772	RL	10	R0218020	R024390	BA	RE	S	READ	S					
386	5773	RL	10	R0218030	R024390	BA	RE	S	READ	S					
387	5774	RL	10	R0230930	R024390	BA	RE	S	READ	S					
388	5893	RL	10	R0307350	R030670	BA	RE	S	VOCA	S					
389	5894	RL	10	R0307380	R030670	BA	LI	S	DGUL	S					
390	5895	RL	10	R0307400	R030670	ST	LI	S	DAIL	S					
391	5896	RL	10	R0307410	R030670	BA	LI	S	DGUL	S					
392	5897	RL	10	R0307420	R030670	ST	LI	S	DAIL	S					
393	5898	RL	10	R0307440	R030670	ST	LI	S	ECSL	S					
394	5899	RL	10	R0307450	R030670	ST	LI	S	ECSL	S					
395	5900	RL	10	R0307460	R030670	ST	LI	S	ECSL	S					
396	5882	RL	10	R0307170	R030650	BA	RE	S	READ	S					
397	5883	RL	10	R0307190	R030650	ST	RE	S	READ	S					
398	5884	RL	10	R0307200	R030650	ST	RE	S	READ	S					
399	5885	RL	10	R0307220	R030650	BA	RE	S	READ	S					
400	6079	RL	10	R0473850	R044150	ST	LI	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
401	6080	RL	10	R0473870	R044150	ST	LI	S	DAIL	S					
402	6081	RL	10	R0473890	R044150	ST	LI	S	DAIL	S					
403	6082	RL	10	R0473920	R044150	BA	RE	S	VOCA	S					
404	6083	RL	10	R0473930	R044150	ST	RE	S	VOCA	S					
405	6084	RL	10	R0473940	R044150	ST	LI	S	DAIL	S					
406	6085	RL	10	R0473950	R044150	ST	RE	S	ECSI	S					
407	5875	RL	10	R0306750	R030610	BA	RE	S	VOCA	S					
408	5876	RL	10	R0306770	R030610	BA	RE	S	DGUI	S					
409	5877	RL	10	R0306790	R030610	BA	RE	S	DGUI	S					
410	5878	RL	10	R0306800	R030610	BA	RE	S	VOCA	S					
411	5879	RL	10	R0306830	R030610	ST	RE	S	DAIL	S					
412	5880	RL	10	R0306840	R030610	ST	RE	S	DAIL	S					
413	5881	RL	10	R0306860	R030610	ST	RE	S	ECSI	S					
414	5687	RL	10	R0222240	R020200	ST	LI	S	DAIL	S					
415	5688	RL	10	R0222250	R020200	ST	LI	S	DAIL	S					
416	5689	RL	10	R0222270	R020200	ST	LI	S	DAIL	S					
417	5690	RL	10	R0222290	R020200	BA	RE	S	VOCA	S					
418	5691	RL	10	R0222320	R020200	ST	LI	S	DAIL	S					
419	5692	RL	10	R0222340	R020200	ST	LI	S	ECSL	S					
420	5693	RL	10	R0222360	R020200	ST	LI	S	ECSL	S					
421	5963	RL	10	R0426420	R041170	ST	LI	S	DAIL	S					
422	5964	RL	10	R0426580	R041170	ST	LI	S	ECSL	S					
423	5965	RL	10	R0426800	R041170	ST	LI	S	ECSL	S					
424	5966	RL	10	R0426810	R041170	BA	RE	S	VOCA	S					
425	5967	RL	10	R0426990	R041170	ST	LI	S	ECSL	S					
426	5968	RL	10	R0427000	R041170	ST	LI	S	DAIL	S					
427	5969	RL	10	R0427020	R041170	ST	LI	S	DAIL	S					
428	5970	RL	10	R0427200	R041170	ST	LI	S	ECSL	S					
429	6017	RL	10	R0429610	R041580	BA	RE	S	VOCA	S					
430	6018	RL	10	R0429630	R041580	BA	RE	S	READ	S					
431	6019	RL	10	R0429650	R041580	BA	RE	S	READ	S					
432	6020	RL	10	R0429660	R041580	ST	RE	S	READ	S					
433	6202	RL	10	R0512090	R051110	BA	RE	S	VOCA	S					
434	6203	RL	10	R0512100	R051110	BA	RE	S	VOCA	S					
435	6204	RL	10	R0512130	R051110	BA	RE	S	DGUI	S					
436	6205	RL	10	R0512140	R051110	BA	RE	S	DGUI	S					
437	6206	RL	10	R0512150	R051110	ST	RE	S	DAIL	S					
438	6207	RL	10	R0512160	R051110	ST	RE	S	DAIL	S					
439	6208	RL	10	R0512170	R051110	ST	RE	S	DAIL	S					
440	6209	RL	10	R0512190	R051110	ST	RE	S	ECSI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
441	6105	RL	10	R0429800	R045480	ST	LI	S	DAIL	S					
442	6106	RL	10	R0430130	R045480	BA	RE	S	VOCA	S					
443	6107	RL	10	R0430140	R045480	BA	RE	S	VOCA	S					
444	6108	RL	10	R0430150	R045480	ST	LI	S	DAIL	S					
445	6109	RL	10	R0430170	R045480	ST	LI	S	DAIL	S					
446	6110	RL	10	R0430200	R045480	BA	RE	S	VOCA	S					
447	6111	RL	10	R0430370	R045480	ST	LI	S	DAIL	S					
448	6112	RL	10	R0430380	R045480	ST	LI	S	ECSL	S					
449	5819	RL	10	R0250000	R026170	ST	RE	S	DAII	S					
450	5820	RL	10	R0251900	R026170	BA	RE	S	VOCA	S					
451	5821	RL	10	R0251910	R026170	BA	RE	S	VOCA	S					
452	5822	RL	10	R0251920	R026170	ST	RE	S	READ	S					
453	5823	RL	10	R0251980	R026170	ST	RE	S	READ	S					
454	5824	RL	10	R0252000	R026170	ST	RE	S	ECSI	S					
455	5825	RL	10	R0252010	R026170	ST	RE	S	DAII	S					
456	5913	RL	10	R0309240	R030830	ST	RE	S	DAII	S					
457	5914	RL	10	R0309260	R030830	ST	RE	S	ECSI	S					
458	5915	RL	10	R0309270	R030830	ST	RE	S	DAII	S					
459	5916	RL	10	R0309280	R030830	ST	RE	S	DAII	S					
460	5917	RL	10	R0309290	R030830	ST	RE	S	DAII	S					
461	5918	RL	10	R0309300	R030830	ST	RE	S	DAII	S					
462	5919	RL	10	R0309310	R030830	ST	RE	S	DAII	S					
463	5920	RL	10	R0309350	R030830	ST	RE	S	ECSI	S					
464	6139	RL	10	R0430640	R046220	ST	RE	S	DAII	S					
465	6140	RL	10	R0430650	R046220	BA	RE	S	VOCA	S					
466	6141	RL	10	R0430910	R046220	BA	RE	S	DGUI	S					
467	6142	RL	10	R0430920	R046220	BA	RE	S	VOCA	S					
468	6143	RL	10	R0430950	R046220	ST	RE	S	ECSI	S					
469	6144	RL	10	R0430970	R046220	ST	RE	S	DAII	S					
470	6145	RL	10	R0430990	R046220	ST	RE	S	DAII	S					
471	6035	RL	10	R0415800	R041850	BA	RE	S	VOCA	S					
472	6036	RL	10	R0436140	R041850	ST	RE	S	DAII	S					
473	6037	RL	10	R0436160	R041850	ST	RE	S	DAII	S					
474	6038	RL	10	R0436170	R041850	BA	RE	S	DGUI	S					
475	6039	RL	10	R0436190	R041850	ST	RE	S	DAII	S					
476	6040	RL	10	R0436220	R041850	ST	RE	S	ECSI	S					
477	6041	RL	10	R0436240	R041850	ST	RE	S	ECSI	S					
478	5797	RL	10	R0201850	BA	RE	S	VOCA	S						
479	5798	RL	10	R0234890	R025510	BA	RE	S	VOCA	S					
480	5799	RL	10	R0234900	R025510	ST	LI	S	DAIL	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
481	5800	RL	10	R0234920	R025510	ST	LI	S	DAIL	S					
482	5801	RL	10	R0234940	R025510	ST	LI	S	DAIL	S					
483	5802	RL	10	R0234950	R025510	BA	LI	S	DGUL	S					
484	5803	RL	10	R0254060	R025510	ST	LI	S	ECSL	S					
485	6118	RL	10	R0431050	R045570	BA	RE	S	VOCA	S					
486	6119	RL	10	R0431070	R045570	BA	RE	S	VOCA	S					
487	6120	RL	10	R0431080	R045570	ST	RE	S	DAIL	S					
488	6121	RL	10	R0431090	R045570	BA	RE	S	DGUL	S					
489	6122	RL	10	R0431110	R045570	ST	RE	S	DAIL	S					
490	6123	RL	10	R0431140	R045570	ST	RE	S	DAIL	S					
491	6124	RL	10	R0431160	R045570	ST	RE	S	ECSI	S					
492	5743	RL	10	R0204700	R023570	ST	RE	S	ECSI	S					
493	5744	RL	10	R0204730	R023570	ST	LI	S	DAIL	S					
494	5745	RL	10	R0204740	R023570	ST	LI	S	ECSL	S					
495	5746	RL	10	R0204750	R023570	BA	RE	S	VOCA	S					
496	5747	RL	10	R0204760	R023570	BA	RE	S	VOCA	S					
497	5748	RL	10	R0204770	R023570	ST	RE	S	DAIL	S					
498	5749	RL	10	R0204800	R023570	ST	LI	S	DAIL	S					
499	6097	RL	10	R0422850	R045420	ST	LI	S	DAIL	S					
500	6098	RL	10	R0422870	R045420	ST	LI	S	DAIL	S					
501	6099	RL	10	R0422880	R045420	ST	LI	S	DAIL	S					
502	6100	RL	10	R0422910	R045420	ST	LI	S	DAIL	S					
503	6101	RL	10	R0422920	R045420	ST	LI	S	DAIL	S					
504	6102	RL	10	R0422930	R045420	ST	LI	S	DAIL	S					
505	6103	RL	10	R0422940	R045420	BA	LI	S	DGUL	S					
506	6104	RL	10	R0422960	R045420	BA	RE	S	VOCA	S					
507	6010	RL	10	R0437010	R041520	BA	RE	S	VOCA	S					
508	6011	RL	10	R0437020	R041520	ST	RE	S	ECSI	S					
509	6012	RL	10	R0437100	R041520	ST	RE	S	DAIL	S					
510	6013	RL	10	R0437130	R041520	ST	RE	S	VOCA	S					
511	6014	RL	10	R0437150	R041520	BA	RE	S	VOCA	S					
512	6015	RL	10	R0437160	R041520	ST	RE	S	DAIL	S					
513	6016	RL	10	R0437390	R041520	ST	RE	S	DAIL	S					
514	5811	RL	10	R0205600	R026150	ST	LI	S	DAIL	S					
515	5812	RL	10	R0251350	R026150	BA	RE	S	VOCA	S					
516	5813	RL	10	R0251360	R026150	BA	LI	S	DGUL	S					
517	5814	RL	10	R0251370	R026150	BA	LI	S	DGUL	S					
518	5815	RL	10	R0251380	R026150	ST	LI	S	DAIL	S					
519	5816	RL	10	R0251390	R026150	ST	LI	S	ECSL	S					
520	5817	RL	10	R0251400	R026150	ST	LI	S	DAIL	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
521	5818	RL	10	R0251430	R026150	ST	LI	S	ECSL	S					
522	5764	RL	10	R0204060	R024120	ST	LI	S	DAIL	S					
523	5765	RL	10	R0205210	R024120	ST	LI	S	ECSL	S					
524	5766	RL	10	R0230000	R024120	ST	LI	S	ECSL	S					
525	5767	RL	10	R0231410	R024120	ST	LI	S	DAIL	S					
526	5768	RL	10	R0231430	R024120	ST	LI	S	DAIL	S					
527	5769	RL	10	R0231440	R024120	ST	LI	S	ECSL	S					
528	5770	RL	10	R0231470	R024120	ST	LI	S	DAIL	S					
529	6113	RL	10	R0421780	R045510	ST	RE	S	READ	S					
530	6114	RL	10	R0421970	R045510	BA	RE	S	READ	S					
531	6115	RL	10	R0422180	R045510	ST	RE	S	READ	S					
532	6116	RL	10	R0422400	R045510	BA	RE	S	READ	S					
533	6117	RL	10	R0484660	R045510	ST	RE	S	READ	S					
534	5750	RL	10	R0201930	R023820	ST	LI	S	ECSL	S					
535	5751	RL	10	R0204080	R023820	BA	RE	S	VOCA	S					
536	5752	RL	10	R0204090	R023820	BA	RE	S	VOCA	S					
537	5753	RL	10	R0204130	R023820	ST	RE	S	DAIL	S					
538	5754	RL	10	R0204140	R023820	ST	RE	S	ECSI	S					
539	5755	RL	10	R0204150	R023820	ST	RE	S	DAIL	S					
540	5756	RL	10	R0212210	R023820	ST	LI	S	ECSL	S					
541	5861	RL	10	R0262660	R027370	ST	RE	S	ECSI	S					
542	5862	RL	10	R0262910	R027370	BA	RE	S	VOCA	S					
543	5863	RL	10	R0262920	R027370	BA	RE	S	VOCA	S					
544	5864	RL	10	R0262940	R027370	ST	RE	S	DAIL	S					
545	5865	RL	10	R0262970	R027370	BA	RE	S	DGUI	S					
546	5866	RL	10	R0264550	R027370	ST	LI	S	ECSL	S					
547	5867	RL	10	R0264570	R027370	ST	RE	S	DAIL	S					
548	6028	RL	10	R0429060	R041760	BA	RE	S	VOCA	S					
549	6029	RL	10	R0429070	R041760	BA	RE	S	VOCA	S					
550	6030	RL	10	R0429080	R041760	ST	RE	S	ECSI	S					
551	6031	RL	10	R0429100	R041760	BA	RE	S	DGUI	S					
552	6032	RL	10	R0429110	R041760	BA	RE	S	DGUI	S					
553	6033	RL	10	R0429140	R041760	ST	RE	S	DAIL	S					
554	6034	RL	10	R0429150	R041760	BA	RE	S	DGUI	S					
555	6225	RL	10	R0006950	R998600	BA	RE	S	READ	S					
556	6226	RL	10	R0006960	R998600	BA	RE	S	READ	S					
557	6227	RL	10	R0006980	R998600	ST	RE	S	READ	S					
558	6228	RL	10	R0006990	R998600	BA	RE	S	READ	S					
559	5672	RL	10	R0134490	R013070	BA	RE	S	VOCA	S					
560	5673	RL	10	R0134520	R013070	ST	LI	S	DAIL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
561	5674	RL	10	R0134530	R013070	ST	LI	S	ECSL	S					
562	5675	RL	10	R0134550	R013070	ST	LI	S	DAIL	S					
563	5676	RL	10	R0134570	R013070	ST	LI	S	ECSL	S					
564	5677	RL	10	R0134580	R013070	ST	LI	S	ECSL	S					
565	5678	RL	10	R0134590	R013070	ST	LI	S	ECSL	S					
566	5701	RL	10	R0201250	R022060	BA	RE	S	VOCA	S					
567	5702	RL	10	R0217170	R022060	BA	RE	S	VOCA	S					
568	5703	RL	10	R0217180	R022060	BA	LI	S	DGUL	S					
569	5704	RL	10	R0217200	R022060	ST	LI	S	DAIL	S					
570	5705	RL	10	R0217230	R022060	ST	LI	S	DAIL	S					
571	5706	RL	10	R0217260	R022060	ST	LI	S	ECSL	S					
572	5707	RL	10	R0217270	R022060	ST	LI	S	ECSL	S					
573	5984	RL	10	R0426460	R041280	ST	RE	S	ECSI	S					
574	5985	RL	10	R0426470	R041280	ST	RE	S	DAIL	S					
575	5986	RL	10	R0426620	R041280	ST	RE	S	DAIL	S					
576	5987	RL	10	R0426630	R041280	ST	RE	S	DAIL	S					
577	5988	RL	10	R0426640	R041280	ST	RE	S	DAIL	S					
578	5989	RL	10	R0426650	R041280	BA	RE	S	VOCA	S					
579	5990	RL	10	R0426850	R041280	BA	RE	S	DGUL	S					
580	5839	RL	10	R0248280	R026460	ST	LI	S	ECSL	S					
581	5840	RL	10	R0248290	R026460	BA	LI	S	VOCA	S					
582	5841	RL	10	R0253850	R026460	ST	LI	S	DAIL	S					
583	5842	RL	10	R0253860	R026460	ST	LI	S	ECSL	S					
584	5843	RL	10	R0253870	R026460	ST	LI	S	ECSL	S					
585	5844	RL	10	R0253890	R026460	ST	LI	S	ECSL	S					
586	5845	RL	10	R0253910	R026460	ST	LI	S	ECSL	S					
587	6217	RL	10	R0512320	R051130	BA	RE	S	VOCA	S					
588	6218	RL	10	R0512330	R051130	BA	RE	S	VOCA	S					
589	6219	RL	10	R0512350	R051130	BA	RE	S	DGUL	S					
590	6220	RL	10	R0512380	R051130	BA	RE	S	DGUL	S					
591	6221	RL	10	R0512390	R051130	ST	RE	S	DAIL	S					
592	6222	RL	10	R0512400	R051130	ST	RE	S	ECSI	S					
593	6223	RL	10	R0512420	R051130	ST	RE	S	ECSI	S					
594	6224	RL	10	R0512430	R051130	ST	LI	S	ECSL	S					
595	5886	RL	10	R0307250	R030660	BA	LI	S	DGUL	S					
596	5887	RL	10	R0307270	R030660	ST	LI	S	DAIL	S					
597	5888	RL	10	R0307290	R030660	ST	RE	S	ECSI	S					
598	5889	RL	10	R0307310	R030660	ST	LI	S	DAIL	S					
599	5890	RL	10	R0307320	R030660	BA	LI	S	DGUL	S					
600	5891	RL	10	R0307330	R030660	ST	LI	S	ECSL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	ID	Subject	Grade	Item ID	Passage ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
601	5892	RL	10	R0307340	R030660	BA	LI	S	DGUL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
2	1	MA	03	M0002210	BA	CE	S	COMP	S	SP	S	COLL	S	
3	2	MA	03	M0002321	R	ME	S	UNIT	S					
4	3	MA	03	M0005000	BA	CE	S	COMP	P					Rounding does not map clearly to the skills listed, though it would be necessary to be able to solve the estimation problems.
5	4	MA	03	M0005010	R	CE	S	COMP	S					
6	5	MA	03	M0005040	R	CE	S	NUMB	S					
7	6	MA	03	M0005070	BA	ME	S	DIRE	S					
8	7	MA	03	M0005110	ST	SP	S	DATA	S	CE	S	NUMB	S	
9	8	MA	03	M0005230	BA	CE	S	COMP	S					Rounding to solve is a Grade 4 skill. Solving at this level interpreted to allow for a wider range of methods.
10	9	MA	03	M0005480	R	GM	S	PROP	P					Very easy prerequisite skill, or Grade 4 skill requiring knowledge of quadrilaterals. Doesn't map very well at this grade level.
11	10	MA	03	M0010060	BA	AR	S	PATT	S					
12	11	MA	03	M0010330	BA	AR	S	PATT	P					Grade 4 skill.
13	12	MA	03	M0010960	R	CE	S	NUMB	S					
14	13	MA	03	M0011000	BA	CE	S	COMP	S					
15	14	MA	03	M0011010	BA	CE	S	COMP	S					
16	15	MA	03	M0011040	BA	CE	S	COMP	S					
17	16	MA	03	M0012160	R	CE	S	NUMB	S					
18	17	MA	03	M0100260	R	SP	S	COLL	S					
19	18	MA	03	M0103000	BA	SP	S	DATA	S					
20	19	MA	03	M0103150	R	ME	S	UNIT	S					
21	20	MA	03	M0103160	R	ME	S	UNIT	S					
22	21	MA	03	M0103250	R	CE	S	NUMB	S					
23	22	MA	03	M0103270	BA	CE	S	COMP	S					
24	23	MA	03	M0103330	R	CE	S	NUMB	S					
25	24	MA	03	M0103670	BA	CE	S	COMP	S					
26	25	MA	03	M0104060	BA	SP	S	DATA	S					
27	26	MA	03	M0105690	BA	ME	S	DIRE	S					
28	27	MA	03	M0107870	R	ME	S	DIRE	S					
29	28	MA	03	M0109480	ST	SP	S	DATA	S					
30	29	MA	03	M0110250	R	GM	S	PROP	P					Item tests a prerequisite skill--below grade level.
31	30	MA	03	M0110380	BA	SP	S	DATA	S					
32	31	MA	03	M0111500	BA	GM	S	TRAN	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
33	32	MA	03	M0112090	R	ME	S	UNIT	S					
34	33	MA	03	M0112110	R	ME	S	UNIT	S					
35	34	MA	03	M0205060	BA	ME	S	DIRE	S					
36	35	MA	03	M0205110	R	GM	S	PROP	S					
37	36	MA	03	M0205130	R	GM	S	PROP	S					
38	37	MA	03	M0205920	BA	AR	S	PATT	S					
39	38	MA	03	M0206800	R	GM	S	PROP	P					Item tests a prerequisite skill--below grade level.
40	39	MA	03	M0210650	BA	CE	S	COMP	S					
41	40	MA	03	M0210990	BA	GM	S	TRAN	S					
42	41	MA	03	M0212020	BA	CE	S	OPER	P					Item requires a 2 digit times a 2 digit which is only first introduced in Grade 4.
43	42	MA	03	M0212430	BA	ME	S	DIRE	S					
44	43	MA	03	M0212440	BA	ME	S	DIRE	P					Item out of grade level.
45	44	MA	03	M0212460	R	ME	S	UNIT	S					
46	45	MA	03	M0212550	BA	GM	S	TRAN	P					Item tests a prerequisite skill--below grade level.
47	46	MA	03	M0212570	BA	SP	S	DATA	S					
48	47	MA	03	M0212580	R	SP	S	DATA	S					Item below grade level.
49	48	MA	03	M0212600	R	ME	S	DIRE	S					
50	49	MA	03	M0212640	R	CE	S	NUMB	S					
51	50	MA	03	M0216700	BA	CE	S	NUMB	P	ME	S	UNIT	P	Ordering time and comparing time are not included in language of standards.
52	51	MA	03	M0216820	R	GM	S	PROP	P					Item tests a prerequisite skill--below grade level.
53	52	MA	03	M0216880	BA	SP	S	DATA	S					
54	53	MA	03	M0216940	BA	AR	S	PATT	S					
55	54	MA	03	M0217010	BA	SP	S	DATA	S					
56	55	MA	03	M0217040	BA	ME	S	DIRE	S					
57	56	MA	03	M0217730	BA	GM	S	TRAN	S					
58	57	MA	03	M0217970	BA	AR	S	PATT	S					
59	58	MA	03	M0218540	BA	AR	S	PATT	S					
60	59	MA	03	M0218620	R	AR	S	PATT	S					
61	60	MA	03	M0220660	BA	AR	S	ALGE	P					Solving open sentences is a Grade 4 skill. Item above grade level.
62	61	MA	03	M0221200	BA	ME	S	UNIT	S					Student must interpret the context of the word problem to determine the unit of measure.
63	62	MA	03	M0221220	R	GM	S	PROP	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
64	63	MA	03	M0221230	BA	AR	S	PATT	S					
65	64	MA	03	M0221250	BA	CE	S	COMP	S					
66	65	MA	03	M0232560	BA	SP	S	STAT	S					
67	66	MA	03	M0234320	R	SP	S	DATA	S					
68	67	MA	03	M0234360	BA	SP	S	DATA	S					
69	68	MA	03	M0234370	R	CE	S	NUMB	S					
70	69	MA	03	M0234420	R	ME	S	UNIT	S					
71	70	MA	03	M0234730	R	GM	S	TRAN	S					Line of symmetry is given and student must identify which is correct.
72	71	MA	03	M0235080	BA	SP	S	DATA	S					
73	72	MA	03	M0235120	BA	SP	S	DATA	S					
74	73	MA	03	M0235180	BA	GM	S	PROP	P					Tangential alignment.
75	74	MA	03	M0235410	BA	AR	S	ALGE	P					Solving open sentences is a Grade 4 skill. Item above grade level.
76	75	MA	03	M0235470	BA	CE	S	COMP	S					
77	76	MA	03	M0235590	R	ME	S	UNIT	S					
78	77	MA	03	M0235910	BA	CE	S	COMP	S					Grade 4 skill. Item above grade level.
79	78	MA	03	M0236050	BA	SP	S	DATA	S					
80	79	MA	03	M0236170	BA	SP	S	DATA	S					
81	80	MA	03	M0236180	BA	SP	S	COLL	P					Grade 5 skill. Item above grade level.
82	81	MA	03	M0236210	BA	SP	S	DATA	S					
83	82	MA	03	M0236230	BA	SP	S	DATA	S					
84	83	MA	03	M0236310	ST	SP	S	DATA	S	CE	S	COMP	S	Item requires the student to develop a plan to solve.
85	84	MA	03	M0236370	BA	CE	S	COMP	S	SP	S	COLL	S	
86	85	MA	03	M0236400	BA	CE	S	COMP	P					Computation appears to be below grade level.
87	86	MA	03	M0236440	BA	CE	S	COMP	S					
88	87	MA	03	M0236800	BA	SP	S	DATA	S					
89	88	MA	03	M0237060	R	CE	S	NUMB	S					
90	89	MA	03	M0237200	BA	GM	S	TRAN	S					
91	90	MA	03	M0237290	R	CE	S	OPER	S					
92	91	MA	03	M0237420	BA	SP	S	DATA	S					
93	92	MA	03	M0237540	BA	GM	S	TRAN	P					This maps to Grade 5. Item above grade level.
94	93	MA	03	M0237590	R	CE	S	NUMB	P					This maps to Grade 4. Item above grade level.
95	94	MA	03	M0237620	BA	ME	S	UNIT	S					The context puts this item at a higher DoK.

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1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
96	95	MA	03	M0237710	R	GM	S	PROP	S					
97	96	MA	03	M0237860	R	SP	S	DATA	S					
98	97	MA	03	M0237960	BA	SP	S	DATA	S					
99	98	MA	03	M0238080	BA	AR	S	ALGE	S					
100	99	MA	03	M0238100	BA	AR	S	ALGE	P					Item aligns to Grade 4 content. Item above grade level.
101	100	MA	03	M0238190	BA	GM	S	TRAN	P					Grade 8 skill. Item above grade level.
102	101	MA	03	M0238220	BA	GM	S	TRAN	S					
103	102	MA	03	M0238300	R	ME	S	UNIT	S					
104	103	MA	03	M0238330	BA	CE	S	NUMB	S					
105	104	MA	03	M0238490	BA	CE	S	NUMB	S					
106	105	MA	03	M0238590	BA	AR	S	PATT	P					Grade 4 skill. Item above grade level.
107	106	MA	03	M0238640	BA	AR	S	PATT	S					
108	107	MA	03	M0238670	R	GM	S	PROP	S					
109	108	MA	03	M0238690	R	GM	S	PROP	P					This is a prerequisite skill for Grade 3. Item below grade level.
110	109	MA	03	M0238730	BA	AR	S	PATT	S					
111	110	MA	03	M0238750	BA	CE	S	OPER	S					
112	111	MA	03	M0239350	BA	SP	S	PROB	P					Finding the number of combinations is a Grade 6 skill, yet in Grade 4, students need to find probability.
113	112	MA	03	M0239400	BA	CE	S	COMP	S					
114	113	MA	03	M0239450	R	GM	S	PROP	S					
115	114	MA	03	M0239690	BA	ME	S	DIRE	S					
116	115	MA	03	M0239810	BA	CE	S	COMP	P	SP	S	COLL	P	Item aligns tangentially at CCG level.
117	116	MA	03	M0240050	R	GM	S	PROP	P					Grade 4 skill. Item above grade level.
118	117	MA	03	M0240060	R	GM	S	PROP	P					This is a prerequisite skill for Grade 3. Item below grade level.
119	118	MA	03	M0240270	ST	AR	S	PATT	S	CE	S	COMP	S	
120	119	MA	03	M0240770	BA	AR	S	PATT	S					
121	120	MA	03	M0240820	R	ME	S	UNIT	S					
122	121	MA	03	M0240920	R	SP	S	DATA	S					
123	122	MA	03	M0240940	BA	AR	S	PATT	S					
124	123	MA	03	M0241020	BA	CE	S	COMP	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
125	124	MA	03	M0241520	R	GM	S	PROP	S					
126	125	MA	03	M0244480	R	GM	S	PROP	P					Grade 4 skill. Item above grade level.
127	126	MA	03	M0245630	BA	CE	S	COMP	S	SP	S	COLL	S	
128	127	MA	03	M0248300	BA	CE	S	COMP	S					
129	128	MA	03	M0249320	BA	ME	S	DIRE	S					
130	129	MA	03	M0249430	R	GM	S	PROP	S					
131	130	MA	03	M0249670	R	GM	S	PROP	S					
132	131	MA	03	M0260470	BA	AR	S	PATT	S					
133	132	MA	03	M0260660	BA	CE	S	NUMB	S					
134	133	MA	03	M0260740	BA	GM	S	PROP	P					Grade 4 skill. Item above grade level.
135	134	MA	03	M0260780	R	GM	S	PROP	S					
136	135	MA	03	M0260820	BA	SP	S	DATA	S					
137	136	MA	03	M0260860	R	GM	S	MOVI	S					
138	137	MA	03	M0260980	BA	ME	S	DIRE	P					Grade 8 skill. Item above grade level.
139	138	MA	03	M0261220	BA	ME	S	DIRE	S					
140	139	MA	03	M0266550	BA	AR	S	PATT	S					
141	140	MA	03	M0272180	BA	CE	S	COMP	S					
142	141	MA	03	M0272200	BA	CE	S	OPER	S					
143	142	MA	03	M0272210	R	CE	S	OPER	S					
144	143	MA	03	M0272270	R	CE	S	NUMB	S					
145	144	MA	03	M0272280	R	ME	S	UNIT	S					
146	145	MA	03	M0272320	R	ME	S	UNIT	S					
147	146	MA	03	M0272400	R	ME	S	UNIT	S					
148	147	MA	03	M0272560	BA	AR	S	ALGE	S	CE	S	OPER	S	
149	148	MA	03	M0272570	BA	AR	S	PATT	S					
150	149	MA	03	M0272580	BA	AR	S	PATT	S					
151	150	MA	03	M0272590	BA	AR	S	PATT	S					
152	151	MA	03	M0272600	BA	AR	S	PATT	S					
153	152	MA	03	M0272650	BA	AR	S	PATT	S					
154	153	MA	03	M0272680	BA	AR	S	PATT	S					
155	154	MA	03	M0272690	BA	GM	S	TRAN	S					
156	155	MA	03	M0272700	R	GM	S	PROP	S					
157	156	MA	03	M0272830	BA	AR	S	PATT	S					
158	157	MA	03	M0272840	BA	CE	S	COMP	S					
159	158	MA	03	M0272880	BA	AR	S	ALGE	P					Grade 4 skill. Item above grade level.
160	159	MA	03	M0272890	BA	CE	S	NUMB	S					
161	160	MA	03	M0272900	BA	AR	S	ALGE	S	CE	S	OPER	S	
162	161	MA	03	M0272960	BA	AR	S	ALGE	S					
163	162	MA	03	M0273010	BA	AR	S	PATT	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
164	163	MA	03	M0273060	BA	AR	S	PATT	S					
165	164	MA	03	M0273100	R	ME	S	DIRE	S					
166	165	MA	03	M0273200	BA	ME	S	DIRE	S					
167	166	MA	03	M0273210	BA	ME	S	DIRE	S					
168	167	MA	03	M0273280	R	ME	S	UNIT	S					
169	168	MA	03	M0273350	R	ME	S	DIRE	P					Tangential alignment.
170	169	MA	03	M0273390	BA	CE	S	NUMB	S					
171	170	MA	03	M0273420	R	ME	S	UNIT	S					
172	171	MA	03	M0273530	BA	CE	S	NUMB	S					
173	172	MA	03	M0273560	BA	CE	S	COMP	S					
174	173	MA	03	M0273570	BA	CE	S	COMP	S					
175	174	MA	03	M0273590	R	CE	S	COMP	S					
176	175	MA	03	M0273600	R	CE	S	COMP	S					
177	176	MA	03	M0273630	BA	CE	S	COMP	S					
178	177	MA	03	M0273730	ST	CE	S	NUMB	S					
179	178	MA	03	M0273760	R	GM	S	PROP	P					Tangential alignment.
180	179	MA	03	M0273790	BA	GM	S	MOVI	S					
181	180	MA	03	M0273820	R	GM	S	PROP	S					
182	181	MA	03	M0274000	BA	CE	S	NUMB	S					Requires identification of fraction in simplest form.
183	182	MA	03	M0274010	BA	CE	S	COMP	S	AR	S	ALGE	S	
184	183	MA	03	M0274110	R	CE	S	NUMB	S					
185	184	MA	03	M0274210	BA	GM	S	TRAN	S					
186	185	MA	03	M0276280	ST	AR	S	ALGE	P					Grade 4 skill. Item above grade level.
187	186	MA	03	M0276430	R	SP	S	DATA	S					
188	187	MA	03	M0276590	R	GM	S	PROP	S					
189	188	MA	03	M0276610	BA	AR	S	ALGE	S					
190	189	MA	03	M0276680	ST	CE	S	NUMB	S					
191	190	MA	03	M0276760	R	GM	S	PROP	S					
192	191	MA	03	M0276800	BA	AR	S	PATT	S					
193	192	MA	03	M0276811	BA	AR	S	ALGE	S					
194	193	MA	03	M0276850	BA	AR	S	PATT	S					
195	194	MA	03	M0276870	BA	AR	S	PATT	S					
196	195	MA	03	M0276950	BA	AR	S	PATT	S					
197	196	MA	03	M0276990	R	SP	S	COLL	P					Grade 5 skill. Item above grade level.
198	197	MA	03	M0277001	BA	AR	S	PATT	S					
199	198	MA	03	M0277141	R	CE	S	NUMB	S					
200	199	MA	03	M0277160	BA	AR	S	PATT	S					
201	200	MA	03	M0277261	R	GM	S	PROP	S					
202	201	MA	03	M0277400	BA	GM	S	TRAN	S					
203	202	MA	03	M0277520	BA	AR	S	ALGE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
204	203	MA	03	M0277790	BA	SP	S	COLL	S					
205	204	MA	03	M0279760	R	GM	S	PROP	S					
206	205	MA	03	M0291210	BA	SP	S	DATA	S					
207	206	MA	03	M0291690	BA	AR	S	PATT	S					
208	207	MA	03	M0292480	R	CE	S	NUMB	S					
209	208	MA	03	M0293010	BA	SP	S	DATA	S					
210	209	MA	03	M0293610	BA	AR	S	PATT	S					
211	210	MA	03	M0299910	BA	SP	S	STAT	S					
212	211	MA	03	M0299920	BA	SP	S	STAT	S					
213	212	MA	03	M0299940	BA	AR	S	ALGE	P					Grade 4 skill. Item above grade level.
214	213	MA	03	M0299950	BA	CE	S	COMP	S					Rounding to solve is a Grade 4 skill. Solving at this level interpreted to allow for a wider range of methods.
215	214	MA	03	M0400040	BA	SP	S	DATA	S					
216	215	MA	03	M0400050	R	SP	S	DATA	S					
217	216	MA	03	M0400060	BA	SP	S	DATA	S					
218	217	MA	03	M0400070	R	CE	S	NUMB	S					
219	218	MA	03	M0400100	R	CE	S	NUMB	S					
220	219	MA	03	M0400120	R	CE	S	NUMB	S					
221	220	MA	03	M0400140	R	CE	S	NUMB	S					
222	221	MA	03	M0400190	R	GM	S	PROP	S					
223	222	MA	03	M0400200	R	GM	S	PROP	S					
224	223	MA	03	M0400210	R	GM	S	PROP	S					
225	224	MA	03	M0400290	BA	ME	S	DIRE	S					
226	225	MA	03	M0400390	BA	AR	S	ALGE	S	CE	S	COMP	S	
227	226	MA	03	M0400410	ST	AR	S	ALGE	S	CE	S	COMP	S	
228	227	MA	03	M0400420	R	CE	S	NUMB	S					
229	228	MA	03	M0400500	BA	CE	S	NUMB	S	SP	S	COLL	P	Pie charts are a Grade 5 skill, yet the "pie chart" presentation is not typical.
230	229	MA	03	M0401010	R	CE	S	NUMB	S					
231	230	MA	03	M0401040	R	CE	S	NUMB	S					
232	231	MA	03	M0401160	BA	AR	S	ALGE	P					Grade 4 skill. Item above grade level.
233	232	MA	03	M0401190	BA	AR	S	PATT	S					
234	233	MA	03	M0401220	BA	AR	S	PATT	P					Extending patterns in a chart or table format is a Grade 4 skill. Item above grade level.
235	234	MA	03	M0401240	BA	ME	S	DIRE	S					Item is low Basic Application.
236	235	MA	03	M0401270	R	ME	S	UNIT	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
237	236	MA	03	M0401280	R	ME	S	UNIT	S					
238	237	MA	03	M0401290	R	ME	S	UNIT	S					
239	238	MA	03	M0401300	R	ME	S	UNIT	S					
240	239	MA	03	M0401370	R	ME	S	UNIT	S					
241	240	MA	03	M0401390	R	ME	S	DIRE	S					
242	241	MA	03	M0401430	BA	CE	S	COMP	S					
243	242	MA	03	M0401440	BA	CE	S	COMP	S					
244	243	MA	03	M0401450	R	GM	S	PROP	S					
245	244	MA	03	M0403240	BA	AR	S	ALGE	S	CE	S	NUMB	S	
246	245	MA	03	M0403250	R	CE	S	NUMB	S					
247	246	MA	03	M0403350	BA	AR	S	ALGE	P					Grade 4 skill. Item above grade level.
248	247	MA	03	M0403430	BA	CE	S	NUMB	S					DoK of BA since the problem is presented as a word problem.
249	248	MA	03	M0403440	BA	ME	S	DIRE	S					Context makes this a low BA.
250	249	MA	03	M0404010	BA	AR	S	ALGE	S	CE	S	COMP	P	Item requires division of a 2 digit by a 1 digit; although specific skill is not required in the standards, in Grade 4, division of a 3 digit by a 1 digit is required.
251	250	MA	03	M0404020	BA	ME	S	DIRE	S					
252	251	MA	03	M0404140	BA	ME	S	DIRE	S					
253	252	MA	03	M0404200	BA	AR	S	PATT	S					
254	253	MA	03	M0404410	R	CE	S	NUMB	S					
255	254	MA	03	M0404430	BA	CE	S	NUMB	S					
256	255	MA	03	M0404460	R	CE	S	NUMB	S					
257	256	MA	03	M0404480	BA	AR	S	PATT	S					
258	257	MA	03	M0406240	BA	SP	S	STAT	S					
259	258	MA	03	M0406420	R	CE	S	NUMB	S					
260	259	MA	03	M0406450	R	CE	S	NUMB	S					
261	260	MA	03	M0406470	BA	CE	S	NUMB	S					
262	261	MA	03	M0406480	R	CE	S	NUMB	S					
263	262	MA	03	M0406500	R	CE	S	NUMB	S					
264	263	MA	03	M0406520	R	CE	S	NUMB	S					
265	264	MA	03	M0406530	R	CE	S	NUMB	S					
266	265	MA	03	M0406560	BA	SP	S	DATA	S					
267	266	MA	03	M0406570	BA	SP	S	STAT	S					
268	267	MA	03	M0406620	R	GM	S	PROP	S					
269	268	MA	03	M0406630	R	GM	S	PROP	S					
270	269	MA	03	M0406680	BA	ME	S	DIRE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
271	270	MA	03	M0406690	BA	ME	S	DIRE	P					Prerequisite to Grade 3 skill. Item below grade level.
272	271	MA	03	M0406810	BA	AR	S	PATT	S					
273	272	MA	03	M0408260	BA	SP	S	COLL	P					Grade 5 skill. Item above grade level.
274	273	MA	03	M0408400	BA	ME	S	DIRE	S					
275	274	MA	03	M0408840	BA	AR	S	PATT	S					
276	275	MA	03	M0409010	BA	SP	S	DATA	S					Item requires the addition of fractions (or interpreting partial meters) to solve, a Grade 4 (CE=11) skill. Item above grade level.
277	276	MA	03	M0409050	BA	AR	S	ALGE	S	CE	S	COMP	S	
278	277	MA	03	M0409070	BA	AR	S	ALGE	S	CE	S	COMP	S	
279	278	MA	03	M0409100	BA	CE	S	COMP	S					
280	279	MA	03	M0409340	BA	ME	S	DIRE	S					
281	280	MA	03	M0409400	BA	SP	S	DATA	S					
282	281	MA	03	M0411210	BA	AR	S	PATT	S					
283	282	MA	03	M0411230	BA	AR	S	PATT	S					
284	283	MA	03	M0411290	BA	AR	S	PATT	S					
285	284	MA	03	M0411320	R	GM	S	PROP	S					
286	285	MA	03	M0411380	BA	CE	S	COMP	S					
287	286	MA	03	M0411390	BA	CE	S	COMP	S					
288	287	MA	03	M0411410	R	CE	S	NUMB	S					
289	288	MA	03	M0411720	BA	AR	S	PATT	S	GM	S	PROP	S	
290	289	MA	03	M0411780	BA	AR	S	ALGE	P					Grade 4 skill. Item above grade level.
291	290	MA	03	M0414980	BA	ME	S	DIRE	S					
292	291	MA	03	M0414990	BA	ME	S	DIRE	S					
293	292	MA	03	M0415000	BA	AR	S	ALGE	P					Grade 4 skill. Item above grade level.
294	293	MA	03	M0415010	BA	SP	S	COLL	S					
295	294	MA	03	M0415030	BA	ME	S	DIRE	S					
296	295	MA	03	M0415040	BA	AR	S	PATT	S					
297	296	MA	03	M0415050	BA	AR	S	PATT	S					
298	297	MA	03	M0415070	R	GM	S	PROP	S					
299	298	MA	03	M0415080	BA	AR	S	ALGE	S	CE	S	NUMB	S	
300	299	MA	03	M0415090	BA	AR	S	ALGE	S	CE	S	NUMB	S	
301	300	MA	03	M0415100	BA	AR	S	ALGE	S	CE	S	NUMB	S	
302	301	MA	03	M0415110	BA	AR	S	ALGE	P					Grade 4 skill. Item above grade level.
303	302	MA	03	M0415120	BA	AR	S	ALGE	P					Grade 4 skill. Item above grade level.

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
304	303	MA	03	M0415130	BA	AR	S	PATT	S					
305	304	MA	03	M0415140	BA	SP	S	DATA	S					
306	305	MA	03	M0415150	BA	SP	S	DATA	S					
307	306	MA	03	M0415180	BA	ME	S	DIRE	S					Item requires more than reading a scale.
308	307	MA	03	M0415190	BA	ME	S	DIRE	S					Item requires more than reading a scale.
309	308	MA	03	M0415820	BA	GM	S	TRAN	S					
310	309	MA	03	M0416600	BA	CE	S	NUMB	S	SP	S	COLL	S	
311	310	MA	03	M0416950	BA	SP	S	COLL	S					
312	311	MA	03	M0416990	BA	SP	S	DATA	S					
313	312	MA	03	M0417080	BA	SP	S	DATA	S					
314	313	MA	03	M0417090	BA	SP	S	DATA	S					
315	314	MA	03	M0417100	BA	SP	S	DATA	S					
316	315	MA	03	M0417210	BA	SP	S	DATA	S					
317	316	MA	03	M0417220	BA	SP	S	DATA	S					
318	317	MA	03	M0417250	BA	AR	S	ALGE	S	CE	S	COMP	S	
319	318	MA	03	M0418460	BA	AR	S	ALGE	S	CE	S	COMP	P	Grade 5 skill. Item above grade level.
320	319	MA	03	M0418470	BA	AR	S	ALGE	S	CE	S	COMP	P	Division facts are required to solve this problem, but are not listed at this grade level.
321	320	MA	03	M0418480	BA	AR	S	ALGE	S	CE	S	COMP	S	
322	321	MA	03	M0418490	BA	AR	S	ALGE	S	CE	S	COMP	P	Grade 4 skill. Item above grade level.
323	322	MA	03	M0418500	BA	AR	S	ALGE	S	CE	S	COMP	P	Division facts are required to solve this problem, but are not listed at this grade level.
324	323	MA	03	M0418510	R	CE	S	NUMB	S					
325	324	MA	03	M0418520	R	CE	S	NUMB	S					
326	325	MA	03	M0418540	BA	CE	S	NUMB	S					
327	326	MA	03	M0418550	BA	CE	S	NUMB	S					
328	327	MA	03	M0418560	R	CE	S	NUMB	S					
329	328	MA	03	M0418590	R	CE	S	NUMB	S					
330	329	MA	03	M0418860	R	CE	S	OPER	S					
331	330	MA	03	M0418900	BA	AR	S	PATT	S					
332	331	MA	03	M0419250	BA	AR	S	ALGE	S	CE	S	COMP	P	Division facts are required to solve this problem, but are not listed at this grade level.
333	332	MA	03	M0419260	BA	AR	S	ALGE	S	CE	S	COMP	P	Multiplication facts are not specifically listed as a required skill.

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
	333	MA	03	M0419270	ST	AR	S	ALGE	S	CE	S	COMP	P	Multiplication facts are not specifically listed as a required skill.
334	334	MA	03	M0419320	BA	CE	S	COMP	S					
335	335	MA	03	M0419350	R	GM	S	PROP	S					
336	336	MA	03	M0419360	BA	GM	S	PROP	S					
337	337	MA	03	M0419370	BA	AR	S	PATT	S					
338	338	MA	03	M0419520	BA	AR	S	ALGE	S	CE	S	COMP	S	
339	339	MA	03	M0419640	R	ME	S	DIRE	S					
340	340	MA	03	M0419670	BA	AR	S	PATT	S					
341	341	MA	03	M0419680	BA	AR	S	PATT	S					
342	342	MA	03	M0419890	BA	AR	S	PATT	P					Grade 4 skill. Item above grade level.
343	343	MA	03	M0419900	BA	AR	S	PATT	P					Grade 4 skill. Item above grade level.
344	344	MA	03	M0419910	BA	AR	S	PATT	P					Grade 4 skill. Item above grade level.
345	345	MA	03	M0420020	R	CE	S	NUMB	S					
346	346	MA	03	M0420040	R	CE	S	NUMB	S					
347	347	MA	03	M0420140	BA	AR	S	ALGE	S	CE	S	OPER	S	
348	348	MA	03	M0420160	BA	AR	S	ALGE	S	CE	S	COMP	P	Multiplication facts are not specifically listed as a required skill.
349	349	MA	03	M0420320	BA	CE	S	NUMB	S					
350	350	MA	03	M0420380	BA	GM	S	TRAN	S					
351	351	MA	03	M0420460	R	SP	S	DATA	S					
352	352	MA	03	M0420480	R	GM	S	TRAN	S					
353	353	MA	03	M0420490	BA	SP	S	COLL	S					
354	354	MA	03	M0420500	BA	SP	S	COLL	S					
355	355	MA	03	M0421630	R	GM	S	TRAN	S					
356	356	MA	03	M0421750	BA	ME	S	DIRE	S					
357	357	MA	03	M0424960	R	ME	S	DIRE	S					
358	358	MA	03	M0424970	R	ME	S	DIRE	S					
359	359	MA	03	M0424980	BA	ME	S	DIRE	S					
360	360	MA	03	M0424990	BA	ME	S	DIRE	S					
361	361	MA	03	M0425000	BA	ME	S	DIRE	S					
362	362	MA	03	M0430440	R	GM	S	PROP	S					
363	363	MA	03	M0430450	R	GM	S	PROP	S					
364	364	MA	03	M0430470	BA	ME	S	DIRE	S					
365	365	MA	03	M0430520	BA	ME	S	DIRE	S					
366	366	MA	03	M0430540	R	ME	S	DIRE	S					
367	367	MA	03	M0430780	BA	SP	S	DATA	S					
368	368	MA	03	M0432830	R	ME	S	UNIT	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
370	369	MA	03	M0432880	R	ME	S	DIRE	S					
371	370	MA	03	M0433140	R	GM	S	PROP	S					
372	371	MA	03	M0433150	BA	GM	S	PROP	S					
373	372	MA	03	M0433160	R	GM	S	PROP	S					
374	373	MA	03	M0433170	R	GM	S	PROP	S					
375	374	MA	03	M0435280	R	GM	S	PROP	S					
376	375	MA	03	M0438120	R	CE	S	NUMB	S					
377	376	MA	03	M0438230	BA	AR	S	ALGE	P					Grade 4 skill. Item above grade level.
378	377	MA	03	M0438240	BA	AR	S	ALGE	P					Grade 4 skill. Item above grade level.
379	378	MA	03	M0438250	BA	GM	S	PROP	S					
380	379	MA	03	M0438460	ST	AR	S	ALGE	S					
381	380	MA	03	M0438480	ST	AR	S	ALGE	S	CE	S	COMP	S	
382	381	MA	03	M0438520	BA	ME	S	DIRE	S					
383	382	MA	03	M0438530	BA	ME	S	DIRE	S					
384	383	MA	03	M0438550	BA	AR	S	ALGE	S	CE	S	COMP	S	
385	384	MA	03	M0438590	BA	SP	S	COLL	S					
386	385	MA	03	M0440280	R	GM	S	TRAN	S					
387	386	MA	03	M0441140	BA	GM	S	TRAN	S					
388	387	MA	03	M0443400	ST	ME	S	DIRE	P					Grade 4 skill. Item above grade level.
389	388	MA	03	M0443610	BA	SP	S	DATA	S					
390	389	MA	03	M0443620	BA	SP	S	DATA	S					
391	390	MA	03	M0444270	R	ME	S	DIRE	S					
392	391	MA	03	M0446990	BA	SP	S	COLL	S					
393	392	MA	03	M0447510	BA	AR	S	PATT	S					
394	393	MA	03	M0447540	BA	AR	S	PATT	S					
395	394	MA	03	M0448700	BA	SP	S	DATA	S					
396	395	MA	03	M0448730	R	GM	S	PROP	S					
397	396	MA	03	M0448740	BA	SP	S	DATA	S					
398	397	MA	03	M0500160	R	GM	S	PROP	S					
399	398	MA	03	M0504810	R	GM	S	PROP	S					
400	399	MA	03	M0504820	BA	GM	S	PROP	S					
401	400	MA	03	M0504830	BA	GM	S	PROP	S					
402	401	MA	03	M0504840	R	GM	S	PROP	S					
403	402	MA	03	M0505110	R	GM	S	TRAN	S					
404	403	MA	03	M0506210	BA	GM	S	TRAN	P					
405	404	MA	03	M0506270	BA	SP	S	STAT	S	SP	S	COLL	S	
406	405	MA	03	M0508810	BA	AR	S	PATT	S					
407	406	MA	03	M0509260	BA	AR	S	PATT	S					
408	407	MA	03	M0509270	BA	AR	S	PATT	S					
409	408	MA	03	M0509320	R	ME	S	UNIT	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
410	409	MA	03	M0509340	R	ME	S	UNIT	S					
411	410	MA	03	M0509400	R	GM	S	PROP	S					
412	411	MA	03	M0509530	BA	ME	S	DIRE	S					
413	412	MA	03	M0509570	R	ME	S	UNIT	S					
414	413	MA	03	M0511230	R	GM	S	PROP	S					
415	414	MA	03	M0511440	BA	GM	S	PROP	S					Item requires vizualization of change in shape.
416	415	MA	03	M0511490	R	GM	S	PROP	S					
417	416	MA	03	M0511510	R	ME	S	UNIT	S					
418	417	MA	03	M0511690	BA	SP	S	STAT	S					
419	418	MA	03	M0511790	R	ME	S	DIRE	S					
420	419	MA	03	M0511860	R	ME	S	DIRE	S					
421	420	MA	03	M0511960	R	ME	S	UNIT	S					
422	421	MA	03	M0512120	R	ME	S	UNIT	S					
423	422	MA	03	M0512170	BA	SP	S	STAT	S					
424	423	MA	03	M0512200	BA	SP	S	STAT	S					
425	424	MA	03	M0512640	R	ME	S	DIRE	S					
426	425	MA	03	M0512700	BA	SP	S	STAT	S					
427	426	MA	03	M0512740	BA	SP	S	STAT	S					
428	427	MA	03	M0512770	BA	SP	S	STAT	S					
429	428	MA	03	M0512780	BA	SP	S	STAT	S					
430	429	MA	03	M0520010	BA	ME	S	DIRE	S					
431	430	MA	03	M0520060	BA	GM	S	PROP	S					
432	431	MA	03	M0520330	BA	SP	S	STAT	S					
433	432	MA	03	M0520500	R	GM	S	PROP	S					
434	433	MA	03	M0520530	R	GM	S	PROP	S					
435	434	MA	03	M0520540	R	GM	S	PROP	S					
436	435	MA	03	M0520560	BA	GM	S	PROP	S					
437	436	MA	03	M0520710	BA	GM	S	PROP	S					
438	437	MA	03	M0526530	R	SP	S	DATA	S					
439	438	MA	03	M0526540	BA	SP	S	STAT	S	SP	S	COLL	S	
440	439	MA	03	M9100670	BA	AR	S	PATT	S					
441	440	MA	03	M9100902	BA	SP	S	DATA	S					
442	441	MA	03	M9101670	BA	CE	S	NUMB	S					
443	442	MA	03	M9300040	BA	AR	S	PATT	S					
444	443	MA	03	M9300112	BA	ME	S	DIRE	S					
445	444	MA	03	M9600140	BA	CE	S	COMP	P					Prerequisite skill to be able to estimate. Item below grade level.
446	445	MA	03	M9700120	BA	AR	S	ALGE	P					Grade 4 skill. Item above grade level.
447	446	MA	03	M9700160	R	ME	S	UNIT	S					
448	447	MA	03	M9800101	R	CE	S	NUMB	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
2	448	MA	04	M0010520	BA	SP	S	DATA	S					
3	449	MA	04	M0101370	BA	AR	S	PATT	P					Extending patterns using division is a Grade 5 skill. Item above grade level.
4	450	MA	04	M0102070	R	SP	S	PROB	P					Grade 5 skill. Item above grade level.
5	451	MA	04	M0209930	R	GM	S	PROP	P					Knowledge of straight angles not required by skills according to language of CCG and standards.
6	452	MA	04	M0210520	BA	SP	S	STAT	S					
7	453	MA	04	M0210620	BA	AR	S	PATT	S					
8	454	MA	04	M0210760	BA	ME	S	UNIT	S					
9	455	MA	04	M0210790	R	GM	S	PROP	S					
10	456	MA	04	M0211010	R	ME	S	DIRE	S					
11	457	MA	04	M0211060	BA	ME	S	DIRE	S					
12	458	MA	04	M0211260	BA	ME	S	DIRE	S					
13	459	MA	04	M0211390	R	GM	S	PROP	S					
14	460	MA	04	M0211990	BA	SP	S	PROB	S					
15	461	MA	04	M0212070	BA	SP	S	PROB	S					
16	462	MA	04	M0212150	BA	SP	S	DATA	S					
17	463	MA	04	M0216040	BA	SP	S	DATA	S					
18	464	MA	04	M0216220	BA	AR	S	PATT	P					Partial alignment because grade 4 requires adding/subtracting decimals when finding rules, and grade 3 allows for multiplying whole numbers, but not tables/charts.
19	465	MA	04	M0216241	BA	AR	S	PATT	S					
20	466	MA	04	M0216530	BA	SP	S	DATA	S					
21	467	MA	04	M0217300	BA	ME	S	DIRE	P					No unit conversion is required, item tests a grade 3 skill. Item below grade level.
22	468	MA	04	M0217800	BA	CE	S	COMP	S					
23	469	MA	04	M0218870	BA	SP	S	PROB	S					
24	470	MA	04	M0220430	BA	SP	S	PROB	S					
25	471	MA	04	M0220520	R	GM	S	PROP	S					
26	472	MA	04	M0221550	R	ME	S	UNIT	S					
27	473	MA	04	M0226290	BA	SP	S	PROB	P					Grade 5 skill. Item above grade level.
28	474	MA	04	M0226370	BA	SP	S	STAT	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
29	475	MA	04	M0229020	BA	ME	S	DIRE	S					
30	476	MA	04	M0231720	R	CE	S	COMP	S					
31	477	MA	04	M0234400	BA	SP	S	DATA	P					Grade 3 skill. Item below grade level.
32	478	MA	04	M0234510	BA	CE	S	COMP	S					
33	479	MA	04	M0234820	BA	SP	S	DATA	S					
34	480	MA	04	M0235280	R	ME	S	UNIT	S					
35	481	MA	04	M0235370	R	SP	S	PROB	P					Grade 5 skill. Item above grade level.
36	482	MA	04	M0235380	BA	SP	S	DATA	S					
37	483	MA	04	M0235480	R	GM	S	PROP	S					
38	484	MA	04	M0235540	R	GM	S	PROP	S					
39	485	MA	04	M0235770	R	GM	S	TRAN	P					Grade 4 requires quadrilaterals.
40	486	MA	04	M0235810	R	GM	S	PROP	P					Grade 4 requires quadrilaterals.
41	487	MA	04	M0235860	BA	CE	S	NUMB	P					Grade 3 skill. Item below grade level.
42	488	MA	04	M0236200	R	GM	S	PROP	S					
43	489	MA	04	M0238230	R	GM	S	PROP	S					
44	490	MA	04	M0239110	BA	SP	S	PROB	S					
45	491	MA	04	M0239410	BA	CE	S	COMP	S					
46	492	MA	04	M0239550	BA	CE	S	COMP	S					
47	493	MA	04	M0239720	BA	CE	S	COMP	P					Grade 5 skill. Item above grade level.
48	494	MA	04	M0239870	R	CE	S	NUMB	S					
49	495	MA	04	M0240180	R	GM	S	PROP	S					
50	496	MA	04	M0240910	BA	ME	S	DIRE	S					
51	497	MA	04	M0241300	BA	CE	S	COMP	S					
52	498	MA	04	M0241750	ST	AR	S	ALGE	S					
53	499	MA	04	M0241880	R	GM	S	PROP	P					Pre-requisite skill, no skill match found. Item below grade level.
54	500	MA	04	M0242640	R	CE	S	NUMB	S					
55	501	MA	04	M0242660	BA	CE	S	COMP	S					
56	502	MA	04	M0242910	BA	GM	S	PROP	S					
57	503	MA	04	M0243060	R	CE	S	COMP	S					
58	504	MA	04	M0243190	R	CE	S	OPER	S					
59	505	MA	04	M0243980	BA	CE	S	COMP	S					
60	506	MA	04	M0244100	BA	GM	S	PROP	S					
61	507	MA	04	M0244280	BA	ME	S	DIRE	S					
62	508	MA	04	M0245120	BA	AR	S	PATT	S					
63	509	MA	04	M0245990	BA	CE	S	COMP	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
64	510	MA	04	M0246000	R	GM	S	PROP	P					Grade 4 only requires quadrilaterals for this skill.
65	511	MA	04	M0246130	R	GM	S	TRAN	S					
66	512	MA	04	M0246460	R	ME	S	DIRE	P	CE	S	NUMB	P	Integers introduced in grade 7. Item above grade level.
67	513	MA	04	M0246910	R	GM	S	TRAN	P					Grade 4 only requires quadrilaterals for this skill.
68	514	MA	04	M0246950	R	GM	S	TRAN	P					Grade 4 only requires quadrilaterals for this skill.
69	515	MA	04	M0246990	R	GM	S	TRAN	P					Grade 4 only requires quadrilaterals for this skill.
70	516	MA	04	M0248030	BA	SP	S	PROB	S					
71	517	MA	04	M0248480	R	ME	S	DIRE	S					
72	518	MA	04	M0248670	BA	AR	S	PATT	P					Grade 4 lists decimals as a requirement for this skill. Item below grade level.
73	519	MA	04	M0249110	R	GM	S	PROP	S					
74	520	MA	04	M0249140	R	SP	S	PROB	S					
75	521	MA	04	M0249190	R	GM	S	TRAN	P					Grade 4 only requires quadrilaterals for this skill
76	522	MA	04	M0249200	BA	SP	S	PROB	S					
77	523	MA	04	M0249230	R	GM	S	TRAN	P					Grade 4 only requires quadrilaterals for this skill
78	524	MA	04	M0249620	BA	SP	S	PROB	S					
79	525	MA	04	M0252560	R	ME	S	DIRE	S					
80	526	MA	04	M0260480	BA	SP	S	PROB	S					
81	527	MA	04	M0260700	R	GM	S	PROP	S					
82	528	MA	04	M0261170	R	GM	S	PROP	P					Grade 4 only requires quadrilaterals for this skill
83	529	MA	04	M0261860	R	GM	S	PROP	S					
84	530	MA	04	M0262420	BA	SP	S	PROB	S					
85	531	MA	04	M0264350	R	AR	S	ALGE	S					
86	532	MA	04	M0272330	BA	ME	S	DIRE	S					
87	533	MA	04	M0272470	BA	SP	S	DATA	S					
88	534	MA	04	M0272480	BA	SP	S	DATA	S					
89	535	MA	04	M0272510	R	SP	S	PROB	P					Grade 5 skill. Item above grade level.
90	536	MA	04	M0272810	BA	AR	S	PATT	P					
91	537	MA	04	M0272940	R	CE	S	COMP	S					
92	538	MA	04	M0273150	R	ME	S	DIRE	S					
93	539	MA	04	M0273320	BA	ME	S	DIRE	S					
94	540	MA	04	M0273330	BA	ME	S	DIRE	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
95	541	MA	04	M0273340	R	ME	S	UNIT	P					Estimating time is grade 3 skill. Item below grade level.
96	542	MA	04	M0273690	BA	CE	S	COMP	S					
97	543	MA	04	M0273700	BA	CE	S	COMP	S					
98	544	MA	04	M0273750	BA	CE	S	COMP	S					
99	545	MA	04	M0273850	R	GM	S	PROP	S					
100	546	MA	04	M0273870	BA	SP	S	DATA	S					
101	547	MA	04	M0273880	BA	CE	S	NUMB	P					Modeling fractions is a grade 3 skill. Item below grade level.
102	548	MA	04	M0273900	BA	SP	S	PROB	S					
103	549	MA	04	M0273910	BA	SP	S	DATA	S					
104	550	MA	04	M0274190	R	GM	S	PROP	S					Grade 4 only requires quadrilaterals for this skill
105	551	MA	04	M0274380	BA	AR	S	PATT	P					Grade 5 skill. Item above grade level.
106	552	MA	04	M0274660	R	ME	S	UNIT	S					
107	553	MA	04	M0274780	BA	ME	S	DIRE	S					
108	554	MA	04	M0275010	ST	ME	S	DIRE	S	CE	S	COMP	S	
109	555	MA	04	M0276530	BA	ME	S	DIRE	S					
110	556	MA	04	M0276580	ST	CE	S	COMP	P					Multiplication with decimals is a grade 5 skill. Item above grade level.
111	557	MA	04	M0276620	R	GM	S	PROP	S					
112	558	MA	04	M0276630	R	SP	S	PROB	P					Grade 5 skill. Item above grade level.
113	559	MA	04	M0276790	R	SP	S	PROB	P					Grade 5 skill. Item above grade level.
114	560	MA	04	M0276820	R	GM	S	PROP	S					
115	561	MA	04	M0276880	R	SP	S	PROB	P					Grade 5 skill. Item above grade level.
116	562	MA	04	M0276980	BA	SP	S	DATA	S					
117	563	MA	04	M0277020	BA	GM	S	PROP	S	ME	S	DIRE	P	Standard language limits units for perimeter to inches and feet.
118	564	MA	04	M0277030	BA	AR	S	ALGE	S					
119	565	MA	04	M0277100	BA	SP	S	DATA	S					
120	566	MA	04	M0277330	BA	SP	S	PROB	S					
121	567	MA	04	M0277610	R	GM	S	PROP	S					
122	568	MA	04	M0277700	BA	ME	S	DIRE	P					Grade 5 skill. Item above grade level.
123	569	MA	04	M0279850	BA	GM	S	COOR	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
124	570	MA	04	M0279970	BA	ME	S	DIRE	P					Grade 5 skill. Item above grade level.
125	571	MA	04	M0290520	BA	ME	S	DIRE	P					No unit conversion is required, item tests a grade 3 skill. Item below grade level.
126	572	MA	04	M0290560	BA	CE	S	COMP	P					Grade 4 is limited to 3 digit by 1-digit multiplication. Item above grade level.
127	573	MA	04	M0290740	R	GM	S	PROP	S					
128	574	MA	04	M0291410	BA	ME	S	DIRE	S					
129	575	MA	04	M0291740	BA	ME	S	DIRE	P					Because clock is shown, item is below grade level (grade 3).
130	576	MA	04	M0292030	BA	SP	S	DATA	S					
131	577	MA	04	M0292340	BA	SP	S	DATA	P					Grade 3 skill. Item below grade level.
132	578	MA	04	M0292350	R	GM	S	PROP	S					
133	579	MA	04	M0292460	R	GM	S	TRAN	S					
134	580	MA	04	M0292610	BA	CE	S	NUMB	S					
135	581	MA	04	M0292650	ST	ME	S	DIRE	S	GM	S	PROP	S	
136	582	MA	04	M0292880	BA	SP	S	DATA	S					
137	583	MA	04	M0293360	BA	SP	S	PROB	S					
138	584	MA	04	M0294340	R	ME	S	DIRE	P					Integers introduced in grade 7. Item above grade level.
139	585	MA	04	M0294510	BA	SP	S	DATA	S					
140	586	MA	04	M0316430	BA	GM	S	PROP	S					
141	587	MA	04	M0400240	R	GM	S	PROP	S					
142	588	MA	04	M0400250	BA	GM	S	PROP	S					
143	589	MA	04	M0400300	BA	ME	S	UNIT	S					
144	590	MA	04	M0400350	BA	SP	S	DATA	S					
145	591	MA	04	M0400490	BA	CE	S	COMP	S					
146	592	MA	04	M0401030	R	CE	S	NUMB	S					
147	593	MA	04	M0401330	ST	ME	S	DIRE	S	ME	S	UNIT	S	
148	594	MA	04	M0401340	R	CE	S	NUMB	S					
149	595	MA	04	M0401460	BA	AR	S	PATT	S	AR	S	ALGE	S	
150	596	MA	04	M0401470	BA	AR	S	PATT	S	AR	S	ALGE	S	
151	597	MA	04	M0401490	BA	CE	S	COMP	S					
152	598	MA	04	M0401660	BA	AR	S	ALGE	S					
153	599	MA	04	M0402980	BA	CE	S	COMP	S					
154	600	MA	04	M0403210	R	CE	S	NUMB	S					
155	601	MA	04	M0403260	R	CE	S	NUMB	S					
156	602	MA	04	M0403330	BA	SP	S	STAT	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
157	603	MA	04	M0403370	BA	AR	S	PATT	S					
158	604	MA	04	M0403390	BA	AR	S	ALGE	S					
159	605	MA	04	M0403420	BA	AR	S	PATT	P					Rule in item does not require addition or subtraction of decimals, as specified for Grade 4. Item below grade level.
160	606	MA	04	M0403450	R	GM	S	PROP	S					
161	607	MA	04	M0403470	BA	ME	S	UNIT	S					
162	608	MA	04	M0403480	BA	ME	S	DIRE	S					
163	609	MA	04	M0403500	BA	SP	S	DATA	P					
164	610	MA	04	M0403510	BA	AR	S	ALGE	S					
165	611	MA	04	M0403540	R	GM	S	PROP	S					
166	612	MA	04	M0403550	R	GM	S	PROP	S					
167	613	MA	04	M0403580	BA	CE	S	COMP	S					
168	614	MA	04	M0403600	R	CE	S	NUMB	S					
169	615	MA	04	M0403610	R	CE	S	NUMB	S					
170	616	MA	04	M0403620	R	CE	S	NUMB	S					
171	617	MA	04	M0403640	BA	CE	S	COMP	S					
172	618	MA	04	M0403670	BA	GM	S	COOR	S					
173	619	MA	04	M0404050	BA	AR	S	PATT	S					
174	620	MA	04	M0404070	BA	SP	S	STAT	S					
175	621	MA	04	M0404110	BA	SP	S	PROB	S					
176	622	MA	04	M0404150	R	CE	S	NUMB	S					
177	623	MA	04	M0404160	R	CE	S	NUMB	S					
178	624	MA	04	M0404170	R	GM	S	PROP	S					
179	625	MA	04	M0404180	BA	ME	S	DIRE	S					
180	626	MA	04	M0404190	BA	SP	S	STAT	S					
181	627	MA	04	M0404210	R	GM	S	PROP	S					
182	628	MA	04	M0404280	BA	AR	S	ALGE	S					
183	629	MA	04	M0404300	BA	GM	S	COOR	S					
184	630	MA	04	M0404350	BA	CE	S	NUMB	S					
185	631	MA	04	M0404420	R	CE	S	NUMB	S					
186	632	MA	04	M0406190	R	GM	S	PROP	S					
187	633	MA	04	M0406740	BA	GM	S	PROP	S					
188	634	MA	04	M0406750	R	GM	S	PROP	S					
189	635	MA	04	M0406760	R	GM	S	PROP	S					
190	636	MA	04	M0406780	R	GM	S	PROP	S					
191	637	MA	04	M0406820	BA	AR	S	PATT	S					
192	638	MA	04	M0406830	BA	AR	S	PATT	S					
193	639	MA	04	M0406840	BA	AR	S	PATT	S					
194	640	MA	04	M0406890	BA	ME	S	DIRE	S					
195	641	MA	04	M0407360	BA	GM	S	COOR	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
196	642	MA	04	M0407480	BA	ME	S	DIRE	S					
197	643	MA	04	M0407530	BA	SP	S	DATA	S					
198	644	MA	04	M0407540	BA	AR	S	PATT	S					
199	645	MA	04	M0407560	BA	CE	S	COMP	S					
200	646	MA	04	M0408230	BA	SP	S	STAT	S					
201	647	MA	04	M0408390	BA	ME	S	DIRE	S					
202	648	MA	04	M0408820	R	CE	S	COMP	S					
203	649	MA	04	M0408880	BA	SP	S	DATA	S					
204	650	MA	04	M0408890	BA	SP	S	DATA	S					
205	651	MA	04	M0408910	BA	AR	S	PATT	S					
206	652	MA	04	M0408930	BA	SP	S	DATA	S					
207	653	MA	04	M0408940	BA	SP	S	DATA	S					
208	654	MA	04	M0408950	BA	SP	S	DATA	S					
209	655	MA	04	M0409130	BA	SP	S	STAT	S					
210	656	MA	04	M0409160	BA	ME	S	DIRE	S					
211	657	MA	04	M0409230	R	ME	S	UNIT	S					
212	658	MA	04	M0409240	BA	ME	S	UNIT	S					
213	659	MA	04	M0409250	BA	ME	S	UNIT	S					
214	660	MA	04	M0409280	ST	ME	S	DIRE	S					
215	661	MA	04	M0411370	R	CE	S	NUMB	S					
216	662	MA	04	M0411740	R	ME	S	DIRE	S					
217	663	MA	04	M0411760	BA	CE	S	COMP	S					
218	664	MA	04	M0411790	BA	AR	S	ALGE	S					
219	665	MA	04	M0412040	BA	SP	S	DATA	S					
220	666	MA	04	M0412220	BA	SP	S	COLL	S					
221	667	MA	04	M0412250	ST	CE	S	NUMB	P					The concept of "rate" is a grade 6 skill. Item above grade level.
222	668	MA	04	M0412270	BA	SP	S	COLL	S					
223	669	MA	04	M0412310	BA	CE	S	COMP	S					
224	670	MA	04	M0412350	R	CE	S	COMP	S					
225	671	MA	04	M0412360	R	CE	S	COMP	S					
226	672	MA	04	M0412380	R	CE	S	COMP	S					
227	673	MA	04	M0412500	R	CE	S	NUMB	S					
228	674	MA	04	M0414970	BA	SP	S	DATA	S					
229	675	MA	04	M0415200	BA	GM	S	COOR	S					
230	676	MA	04	M0417070	BA	AR	S	ALGE	S					
231	677	MA	04	M0417140	BA	SP	S	STAT	S					
232	678	MA	04	M0417190	ST	CE	S	COMP	S					
233	679	MA	04	M0417330	BA	CE	S	COMP	S					
234	680	MA	04	M0417380	BA	SP	S	STAT	S					
235	681	MA	04	M0417460	BA	SP	S	PROB	S					
236	682	MA	04	M0422030	R	CE	S	NUMB	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
237	683	MA	04	M0422040	R	CE	S	NUMB	S					
238	684	MA	04	M0423240	BA	AR	S	PATT	S					
239	685	MA	04	M0423260	BA	AR	S	ALGE	S					
240	686	MA	04	M0423280	BA	GM	S	TRAN	S					
241	687	MA	04	M0423330	BA	ME	S	UNIT	S					
242	688	MA	04	M0423360	R	ME	S	DIRE	S					
243	689	MA	04	M0423390	ST	ME	S	UNIT	S					
244	690	MA	04	M0423400	BA	GM	S	COOR	S					
245	691	MA	04	M0423420	BA	GM	S	COOR	S					
246	692	MA	04	M0423460	R	CE	S	NUMB	S					
247	693	MA	04	M0423470	R	CE	S	NUMB	S					
248	694	MA	04	M0423560	R	GM	S	PROP	S					
249	695	MA	04	M0423580	BA	AR	S	PATT	P					Patterns requiring division is a grade 5 skill. Item above grade level.
250	696	MA	04	M0423650	R	CE	S	OPER	S					
251	697	MA	04	M0423670	R	CE	S	OPER	S					
252	698	MA	04	M0423680	R	GM	S	PROP	S					
253	699	MA	04	M0423690	BA	AR	S	ALGE	S					
254	700	MA	04	M0425180	R	CE	S	COMP	S					
255	701	MA	04	M0426540	BA	ME	S	UNIT	S					
256	702	MA	04	M0428020	BA	AR	S	ALGE	S					
257	703	MA	04	M0428090	R	ME	S	UNIT	S					
258	704	MA	04	M0428120	R	ME	S	UNIT	S					
259	705	MA	04	M0428130	BA	ME	S	UNIT	S					
260	706	MA	04	M0428140	R	ME	S	UNIT	S					
261	707	MA	04	M0428160	ST	CE	S	COMP	S					
262	708	MA	04	M0428240	R	ME	S	DIRE	S					
263	709	MA	04	M0428260	BA	AR	S	ALGE	S					
264	710	MA	04	M0428310	R	GM	S	TRAN	S					
265	711	MA	04	M0428340	R	CE	S	NUMB	S					
266	712	MA	04	M0428360	BA	CE	S	NUMB	S					
267	713	MA	04	M0428390	R	CE	S	NUMB	S					
268	714	MA	04	M0428400	R	CE	S	NUMB	S					
269	715	MA	04	M0428470	BA	GM	S	COOR	S					
270	716	MA	04	M0430010	R	ME	S	DIRE	S					
271	717	MA	04	M0430020	BA	ME	S	DIRE	S					
272	718	MA	04	M0431530	BA	CE	S	COMP	S					
273	719	MA	04	M0431550	ST	CE	S	COMP	S					
274	720	MA	04	M0431570	BA	AR	S	PATT	S					
275	721	MA	04	M0431760	BA	AR	S	PATT	S					
276	722	MA	04	M0431780	BA	CE	S	COMP	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
277	723	MA	04	M0431800	BA	AR	S	PATT	P					Patterns requiring division is a grade 5 skill. Item above grade level.
278	724	MA	04	M0431830	ST	ME	S	DIRE	S	GM	S	PROP	S	
279	725	MA	04	M0431850	ST	ME	S	DIRE	S	GM	S	PROP	S	
280	726	MA	04	M0431860	ST	ME	S	DIRE	S	GM	S	PROP	S	
281	727	MA	04	M0431890	R	GM	S	PROP	S					
282	728	MA	04	M0432040	BA	ME	S	DIRE	S					
283	729	MA	04	M0432110	BA	CE	S	COMP	P					Grade 3 skill. Item below grade level.
284	730	MA	04	M0432130	BA	CE	S	COMP	P					Grade 3 skill. Item below grade level.
285	731	MA	04	M0432200	R	CE	S	NUMB	P					Grade 5 skill. Item above grade level.
286	732	MA	04	M0432210	R	CE	S	NUMB	S					
287	733	MA	04	M0432250	BA	CE	S	NUMB	S					
288	734	MA	04	M0432370	R	GM	S	PROP	S					
289	735	MA	04	M0432450	BA	ME	S	DIRE	S	GM	S	PROP	S	
290	736	MA	04	M0432460	R	GM	S	PROP	S					
291	737	MA	04	M0432480	BA	GM	S	PROP	S					
292	738	MA	04	M0432900	R	CE	S	NUMB	S					
293	739	MA	04	M0432910	R	CE	S	NUMB	S					
294	740	MA	04	M0435640	BA	AR	S	PATT	S					
295	741	MA	04	M0435900	BA	CE	S	COMP	P					Grade 3 skill. Item below grade level.
296	742	MA	04	M0437840	R	ME	S	DIRE	S					
297	743	MA	04	M0438141	BA	CE	S	COMP	S					
298	744	MA	04	M0438260	BA	SP	S	DATA	S					
299	745	MA	04	M0438420	BA	ME	S	DIRE	S					
300	746	MA	04	M0438430	BA	ME	S	DIRE	P					Grade 4 general perimeter skill requires in. or ft. Grade 5 allows for "simple polygon." Item above grade level.
301	747	MA	04	M0438571	BA	CE	S	NUMB	P					Grade 3 skill. Item below grade level.
302	748	MA	04	M0440820	BA	ME	S	DIRE	P					No unit conversion required to solve.
303	749	MA	04	M0440830	BA	ME	S	UNIT	S					
304	750	MA	04	M0440840	BA	ME	S	UNIT	S					
305	751	MA	04	M0440850	BA	ME	S	DIRE	S					
306	752	MA	04	M0440860	BA	ME	S	DIRE	S					
307	753	MA	04	M0440870	BA	ME	S	UNIT	S	ME	S	DIRE	S	

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
308	754	MA	04	M0440930	BA	AR	S	PATT	S					
309	755	MA	04	M0440940	BA	AR	S	PATT	S					
310	756	MA	04	M0440960	BA	SP	S	DATA	S	CE	S	NUMB	P	Item requires knowledge of odd and even, a Grade 5 skill. Item above grade level.
311	757	MA	04	M0440980	BA	SP	S	COLL	S	SP	S	DATA	S	
312	758	MA	04	M0441010	R	GM	S	TRAN	S					
313	759	MA	04	M0442070	ST	SP	S	DATA	S					
314	760	MA	04	M0443210	BA	ME	S	DIRE	S					
315	761	MA	04	M0443250	BA	ME	S	DIRE	S	GM	S	PROP	S	
316	762	MA	04	M0443390	BA	AR	S	PATT	P					Grade 3 skill. Item below grade level.
317	763	MA	04	M0443430	BA	CE	S	COMP	S					
318	764	MA	04	M0443490	R	GM	S	PROP	S					
319	765	MA	04	M0443500	R	GM	S	PROP	S					
320	766	MA	04	M0443510	R	GM	S	PROP	S					
321	767	MA	04	M0443540	BA	ME	S	DIRE	S					
322	768	MA	04	M0443550	BA	GM	S	COOR	S					
323	769	MA	04	M0444010	BA	ME	S	DIRE	S					
324	770	MA	04	M0444020	BA	ME	S	DIRE	S					
325	771	MA	04	M0444040	BA	ME	S	UNIT	S					
326	772	MA	04	M0444120	R	GM	S	PROP	S					
327	773	MA	04	M0444200	BA	SP	S	COLL	S	SP	S	PROB	S	
328	774	MA	04	M0444220	BA	ME	S	DIRE	S					
329	775	MA	04	M0444230	BA	SP	S	STAT	S					
330	776	MA	04	M0444360	BA	SP	S	STAT	S					
331	777	MA	04	M0444380	BA	SP	S	DATA	P					Median from a table is a grade 5 skill. Item above grade level.
332	778	MA	04	M0444430	BA	SP	S	STAT	S					
333	779	MA	04	M0447170	ST	CE	S	COMP	P	SP	S	STAT	P	Item aligns tangentially to the CCG as informed by the standards for this grade.
334	780	MA	04	M0447770	ST	AR	S	PATT	S					
335	781	MA	04	M0447790	BA	AR	S	PATT	P					Finding rules requires use of decimals.
336	782	MA	04	M0448000	BA	AR	S	PATT	S					
337	783	MA	04	M0448130	R	GM	S	PROP	S					
338	784	MA	04	M0448330	BA	ME	S	UNIT	S					
339	785	MA	04	M0448340	R	ME	S	UNIT	S					
340	786	MA	04	M0448360	R	ME	S	DIRE	S					
341	787	MA	04	M0448440	BA	CE	S	COMP	S					
342	788	MA	04	M0448530	BA	CE	S	COMP	S	CE	S	OPER	S	

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
343	789	MA	04	M0448540	BA	AR	S	ALGE	S					
344	790	MA	04	M0448590	BA	SP	S	STAT	S					
345	791	MA	04	M0448710	BA	CE	S	COMP	S					
346	792	MA	04	M0448720	BA	AR	S	ALGE	S					
347	793	MA	04	M0454910	BA	SP	S	DATA	P					Median from a table is a grade 5 skill. Item above grade level.
348	794	MA	04	M0454920	BA	SP	S	DATA	P					Median from a table is a grade 5 skill. Item above grade level.
349	795	MA	04	M0454940	BA	ME	S	UNIT	S					
350	796	MA	04	M0454980	BA	SP	S	STAT	P					Mode is a Grade 3 skill. Item below grade level.
351	797	MA	04	M0455000	BA	AR	S	ALGE	S					
352	798	MA	04	M0505040	R	ME	S	DIRE	S					
353	799	MA	04	M0507370	R	GM	S	PROP	S					
354	800	MA	04	M0508150	R	CE	S	OPER	S					
355	801	MA	04	M0508220	BA	AR	S	ALGE	S					
356	802	MA	04	M0508550	ST	ME	S	DIRE	S	GM	S	PROP	S	
357	803	MA	04	M0508710	BA	AR	S	PATT	P					Grade 4 rules requires addition and subtraction. This requires multiplication. Item above grade level.
358	804	MA	04	M0508720	BA	AR	S	ALGE	S					
359	805	MA	04	M0513100	BA	AR	S	ALGE	S					
360	806	MA	04	M0513170	BA	SP	S	DATA	S					
361	807	MA	04	M0513230	BA	SP	S	PROB	P					Grade 5 and 6 skills required. Item above grade level.
362	808	MA	04	M0513240	ST	SP	S	STAT	S					
363	809	MA	04	M0513290	BA	AR	S	PATT	P					Geometric patterns is grade 3 skill. Item below grade level.
364	810	MA	04	M0513310	R	ME	S	DIRE	S					
365	811	MA	04	M0513320	R	ME	S	DIRE	S	CE	S	NUMB	P	Integers introduced in grade 7. Item above grade level.
366	812	MA	04	M0513410	BA	SP	S	DATA	S					
367	813	MA	04	M0513430	BA	SP	S	COLL	S					
368	814	MA	04	M0513450	BA	CE	S	COMP	P					Grade 3 skill. Item below grade level.
369	815	MA	04	M0513460	BA	AR	S	PATT	S					
370	816	MA	04	M0513490	BA	AR	S	PATT	S					
371	817	MA	04	M0513600	BA	SP	S	PROB	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
372	818	MA	04	M0521740	BA	ME	S	DIRE	S					
373	819	MA	04	M0521770	ST	ME	S	DIRE	P					Item requires understanding of scale, a grade 8 skill. Item above grade level.
374	820	MA	04	M0521840	BA	AR	S	PATT	S	SP	S	COLL	S	
375	821	MA	04	M0521880	BA	AR	S	PATT	P					Patterns with multiplication and tables is a grade 5 skill. Item above grade level.
376	822	MA	04	M0521990	BA	ME	S	DIRE	S					
377	823	MA	04	M0522040	BA	SP	S	DATA	P					Grade 3 skill. Item below grade level.
378	824	MA	04	M0522070	BA	AR	S	PATT	S					
379	825	MA	04	M0522090	BA	AR	S	PATT	P					Patterns with multiplication and tables is a grade 5 skill. Item above grade level.
380	826	MA	04	M0522120	BA	AR	S	PATT	S					
381	827	MA	04	M0524240	BA	AR	S	PATT	S					
382	828	MA	04	M0524250	BA	ME	S	UNIT	S					
383	829	MA	04	M0524380	BA	AR	S	PATT	P					Patterns with multiplication and tables is a grade 5 skill. Item above grade level.
384	830	MA	04	M0524460	BA	SP	S	COLL	P					Grade 3 skill. Item below grade level.
385	831	MA	04	M0524800	ST	ME	S	DIRE	S	AR	S	PATT	P	
386	832	MA	04	M0525670	BA	ME	S	UNIT	S					
387	833	MA	04	M0526140	BA	SP	S	PROB	P					Skill at this grade level does not allow for compound events.
388	834	MA	04	M0526280	BA	AR	S	PATT	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
2	835	MA	05	M0000720	R	ME	S	DIRE	S					
3	836	MA	05	M0011020	BA	CE	S	COMP	S					
4	837	MA	05	M0011590	BA	GM	S	MOVI	S					
5	838	MA	05	M0102210	R	AR	S	ALGE	P					Above grade level. Four quadrants introduced in MA.07.AR.04.
6	839	MA	05	M0105150	BA	CE	S	NUMB	S					
7	840	MA	05	M0108600	BA	CE	S	NUMB	S					
8	841	MA	05	M0111680	ST	AR	S	ALGE	S					
9	842	MA	05	M0111720	BA	AR	S	PATT	S					
10	843	MA	05	M0113080	BA	CE	S	COMP	S					
11	844	MA	05	M0206220	BA	CE	S	COMP	S					
12	845	MA	05	M0206640	R	SP	S	DATA	S					
13	846	MA	05	M0207150	ST	CE	S	COMP	S					
14	847	MA	05	M0207840	BA	AR	S	ALGE	S					
15	848	MA	05	M0208100	BA	GM	S	PROP	S					
16	849	MA	05	M0208420	BA	CE	S	COMP	S					
17	850	MA	05	M0208680	BA	GM	S	MOVI	S					
18	851	MA	05	M0208770	BA	GM	S	PROP	S					
19	852	MA	05	M0209110	BA	CE	S	COMP	S					
20	853	MA	05	M0209700	BA	AR	S	PATT	S					
21	854	MA	05	M0209800	BA	AR	S	PATT	S					
22	855	MA	05	M0209890	BA	CE	S	NUMB	S	AR	S	PATT	S	
23	856	MA	05	M0210100	BA	SP	S	DATA	S					
24	857	MA	05	M0210420	R	CE	S	NUMB	S					
25	858	MA	05	M0210490	BA	SP	S	DATA	S					
26	859	MA	05	M0210510	BA	SP	S	STAT	S			DATA	S	
27	860	MA	05	M0210610	BA	AR	S	PATT	S					
28	861	MA	05	M0210710	BA	AR	S	PATT	S					
29	862	MA	05	M0210860	BA	AR	S	ALGE	S					
30	863	MA	05	M0210870	BA	ME	S	DIRE	S					
31	864	MA	05	M0210900	R	ME	S	DIRE	S					
32	865	MA	05	M0211030	R	GM	S	TRAN	S					Recall--Requires identification of given line of symmetry, as opposed to the Basic Application of drawing a line of symmetry on a given figure.
33	866	MA	05	M0211310	BA	GM	S	TRAN	S					
34	867	MA	05	M0211360	BA	ME	S	DIRE	S					
35	868	MA	05	M0211440	BA	GM	S	TRAN	S					

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
36	869	MA	05	M0211530	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
37	870	MA	05	M0211560	BA	CE	S	COMP	S					
38	871	MA	05	M0211590	BA	CE	S	COMP	S					
39	872	MA	05	M0211710	BA	CE	S	COMP	P					
40	873	MA	05	M0211730	BA	CE	S	COMP	S					
41	874	MA	05	M0211771	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
42	875	MA	05	M0211830	R	CE	S	COMP	S					
43	876	MA	05	M0211880	BA	SP	S	STAT	S					
44	877	MA	05	M0211910	BA	SP	S	DATA	S	CE	S	COMP	S	
45	878	MA	05	M0212140	BA	SP	S	PROB	S					
46	879	MA	05	M0212690	BA	SP	S	STAT	P					Item below grade level--aligns to MA.03.SP.01.
47	880	MA	05	M0218150	BA	ME	S	DIRE	S					
48	881	MA	05	M0220340	R	ME	S	UNIT	P					Item below grade level--aligns to MA.04.MR.02
49	882	MA	05	M0220360	BA	CE	S	COMP	S					
50	883	MA	05	M0220510	BA	GM	S	TRAN	S					
51	884	MA	05	M0221080	BA	ME	S	DIRE	S					
52	885	MA	05	M0224550	BA	SP	S	DATA	S					
53	886	MA	05	M0224980	R	SP	S	STAT	P					Item below grade level--aligns to MA.03.SP.01.
54	887	MA	05	M0229270	BA	SP	S	STAT	P					Item below grade level--aligns to MA.03.SP.01.
55	888	MA	05	M0237390	R	ME	S	DIRE	S					
56	889	MA	05	M0237580	BA	GM	S	MOVI	S					
57	890	MA	05	M0238180	BA	GM	S	MOVI	S					
58	891	MA	05	M0240990	R	CE	S	NUMB	S					
59	892	MA	05	M0241200	BA	SP	S	DATA	S	AR	S	PATT	S	
60	893	MA	05	M0241710	BA	AR	S	ALGE	S	CE	S	OPER	S	
61	894	MA	05	M0241760	BA	GM	S	TRAN	P					Item above grade level--aligns to MA.08.GM.14.
62	895	MA	05	M0241870	BA	AR	S	PATT	S					
63	896	MA	05	M0242150	BA	AR	S	PATT	S					
64	897	MA	05	M0242390	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
65	898	MA	05	M0242480	R	CE	S	NUMB	S					
66	899	MA	05	M0242500	R	CE	S	NUMB	P					Item below grade level--aligns to MA.04.CE.01.

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
67	900	MA	05	M0242510	BA	CE	S	COMP	S					
68	901	MA	05	M0242980	R	CE	S	OPER	P					Item below grade level--aligns to MA.03.CE.19.
69	902	MA	05	M0243010	BA	CE	S	NUMB	S					
70	903	MA	05	M0243490	BA	AR	S	PATT	S	CE	S	NUMB	S	
71	904	MA	05	M0244170	BA	ME	S	DIRE	S					
72	905	MA	05	M0244210	R	ME	S	DIRE	S					
73	906	MA	05	M0244530	BA	ME	S	DIRE	S					
74	907	MA	05	M0244540	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
75	908	MA	05	M0244560	BA	CE	S	COMP	P					Item below grade level--aligns to MA.04.CE.09.
76	909	MA	05	M0244570	BA	ME	S	DIRE	S					
77	910	MA	05	M0244660	BA	CE	S	COMP	S					
78	911	MA	05	M0244670	BA	ME	S	DIRE	P					Item below grade level--aligns to MA.04.ME.03.
79	912	MA	05	M0244720	ST	AR	S	ALGE	S					
80	913	MA	05	M0244780	BA	AR	S	PATT	S					
81	914	MA	05	M0244800	BA	AR	S	ALGE	S	CE	S	OPER	S	
82	915	MA	05	M0244850	BA	CE	S	COMP	S					
83	916	MA	05	M0244940	BA	AR	S	ALGE	S					
84	917	MA	05	M0244951	R	ME	S	DIRE	S					
85	918	MA	05	M0244980	BA	CE	S	OPER	S					
86	919	MA	05	M0245060	ST	CE	S	NUMB	P					Item tests problem solving and understanding of ordinal numbers. Superficially aligned to the content in CCG.
87	920	MA	05	M0245200	BA	AR	S	PATT	S					
88	921	MA	05	M0245330	BA	CE	S	COMP	P					Item below grade level--aligns to MA.03.CE.12.
89	922	MA	05	M0245380	BA	CE	S	COMP	S					
90	923	MA	05	M0245450	BA	CE	S	COMP	S					
91	924	MA	05	M0245661	R	CE	S	NUMB	S					
92	925	MA	05	M0245800	BA	ME	S	DIRE	S					
93	926	MA	05	M0245850	BA	ME	S	DIRE	S					
94	927	MA	05	M0245860	ST	CE	S	COMP	S					
95	928	MA	05	M0245870	R	GM	S	TRAN	P					Tessellation not explicitly included.
96	929	MA	05	M0245980	BA	CE	S	COMP	P					Item below grade level--aligns to MA.04.CE.15.

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
	97	930	MA	05	M0246060	R	CE	S	NUMB	S				Item aligns to language of the CCG, but not to any one content standard.
	98	931	MA	05	M0246080	BA	CE	S	COMP	S				
	99	932	MA	05	M0246150	R	CE	S	NUMB	S				
	100	933	MA	05	M0246340	BA	ME	S	DIRE	S				
	101	934	MA	05	M0246411	BA	CE	S	COMP	S				
	102	935	MA	05	M0246550	R	GM	S	PROP	S				
	103	936	MA	05	M0246800	BA	ME	S	DIRE	S				
	104	937	MA	05	M0247150	ST	ME	S	DIRE	S				
	105	938	MA	05	M0247480	BA	SP	S	DATA	S				
	106	939	MA	05	M0247570	BA	CE	S	OPER	S				
	107	940	MA	05	M0247980	R	ME	S	DIRE	S				
	108	941	MA	05	M0248020	R	ME	S	DIRE	S				
	109	942	MA	05	M0248110	BA	SP	S	DATA	S				
	110	943	MA	05	M0248460	BA	ME	S	DIRE	S				
	111	944	MA	05	M0248600	R	SP	S	DATA	P				Item below grade level--aligns to MA.03.SP.03.
	112	945	MA	05	M0248620	R	ME	S	DIRE	S				
	113	946	MA	05	M0248690	BA	SP	S	DATA	S				
	114	947	MA	05	M0248820	BA	ME	S	DIRE	S				Item aligns to language of the CCG, but not to any one content standard.
	115	948	MA	05	M0249290	BA	CE	S	COMP	S				
	116	949	MA	05	M0249490	BA	ME	S	DIRE	P				Item below grade level--aligns to MA.04.ME.03.
	117	950	MA	05	M0249570	BA	ME	S	DIRE	P				Item below grade level--aligns to MA.04.ME.03.
	118	951	MA	05	M0249940	BA	SP	S	DATA	S				
	119	952	MA	05	M0250500	BA	CE	S	OPER	S				
	120	953	MA	05	M0250790	BA	CE	S	COMP	S				
	121	954	MA	05	M0251470	BA	GM	S	MOVI	S				
	122	955	MA	05	M0251890	R	GM	S	PROP	S				
	123	956	MA	05	M0252140	BA	CE	S	NUMB	S				
	124	957	MA	05	M0252330	ST	AR	S	PATT	S				
	125	958	MA	05	M0253120	BA	GM	S	TRAN	S				
	126	959	MA	05	M0254750	BA	CE	S	COMP	S				
	127	960	MA	05	M0254840	BA	GM	S	TRAN	S				
	128	961	MA	05	M0255500	R	GM	S	PROP	S				
	129	962	MA	05	M0260600	BA	ME	S	DIRE	S				Item aligns to language of the CCG, but not to any one content standard.
	130	963	MA	05	M0264570	BA	AR	S	ALGE	S				

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
131	964	MA	05	M0264581	BA	CE	S	NUMB	S					
132	965	MA	05	M0264730	R	ME	S	DIRE	S					
133	966	MA	05	M0265160	R	GM	S	PROP	S					
134	967	MA	05	M0270210	BA	GM	S	COOR	S					
135	968	MA	05	M0272380	R	ME	S	UNIT	P					Item below grade level--aligns to MA.04.ME.01.
136	969	MA	05	M0272820	BA	AR	S	PATT	S	SP	S	DATA	S	
137	970	MA	05	M0273120	R	ME	S	DIRE	S					
138	971	MA	05	M0273170	BA	ME	S	DIRE	S					
139	972	MA	05	M0273800	BA	GM	S	PROP	S					Item aligns to language of the CCG, but not to any one content standard.
140	973	MA	05	M0274160	BA	ME	S	DIRE	S	GM	S	MOVI	S	
141	974	MA	05	M0274220	R	ME	S	DIRE	S					
142	975	MA	05	M0274260	BA	GM	S	COOR	P					Item above grade level--aligns to MA.06.GM.09.
143	976	MA	05	M0274280	BA	AR	S	PATT	S					
144	977	MA	05	M0274290	BA	AR	S	PATT	S					
145	978	MA	05	M0274340	BA	AR	S	PATT	S	ME	S	DIRE	P	Item below grade level for DIRE--aligns to MA.07.ME.05.
146	979	MA	05	M0274810	ST	AR	S	ALGE	S					
147	980	MA	05	M0275240	BA	AR	S	ALGE	S					
148	981	MA	05	M0275260	BA	AR	S	ALGE	S					
149	982	MA	05	M0276380	BA	SP	S	DATA	S					
150	983	MA	05	M0276390	BA	ME	S	DIRE	S					
151	984	MA	05	M0276400	BA	SP	S	DATA	S	AR	S	CHAN	S	
152	985	MA	05	M0276710	BA	SP	S	STAT	S			DATA	S	
153	986	MA	05	M0276730	BA	AR	S	ALGE	S					
154	987	MA	05	M0276740	BA	AR	S	ALGE	S	CE	S	OPER	S	
155	988	MA	05	M0276770	BA	CE	S	NUMB	S					
156	989	MA	05	M0276911	BA	CE	S	COMP	S					
157	990	MA	05	M0277210	R	SP	S	DATA	S					
158	991	MA	05	M0277220	R	SP	S	DATA	S					
159	992	MA	05	M0277230	BA	SP	S	DATA	S					
160	993	MA	05	M0277250	BA	AR	S	ALGE	S					
161	994	MA	05	M0277271	BA	SP	S	STAT	S			DATA	S	
162	995	MA	05	M0277280	BA	AR	S	ALGE	S					
163	996	MA	05	M0277311	BA	AR	S	ALGE	S					
164	997	MA	05	M0277370	BA	SP	S	STAT	S					
165	998	MA	05	M0277390	BA	AR	S	PATT	S					
166	999	MA	05	M0277420	BA	GM	S	PROP	S					
167	1000	MA	05	M0277430	BA	AR	S	PATT	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
168	1001	MA	05	M0277460	BA	SP	S	STAT	S					
169	1002	MA	05	M0277500	BA	SP	S	PROB	S					
170	1003	MA	05	M0277560	BA	SP	S	STAT	S			DATA	S	
171	1004	MA	05	M0277600	BA	SP	S	STAT	S					
172	1005	MA	05	M0277620	ST	CE	S	COMP	S					
173	1006	MA	05	M0279860	R	GM	S	TRAN	S					
174	1007	MA	05	M0291300	BA	ME	S	DIRE	S					
175	1008	MA	05	M0291500	R	CE	S	NUMB	S					
176	1009	MA	05	M0291840	BA	SP	S	STAT	S					
177	1010	MA	05	M0291860	R	GM	S	PROP	S					
178	1011	MA	05	M0292700	BA	AR	S	ALGE	S					
179	1012	MA	05	M0293050	BA	ME	S	DIRE	S					
180	1013	MA	05	M0293110	BA	ME	S	DIRE	S					
181	1014	MA	05	M0293260	BA	GM	S	TRAN	S					
182	1015	MA	05	M0293600	BA	ME	S	DIRE	S					
183	1016	MA	05	M0293790	BA	CE	S	COMP	S					
184	1017	MA	05	M0294040	BA	AR	S	PATT	S					
185	1018	MA	05	M0294430	BA	SP	S	DATA	S					
186	1019	MA	05	M0294880	BA	ME	S	DIRE	S					
187	1020	MA	05	M0315280	BA	SP	S	STAT	S					
188	1021	MA	05	M0400230	BA	GM	S	MOVI	S					
189	1022	MA	05	M0402970	BA	AR	S	ALGE	S	CE	S	OPER	S	
190	1023	MA	05	M0403170	BA	SP	S	DATA	S					
191	1024	MA	05	M0405160	BA	GM	S	PROP	S					
192	1025	MA	05	M0405170	BA	GM	S	TRAN	S					
193	1026	MA	05	M0406170	BA	SP	S	STAT	S			DATA	S	
194	1027	MA	05	M0406200	BA	SP	S	STAT	S			DATA	S	
195	1028	MA	05	M0407220	BA	CE	S	NUMB	S					
196	1029	MA	05	M0407280	BA	SP	S	DATA	S					
197	1030	MA	05	M0407290	BA	SP	S	DATA	S			STAT	S	
198	1031	MA	05	M0407300	BA	AR	S	ALGE	S					
199	1032	MA	05	M0407340	BA	AR	S	ALGE	S					
200	1033	MA	05	M0407390	BA	AR	S	ALGE	S					
201	1034	MA	05	M0407420	BA	CE	S	COMP	S	SP	S	DATA	S	
202	1035	MA	05	M0407440	BA	CE	S	NUMB	S	SP	S	DATA	S	
203	1036	MA	05	M0407450	BA	ME	S	DIRE	P					Item below grade level--aligns to MA.04.ME.04.
204	1037	MA	05	M0407580	R	SP	S	DATA	S					
205	1038	MA	05	M0407600	BA	SP	S	DATA	S					
206	1039	MA	05	M0407610	BA	SP	S	STAT	S					
207	1040	MA	05	M0407650	ST	GM	S	COOR	S					
208	1041	MA	05	M0407700	BA	GM	S	PROP	S					
209	1042	MA	05	M0408090	BA	GM	S	MOVI	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
210	1043	MA	05	M0408130	BA	CE	S	COMP	P					Item above grade level--aligns to MA.06.CE.15.
211	1044	MA	05	M0408290	BA	CE	S	NUMB	S					
212	1045	MA	05	M0408440	BA	GM	S	MOVI	S					
213	1046	MA	05	M0411330	BA	ME	S	DIRE	S					
214	1047	MA	05	M0411810	ST	CE	S	COMP	S					
215	1048	MA	05	M0412450	R	CE	S	OPER	S					
216	1049	MA	05	M0412480	BA	CE	S	OPER	S					
217	1050	MA	05	M0412630	BA	SP	S	DATA	S					
218	1051	MA	05	M0412640	BA	ME	S	DIRE	S					
219	1052	MA	05	M0412670	BA	SP	S	STAT	S					
220	1053	MA	05	M0413900	BA	SP	S	STAT	S			DATA	S	
221	1054	MA	05	M0413920	BA	ME	S	DIRE	S					
222	1055	MA	05	M0413930	BA	AR	S	ALGE	S					
223	1056	MA	05	M0413980	BA	GM	S	TRAN	S					
224	1057	MA	05	M0414180	BA	ME	S	DIRE	S					
225	1058	MA	05	M0414190	BA	ME	S	DIRE	S					
226	1059	MA	05	M0416540	BA	SP	S	STAT	S					
227	1060	MA	05	M0416550	BA	SP	S	STAT	S			DATA	S	
228	1061	MA	05	M0417310	BA	AR	S	ALGE	S					
229	1062	MA	05	M0417320	BA	AR	S	ALGE	S					
230	1063	MA	05	M0419830	BA	ME	S	DIRE	S	CE	S	NUMB	S	
231	1064	MA	05	M0419860	BA	AR	S	ALGE	S					
232	1065	MA	05	M0424040	BA	SP	S	DATA	S					
233	1066	MA	05	M0426480	BA	ME	S	UNIT	S					
234	1067	MA	05	M0426490	BA	ME	S	UNIT	S					
235	1068	MA	05	M0426500	BA	ME	S	UNIT	S					
236	1069	MA	05	M0426550	R	ME	S	UNIT	S					
237	1070	MA	05	M0426580	R	CE	S	NUMB	S					
238	1071	MA	05	M0426600	R	CE	S	NUMB	S					
239	1072	MA	05	M0426610	BA	CE	S	COMP	S					
240	1073	MA	05	M0426620	BA	CE	S	COMP	S					
241	1074	MA	05	M0426640	BA	CE	S	COMP	S					
242	1075	MA	05	M0426650	BA	CE	S	COMP	S					
243	1076	MA	05	M0426660	BA	ME	S	DIRE	S					
244	1077	MA	05	M0426780	R	CE	S	NUMB	S					
245	1078	MA	05	M0426800	R	CE	S	NUMB	S					
246	1079	MA	05	M0426810	R	CE	S	NUMB	S					
247	1080	MA	05	M0426850	BA	CE	S	COMP	S					
248	1081	MA	05	M0426870	BA	CE	S	COMP	S					
249	1082	MA	05	M0428800	BA	SP	S	STAT	S			DATA	S	
250	1083	MA	05	M0429610	R	ME	S	DIRE	S	GM	S	PROP	S	
251	1084	MA	05	M0429660	R	GM	S	PROP	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
252	1085	MA	05	M0429690	R	GM	S	PROP	S					
253	1086	MA	05	M0429730	R	GM	S	PROP	S					
254	1087	MA	05	M0429760	BA	ME	S	UNIT	S					
255	1088	MA	05	M0429780	BA	ME	S	UNIT	S					
256	1089	MA	05	M0429810	BA	CE	S	NUMB	S					
257	1090	MA	05	M0429820	BA	CE	S	NUMB	S					
258	1091	MA	05	M0429840	BA	CE	S	NUMB	S					
259	1092	MA	05	M0429850	R	CE	S	NUMB	S					
260	1093	MA	05	M0429880	BA	GM	S	PROP	S					
261	1094	MA	05	M0429910	R	GM	S	PROP	S					Item aligns to language of the CCG, but not to any one content standard.
262	1095	MA	05	M0429950	R	GM	S	PROP	S					
263	1096	MA	05	M0429970	BA	AR	S	ALGE	S					
264	1097	MA	05	M0430710	BA	ME	S	DIRE	S					
265	1098	MA	05	M0431410	R	GM	S	COOR	S					
266	1099	MA	05	M0431440	R	CE	S	NUMB	S					
267	1100	MA	05	M0431450	BA	SP	S	DATA	S			STAT	S	
268	1101	MA	05	M0431460	BA	SP	S	DATA	S			STAT	S	
269	1102	MA	05	M0431470	BA	SP	S	DATA	S					
270	1103	MA	05	M0431490	BA	SP	S	STAT	S			DATA	S	
271	1104	MA	05	M0435230	R	ME	S	DIRE	S					
272	1105	MA	05	M0435260	BA	ME	S	DIRE	S					
273	1106	MA	05	M0435410	BA	ME	S	DIRE	S					
274	1107	MA	05	M0436020	R	ME	S	DIRE	S					
275	1108	MA	05	M0436080	BA	ME	S	DIRE	S					
276	1109	MA	05	M0436160	BA	CE	S	COMP	S					
277	1110	MA	05	M0436190	BA	CE	S	COMP	S					
278	1111	MA	05	M0436200	BA	CE	S	COMP	S					
279	1112	MA	05	M0436210	BA	GM	S	PROP	S					
280	1113	MA	05	M0436220	BA	GM	S	PROP	S					
281	1114	MA	05	M0436340	BA	GM	S	MOVI	S					
282	1115	MA	05	M0436391	R	CE	S	OPER	S					
283	1116	MA	05	M0436400	BA	CE	S	OPER	S					
284	1117	MA	05	M0436720	BA	AR	S	ALGE	S					
285	1118	MA	05	M0436780	BA	ME	S	DIRE	S					
286	1119	MA	05	M0437210	BA	SP	S	DATA	S	SP	S	PROB	S	
287	1120	MA	05	M0437610	BA	SP	S	DATA	S			STAT	S	
288	1121	MA	05	M0437620	BA	SP	S	DATA	S			STAT	S	
289	1122	MA	05	M0437630	BA	SP	S	DATA	S			STAT	S	
290	1123	MA	05	M0437640	BA	SP	S	DATA	S			STAT	S	
291	1124	MA	05	M0437650	BA	SP	S	DATA	S			STAT	S	
292	1125	MA	05	M0437670	BA	SP	S	DATA	S			STAT	S	

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
293	1126	MA	05	M0437680	BA	SP	S	DATA	S			STAT	S	
294	1127	MA	05	M0437710	BA	AR	S	ALGE	S					
295	1128	MA	05	M0437730	BA	AR	S	PATT	S					
296	1129	MA	05	M0437950	R	CE	S	NUMB	S					
297	1130	MA	05	M0438000	BA	CE	S	NUMB	S					
298	1131	MA	05	M0438020	BA	CE	S	NUMB	S					
299	1132	MA	05	M0438030	BA	ME	S	DIRE	S					
300	1133	MA	05	M0438040	BA	CE	S	OPER	S					
301	1134	MA	05	M0438050	BA	CE	S	COMP	S					
302	1135	MA	05	M0438070	BA	SP	S	DATA	S			STAT	S	
303	1136	MA	05	M0438090	BA	CE	S	COMP	S					
304	1137	MA	05	M0438600	BA	AR	S	ALGE	S					
305	1138	MA	05	M0438650	BA	CE	S	COMP	S					
306	1139	MA	05	M0438690	BA	AR	S	ALGE	S					
307	1140	MA	05	M0438850	R	ME	S	DIRE	S					
308	1141	MA	05	M0438860	R	ME	S	DIRE	S					
309	1142	MA	05	M0438880	R	ME	S	DIRE	S					
310	1143	MA	05	M0438890	BA	AR	S	ALGE	S					
311	1144	MA	05	M0438900	BA	AR	S	ALGE	S					
312	1145	MA	05	M0440010	BA	SP	S	STAT	S					
313	1146	MA	05	M0440030	BA	SP	S	DATA	S					
314	1147	MA	05	M0440040	BA	SP	S	DATA	S			STAT	S	
315	1148	MA	05	M0440050	BA	SP	S	DATA	S			STAT	S	
316	1149	MA	05	M0440060	BA	ME	S	DIRE	S					
317	1150	MA	05	M0440080	R	ME	S	DIRE	S					
318	1151	MA	05	M0440090	BA	ME	S	DIRE	S					
319	1152	MA	05	M0440100	BA	AR	S	PATT	S					
320	1153	MA	05	M0440130	BA	AR	S	PATT	S					
321	1154	MA	05	M0440160	BA	AR	S	PATT	S					
322	1155	MA	05	M0440170	BA	AR	S	ALGE	S					
323	1156	MA	05	M0440190	BA	AR	S	PATT	S					
324	1157	MA	05	M0440210	BA	ME	S	UNIT	S					
325	1158	MA	05	M0440230	BA	ME	S	UNIT	S					
326	1159	MA	05	M0440240	BA	ME	S	UNIT	S					
327	1160	MA	05	M0440250	BA	ME	S	UNIT	S					
328	1161	MA	05	M0440270	BA	GM	S	PROP	S					
329	1162	MA	05	M0440290	BA	GM	S	TRAN	S					
330	1163	MA	05	M0440320	BA	GM	S	TRAN	S					
331	1164	MA	05	M0440330	BA	AR	S	ALGE	S					
332	1165	MA	05	M0440340	BA	SP	S	DATA	S					
333	1166	MA	05	M0440440	BA	GM	S	COOR	S					
334	1167	MA	05	M0440450	BA	GM	S	COOR	S					
335	1168	MA	05	M0440470	BA	ME	S	DIRE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
336	1169	MA	05	M0440480	BA	ME	S	DIRE	S					
337	1170	MA	05	M0440490	BA	ME	S	DIRE	S					
338	1171	MA	05	M0441060	BA	GM	S	TRAN	S					
339	1172	MA	05	M0441070	BA	GM	S	TRAN	S					
340	1173	MA	05	M0441100	BA	GM	S	TRAN	S					
341	1174	MA	05	M0441160	BA	GM	S	TRAN	S					
342	1175	MA	05	M0441290	BA	ME	S	DIRE	S					
343	1176	MA	05	M0443370	BA	AR	S	ALGE	S			PATT	S	
344	1177	MA	05	M0446610	R	AR	S	ALGE	S					
345	1178	MA	05	M0446700	BA	AR	S	MODE	S					
346	1179	MA	05	M0446720	BA	AR	S	MODE	S					
347	1180	MA	05	M0446750	BA	AR	S	ALGE	S					
348	1181	MA	05	M0446830	BA	AR	S	MODE	S					
349	1182	MA	05	M0446910	BA	AR	S	MODE	S					
350	1183	MA	05	M0447080	R	AR	S	ALGE	S					
351	1184	MA	05	M0447090	BA	AR	S	ALGE	S					
352	1185	MA	05	M0447240	BA	AR	S	ALGE	S	CE	S	OPER	S	
353	1186	MA	05	M0450940	R	SP	S	DATA	S					
354	1187	MA	05	M0451030	BA	GM	S	MOVI	S					
355	1188	MA	05	M0451840	BA	SP	S	DATA	S					
356	1189	MA	05	M0451850	BA	SP	S	STAT	S					
357	1190	MA	05	M0509620	BA	GM	S	COOR	S					
358	1191	MA	05	M0509630	BA	GM	S	COOR	S					
359	1192	MA	05	M0509640	BA	GM	S	COOR	S					
360	1193	MA	05	M0509790	R	GM	S	PROP	S					
361	1194	MA	05	M0509800	BA	GM	S	PROP	S					
362	1195	MA	05	M0510030	BA	GM	S	COOR	S					
363	1196	MA	05	M0510070	BA	AR	S	ALGE	S					
364	1197	MA	05	M0510120	BA	AR	S	PATT	S					
365	1198	MA	05	M0510350	R	GM	S	PROP	S					
366	1199	MA	05	M0510360	BA	GM	S	COOR	S					
367	1200	MA	05	M0510700	BA	ME	S	DIRE	S					
368	1201	MA	05	M0510750	BA	SP	S	PROB	S			DATA	S	
369	1202	MA	05	M0510930	BA	ME	S	DIRE	S					
370	1203	MA	05	M0511020	BA	GM	S	COOR	S					
371	1204	MA	05	M0511030	BA	GM	S	COOR	S					
372	1205	MA	05	M0512030	BA	GM	S	PROP	S					
373	1206	MA	05	M0512230	BA	ME	S	DIRE	S					
374	1207	MA	05	M0512240	BA	ME	S	UNIT	S					
375	1208	MA	05	M0512250	BA	ME	S	DIRE	S					
376	1209	MA	05	M0512260	BA	ME	S	UNIT	S					
377	1210	MA	05	M0512270	BA	ME	S	DIRE	S					
378	1211	MA	05	M0512390	BA	ME	S	DIRE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
379	1212	MA	05	M0512460	BA	ME	S	DIRE	S					
380	1213	MA	05	M0512520	BA	ME	S	DIRE	S					
381	1214	MA	05	M0520240	BA	GM	S	COOR	S					
382	1215	MA	05	M0520980	BA	SP	S	STAT	S			DATA	S	
383	1216	MA	05	M0521460	BA	SP	S	DATA	S	AR	S	PATT	S	
384	1217	MA	05	M0523440	BA	ME	S	DIRE	S					
385	1218	MA	05	M0523540	BA	CE	S	COMP	S	ME	S	DIRE	S	
386	1219	MA	05	M0523790	BA	GM	S	MOVI	S					
387	1220	MA	05	M0524820	BA	ME	S	DIRE	S					
388	1221	MA	05	M0524890	BA	ME	S	DIRE	S					
389	1222	MA	05	M0524900	BA	SP	S	DATA	S					
390	1223	MA	05	M0524950	ST	SP	S	DATA	S					
391	1224	MA	05	M0524990	R	ME	S	DIRE	S					
392	1225	MA	05	M0525220	BA	SP	S	DATA	S					
393	1226	MA	05	M0525610	BA	ME	S	DIRE	S					
394	1227	MA	05	M0525630	BA	ME	S	DIRE	S					
395	1228	MA	05	M0525660	BA	ME	S	DIRE	S					
396	1229	MA	05	M0531360	BA	SP	S	DATA	S					
397	1230	MA	05	M9800750	BA	GM	S	COOR	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
2	1231	MA	06	M0000151	BA	GM	S	PROP	S					
3	1232	MA	06	M0000860	BA	CE	S	NUMB	S					
4	1233	MA	06	M0000890	BA	AR	S	ALGE	P					Item above grade level--aligns to MA.07.AR.02.
5	1234	MA	06	M0012020	BA	SP	S	PROB	S					
6	1235	MA	06	M0012730	BA	SP	S	STAT	S					
7	1236	MA	06	M0102220	R	GM	S	PROP	S					
8	1237	MA	06	M0103660	R	SP	S	PROB	S					Item aligns to language of the CCG, but not to any one content standard.
9	1238	MA	06	M0106871	R	GM	S	PROP	S					
10	1239	MA	06	M0107010	R	GM	S	PROP	S					
11	1240	MA	06	M0112600	R	GM	S	PROP	S					
12	1241	MA	06	M0113120	R	GM	S	PROP	S					
13	1242	MA	06	M0118390	R	GM	S	PROP	S					
14	1243	MA	06	M0206140	BA	CE	S	COMP	P					Item below grade level--aligns to MA.05.CE.10.
15	1244	MA	06	M0206290	BA	ME	S	DIRE	S					
16	1245	MA	06	M0207230	BA	CE	S	COMP	S					
17	1246	MA	06	M0207530	BA	CE	S	NUMB	S					
18	1247	MA	06	M0207890	BA	SP	S	STAT	S					
19	1248	MA	06	M0208020	BA	ME	S	DIRE	S					
20	1249	MA	06	M0208240	R	GM	S	PROP	S					
21	1250	MA	06	M0208370	BA	ME	S	DIRE	S					
22	1251	MA	06	M0208700	BA	SP	S	PROB	S					
23	1252	MA	06	M0209010	R	GM	S	PROP	S					
24	1253	MA	06	M0209410	R	GM	S	PROP	S					
25	1254	MA	06	M0209620	BA	ME	S	UNIT	S					
26	1255	MA	06	M0210290	BA	SP	S	PROB	S					
27	1256	MA	06	M0210540	BA	SP	S	STAT	S					
28	1257	MA	06	M0211180	R	GM	S	PROP	S					
29	1258	MA	06	M0211270	R	GM	S	PROP	S					Item aligns to language of the CCG, but not to any one content standard.
30	1259	MA	06	M0211410	BA	GM	S	PROP	P					Item below grade level--aligns to MA.03.GM.01.
31	1260	MA	06	M0211800	BA	CE	S	NUMB	S					Item aligns to language of the CCG, but not to any one content standard.
32	1261	MA	06	M0211890	BA	SP	S	PROB	S					
33	1262	MA	06	M0213970	BA	CE	S	NUMB	S					
34	1263	MA	06	M0215580	BA	ME	S	DIRE	S					
35	1264	MA	06	M0219790	BA	ME	S	DIRE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
36	1265	MA	06	M0220170	BA	SP	S	PROB	S					
37	1266	MA	06	M0220490	BA	GM	S	PROP	S					
38	1267	MA	06	M0224290	BA	CE	S	NUMB	S					
39	1268	MA	06	M0224410	BA	CE	S	COMP	P					
40	1269	MA	06	M0225870	BA	ME	S	DIRE	S					
41	1270	MA	06	M0226150	BA	CE	S	NUMB	S					
42	1271	MA	06	M0226680	BA	ME	S	UNIT	S					
43	1272	MA	06	M0227920	BA	GM	S	COOR	S					
44	1273	MA	06	M0229290	BA	GM	S	PROP	P					Item above grade level--aligns to MA.07.GM.05
45	1274	MA	06	M0230110	BA	CE	S	NUMB	S					
46	1275	MA	06	M0230990	BA	CE	S	NUMB	S					
47	1276	MA	06	M0233620	BA	SP	S	STAT	S					
48	1277	MA	06	M0239840	BA	GM	S	PROP	S					
49	1278	MA	06	M0241240	BA	ME	S	DIRE	P					Item below grade level--aligns to MA.04.ME.13
50	1279	MA	06	M0241440	R	GM	S	PROP	S					
51	1280	MA	06	M0242440	BA	CE	S	COMP	S					
52	1281	MA	06	M0242700	BA	CE	S	NUMB	S					
53	1282	MA	06	M0243070	BA	CE	S	NUMB	S					
54	1283	MA	06	M0243210	R	GM	S	PROP	S					
55	1284	MA	06	M0245270	BA	SP	S	PROB	S					
56	1285	MA	06	M0245530	BA	CE	S	NUMB	S					
57	1286	MA	06	M0246900	BA	GM	S	PROP	S					Item aligns to language of the CCG, but not to any one content standard.
58	1287	MA	06	M0247290	BA	AR	S	ALGE	S			MODE	S	
59	1288	MA	06	M0247590	R	SP	S	PROB	S					
60	1289	MA	06	M0248070	BA	SP	S	PROB	S					
61	1290	MA	06	M0249330	BA	CE	S	NUMB	S					Item aligns to language of the CCG, but not to any one content standard.
62	1291	MA	06	M0250160	BA	GM	S	PROP	S					
63	1292	MA	06	M0250570	BA	CE	S	COMP	S					
64	1293	MA	06	M0250610	ST	GM	S	PROP	S					
65	1294	MA	06	M0251060	BA	SP	S	STAT	S					
66	1295	MA	06	M0252510	BA	CE	S	COMP	S					
67	1296	MA	06	M0252541	BA	GM	S	PROP	S					
68	1297	MA	06	M0252661	BA	GM	S	PROP	S					
69	1298	MA	06	M0252870	BA	ME	S	UNIT	S					
70	1299	MA	06	M0253240	BA	ME	S	UNIT	S					
71	1300	MA	06	M0253510	BA	ME	S	DIRE	S					
72	1301	MA	06	M0253810	BA	CE	S	COMP	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
73	1302	MA	06	M0254690	BA	CE	S	NUMB	S					
74	1303	MA	06	M0255410	BA	CE	S	NUMB	S					
75	1304	MA	06	M0255650	BA	ME	S	DIRE	S					
76	1305	MA	06	M0264660	BA	ME	S	UNIT	P					Item below grade level--aligns to MA.04.ME.03.
77	1306	MA	06	M0265470	BA	CE	S	NUMB	S					
78	1307	MA	06	M0266510	BA	AR	S	PATT	S					Item aligns to language of the CCG, but not to any one content standard.
79	1308	MA	06	M0269830	R	GM	S	PROP	S					
80	1309	MA	06	M0274460	BA	SP	S	PROB	S					
81	1310	MA	06	M0274500	BA	SP	S	PROB	S					
82	1311	MA	06	M0274590	BA	SP	S	STAT	S					
83	1312	MA	06	M0274710	BA	ME	S	DIRE	S					
84	1313	MA	06	M0274790	BA	ME	S	DIRE	S					
85	1314	MA	06	M0274980	R	CE	S	NUMB	P					Item below grade level--aligns to MA.03.CE.04
86	1315	MA	06	M0275310	BA	AR	S	ALGE	S					
87	1316	MA	06	M0275370	BA	SP	S	STAT	S					
88	1317	MA	06	M0275380	BA	SP	S	STAT	S					
89	1318	MA	06	M0275630	ST	ME	S	DIRE	S					
90	1319	MA	06	M0277180	R	GM	S	MOVI	S					
91	1320	MA	06	M0277290	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
92	1321	MA	06	M0277300	R	GM	S	PROP	S					
93	1322	MA	06	M0277410	BA	SP	S	PROB	S					
94	1323	MA	06	M0277490	BA	SP	S	STAT	S					
95	1324	MA	06	M0277550	BA	SP	S	STAT	S					
96	1325	MA	06	M0277750	BA	GM	S	PROP	S					
97	1326	MA	06	M0278720	R	GM	S	PROP	S					
98	1327	MA	06	M0292260	BA	SP	S	STAT	S					
99	1328	MA	06	M0292660	BA	ME	S	DIRE	S	GM	S	PROP	S	
100	1329	MA	06	M0293290	BA	GM	S	PROP	S					
101	1330	MA	06	M0293350	BA	CE	S	COMP	P					Item below grade level.
102	1331	MA	06	M0307000	BA	SP	S	STAT	S					
103	1332	MA	06	M0307010	BA	SP	S	STAT	S					
104	1333	MA	06	M0307040	BA	SP	S	PROP	S					
105	1334	MA	06	M0307120	BA	GM	S	PROP	S					
106	1335	MA	06	M0307130	BA	GM	S	PROP	S					
107	1336	MA	06	M0316090	BA	SP	S	STAT	S					
108	1337	MA	06	M0316120	BA	SP	S	PROB	S					
109	1338	MA	06	M0316150	BA	SP	S	PROB	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
110	1339	MA	06	M0316350	BA	SP	S	STAT	S					
111	1340	MA	06	M0316450	BA	CE	S	COMP	S					
112	1341	MA	06	M0316610	BA	CE	S	NUMB	S					
113	1342	MA	06	M0400440	BA	ME	S	DIRE	S	GM	S	PROP	S	
114	1343	MA	06	M0400540	BA	CE	S	COMP	P					Item below grade level--aligns to MA.05.CE.10
115	1344	MA	06	M0400560	BA	CE	S	COMP	S					
116	1345	MA	06	M0400580	R	ME	S	UNIT	S					
117	1346	MA	06	M0400720	BA	ME	S	DIRE	S					
118	1347	MA	06	M0400730	R	GM	S	PROP	S					
119	1348	MA	06	M0400750	R	GM	S	PROP	S					
120	1349	MA	06	M0400780	BA	ME	S	DIRE	S			UNIT	S	
121	1350	MA	06	M0400820	BA	GM	S	PROP	S					
122	1351	MA	06	M0400840	R	GM	S	PROP	S					
123	1352	MA	06	M0400850	R	GM	S	PROP	S					
124	1353	MA	06	M0400860	BA	ME	S	DIRE	S					
125	1354	MA	06	M0400870	BA	ME	S	DIRE	S					
126	1355	MA	06	M0400880	R	ME	S	DIRE	S	GM	S	PROP	S	
127	1356	MA	06	M0400890	BA	GM	S	PROP	S					
128	1357	MA	06	M0400930	BA	AR	S	PATT	S					
129	1358	MA	06	M0400990	BA	AR	S	ALGE	S					
130	1359	MA	06	M0401610	R	GM	S	PROP	S					
131	1360	MA	06	M0401620	R	GM	S	PROP	S					
132	1361	MA	06	M0402990	R	GM	S	PROP	S					
133	1362	MA	06	M0403000	R	GM	S	PROP	S					
134	1363	MA	06	M0403010	BA	ME	S	DIRE	S					
135	1364	MA	06	M0403030	BA	AR	S	ALGE	S					
136	1365	MA	06	M0403080	BA	CE	S	NUMB	S					
137	1366	MA	06	M0403090	BA	ME	S	DIRE	S					
138	1367	MA	06	M0403750	BA	CE	S	NUMB	S	ME	S	DIRE	S	
139	1368	MA	06	M0403760	BA	ME	S	DIRE	S					
140	1369	MA	06	M0403820	BA	SP	S	PROB	S					
141	1370	MA	06	M0404820	BA	CE	S	COMP	S					
142	1371	MA	06	M0404830	BA	CE	S	COMP	S					
143	1372	MA	06	M0404840	BA	CE	S	COMP	S	AR	S	ALGE	S	
144	1373	MA	06	M0404850	BA	CE	S	OPER	S					
145	1374	MA	06	M0404860	BA	CE	S	COMP	S					
146	1375	MA	06	M0404910	BA	ME	S	DIRE	S					
147	1376	MA	06	M0404920	BA	ME	S	DIRE	S					
148	1377	MA	06	M0404930	BA	ME	S	DIRE	S					
149	1378	MA	06	M0404980	BA	ME	S	DIRE	S					
150	1379	MA	06	M0406030	BA	SP	S	PROB	S					
151	1380	MA	06	M0406060	BA	CE	S	OPER	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
152	1381	MA	06	M0406080	BA	ME	S	DIRE	S			UNIT	S	
153	1382	MA	06	M0406100	BA	CE	S	NUMB	S	SP	S	DATA	S	
154	1383	MA	06	M0406140	BA	AR	S	ALGE	S			PATT	S	
155	1384	MA	06	M0406910	BA	CE	S	COMP	S					
156	1385	MA	06	M0406930	BA	CE	S	NUMB	S	ME	S	DIRE	S	
157	1386	MA	06	M0406940	BA	GM	S	PROP	S					
158	1387	MA	06	M0406960	BA	CE	S	NUMB	S					
159	1388	MA	06	M0407040	BA	AR	S	ALGE	S					
160	1389	MA	06	M0407070	BA	ME	S	DIRE	S					
161	1390	MA	06	M0407080	BA	AR	S	ALGE	S			PATT	S	
162	1391	MA	06	M0407100	BA	ME	S	DIRE	S					
163	1392	MA	06	M0407110	BA	ME	S	DIRE	S	CE	S	COMP	S	
164	1393	MA	06	M0407120	BA	ME	S	DIRE	S					
165	1394	MA	06	M0407130	BA	ME	S	DIRE	S					
166	1395	MA	06	M0407150	BA	CE	S	NUMB	S					
167	1396	MA	06	M0407170	BA	ME	S	DIRE	S					
168	1397	MA	06	M0407350	R	GM	S	PROP	S					
169	1398	MA	06	M0407950	BA	ME	S	DIRE	S					
170	1399	MA	06	M0407960	BA	ME	S	DIRE	S					
171	1400	MA	06	M0408550	BA	CE	S	COMP	S					
172	1401	MA	06	M0408590	BA	ME	S	DIRE	S					
173	1402	MA	06	M0409140	BA	SP	S	PROB	S					
174	1403	MA	06	M0409150	BA	SP	S	STAT	S					
175	1404	MA	06	M0411240	BA	CE	S	NUMB	S	ME	S	DIRE	S	
176	1405	MA	06	M0411260	BA	AR	S	PATT	S					Item aligns to language of the CCG, but not to any one content standard.
177	1406	MA	06	M0411920	BA	CE	S	COMP	S					
178	1407	MA	06	M0411930	BA	CE	S	COMP	S					
179	1408	MA	06	M0412850	BA	GM	S	PROP	S	ME	S	DIRE	S	
180	1409	MA	06	M0413610	BA	ME	S	DIRE	S			UNIT	S	
181	1410	MA	06	M0413910	BA	ME	S	DIRE	S					
182	1411	MA	06	M0413950	BA	SP	S	PROB	S					
183	1412	MA	06	M0413970	BA	CE	S	NUMB	S	ME	S	DIRE	S	
184	1413	MA	06	M0414000	BA	CE	S	NUMB	S					
185	1414	MA	06	M0414170	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
186	1415	MA	06	M0414260	BA	AR	S	ALGE	S					
187	1416	MA	06	M0414270	BA	ME	S	DIRE	S					
188	1417	MA	06	M0414530	ST	ME	S	UNIT	S					
189	1418	MA	06	M0414910	BA	CE	S	COMP	S			OPER	S	
190	1419	MA	06	M0414940	BA	ME	S	DIRE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
191	1420	MA	06	M0415710	BA	ME	S	DIRE	S					
192	1421	MA	06	M0415810	BA	CE	S	COMP	S					
193	1422	MA	06	M0416510	BA	CE	S	COMP	S					
194	1423	MA	06	M0416520	BA	ME	S	DIRE	S					
195	1424	MA	06	M0416530	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
196	1425	MA	06	M0416560	BA	CE	S	COMP	S					
197	1426	MA	06	M0416680	BA	GM	S	PROP	S					
198	1427	MA	06	M0416690	BA	CE	S	COMP	P					
199	1428	MA	06	M0416700	R	GM	S	PROP	S					
200	1429	MA	06	M0416760	BA	AR	S	ALGE	S					
201	1430	MA	06	M0416800	BA	CE	S	NUMB	S					
202	1431	MA	06	M0416930	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
203	1432	MA	06	M0416940	BA	CE	S	NUMB	S					
204	1433	MA	06	M0417290	BA	CE	S	NUMB	S					
205	1434	MA	06	M0417300	BA	ME	S	DIRE	S					
206	1435	MA	06	M0418380	BA	CE	S	NUMB	S					
207	1436	MA	06	M0419720	BA	AR	S	ALGE	S					
208	1437	MA	06	M0419760	BA	ME	S	DIRE	S					
209	1438	MA	06	M0419800	BA	GM	S	PROP	S					
210	1439	MA	06	M0419860	BA	AR	S	ALGE	S					
211	1440	MA	06	M0419880	BA	SP	S	STAT	S					
212	1441	MA	06	M0419950	BA	CE	S	OPER	S					
213	1442	MA	06	M0420520	BA	ME	S	DIRE	S	CE	S	NUMB	S	
214	1443	MA	06	M0420530	BA	CE	S	COMP	S					
215	1444	MA	06	M0420540	BA	CE	S	NUMB	S					
216	1445	MA	06	M0420560	BA	AR	S	ALGE	S					
217	1446	MA	06	M0420570	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
218	1447	MA	06	M0420600	BA	AR	S	ALGE	S					
219	1448	MA	06	M0420700	BA	AR	S	ALGE	S					
220	1449	MA	06	M0420710	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
221	1450	MA	06	M0420740	BA	GM	S	PROP	S					
222	1451	MA	06	M0420750	BA	GM	S	PROP	S					
223	1452	MA	06	M0420760	ST	CE	S	NUMB	S	ME	S	DIRE	S	
224	1453	MA	06	M0420790	BA	CE	S	NUMB	S	ME	S	DIRE	S	

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
225	1454	MA	06	M0420800	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
226	1455	MA	06	M0420950	BA	ME	S	DIRE	P					Item above grade level--aligns to MA.07.ME.03.
227	1456	MA	06	M0420960	BA	AR	S	ALGE	S					
228	1457	MA	06	M0420970	BA	CE	S	COMP	S					Item aligns to language of the CCG, but not to any one content standard.
229	1458	MA	06	M0420990	BA	CE	S	NUMB	S	ME	S	DIRE	S	
230	1459	MA	06	M0422130	BA	ME	S	DIRE	S					
231	1460	MA	06	M0422140	BA	GM	S	PROP	S					
232	1461	MA	06	M0422150	BA	GM	S	PROP	S					
233	1462	MA	06	M0422160	BA	ME	S	DIRE	S					
234	1463	MA	06	M0422220	BA	GM	S	PROP	S					
235	1464	MA	06	M0422250	BA	AR	S	ALGE	S					
236	1465	MA	06	M0422260	BA	AR	S	ALGE	S					
237	1466	MA	06	M0422270	BA	AR	S	ALGE	S					
238	1467	MA	06	M0422340	BA	AR	S	ALGE	S					
239	1468	MA	06	M0422810	R	ME	S	UNIT	S					
240	1469	MA	06	M0422820	R	ME	S	UNIT	S					
241	1470	MA	06	M0422830	BA	ME	S	DIRE	P					Item below grade level--aligns to MA.05.ME.05.
242	1471	MA	06	M0422870	BA	ME	S	DIRE	S	CE	S	COMP	S	
243	1472	MA	06	M0423030	BA	ME	S	DIRE	S			UNIT	S	
244	1473	MA	06	M0423110	R	SP	S	PROB	S					
245	1474	MA	06	M0423150	R	ME	S	DIRE	S					
246	1475	MA	06	M0423710	BA	SP	S	PROB	S					
247	1476	MA	06	M0423850	BA	ME	S	DIRE	S	GM	S	PROP	S	
248	1477	MA	06	M0423860	BA	ME	S	DIRE	S	GM	S	PROP	S	
249	1478	MA	06	M0423870	BA	ME	S	DIRE	S	GM	S	PROP	S	
250	1479	MA	06	M0423890	BA	ME	S	DIRE	S	GM	S	PROP	S	
251	1480	MA	06	M0424050	BA	SP	S	STAT	S					
252	1481	MA	06	M0424600	BA	AR	S	ALGE	S					
253	1482	MA	06	M0425350	BA	SP	S	PROB	S					
254	1483	MA	06	M0425370	BA	SP	S	PROB	S					
255	1484	MA	06	M0426110	BA	ME	S	DIRE	S					
256	1485	MA	06	M0426220	ST	SP	S	PROB	S					
257	1486	MA	06	M0426230	R	SP	S	PROB	S					
258	1487	MA	06	M0426380	BA	ME	S	DIRE	S					
259	1488	MA	06	M0426400	ST	SP	S	PROB	S					
260	1489	MA	06	M0427200	BA	SP	S	PROB	S					
261	1490	MA	06	M0427620	BA	SP	S	STAT	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
262	1491	MA	06	M0427630	BA	SP	S	STAT	S					
263	1492	MA	06	M0427820	BA	SP	S	STAT	S					
264	1493	MA	06	M0428760	BA	SP	S	PROB	S					
265	1494	MA	06	M0428770	BA	SP	S	PROB	S					
266	1495	MA	06	M0429870	BA	CE	S	NUMB	S					
267	1496	MA	06	M0434530	BA	AR	S	ALGE	S					
268	1497	MA	06	M0434540	BA	AR	S	ALGE	S					
269	1498	MA	06	M0436700	BA	SP	S	PROB	S					
270	1499	MA	06	M0436710	BA	SP	S	PROB	S					
271	1500	MA	06	M0438270	BA	SP	S	PROB	S					
272	1501	MA	06	M0439610	BA	CE	S	COMP	P					Item below grade level--aligns to MA.05.GM.07.
273	1502	MA	06	M0439670	BA	AR	S	ALGE	S					
274	1503	MA	06	M0439680	BA	AR	S	ALGE	S					
275	1504	MA	06	M0443480	R	GM	S	PROP	S					
276	1505	MA	06	M0444890	BA	SP	S	STAT	S					
277	1506	MA	06	M0444900	BA	SP	S	STAT	S					
278	1507	MA	06	M0457570	BA	SP	S	PROB	S					
279	1508	MA	06	M0500070	BA	AR	S	ALGE	S	ME	S	DIRE	S	
280	1509	MA	06	M0501620	BA	AR	S	PATT	S					
281	1510	MA	06	M0501640	BA	AR	S	PATT	S					
282	1511	MA	06	M0501650	BA	AR	S	ALGE	S					
283	1512	MA	06	M0501660	BA	AR	S	PATT	S					
284	1513	MA	06	M0501670	BA	AR	S	PATT	S					
285	1514	MA	06	M0501780	BA	ME	S	DIRE	S					
286	1515	MA	06	M0501880	R	SP	S	PROB	S					
287	1516	MA	06	M0501890	BA	SP	S	PROB	S	CE	S	NUMB	S	
288	1517	MA	06	M0501970	BA	SP	S	DATA	S					
289	1518	MA	06	M0501980	BA	SP	S	PROB	S					
290	1519	MA	06	M0502020	BA	AR	S	ALGE	S					
291	1520	MA	06	M0502040	BA	AR	S	PATT	S					
292	1521	MA	06	M0502080	BA	AR	S	ALGE	S					
293	1522	MA	06	M0502090	BA	AR	S	ALGE	S					
294	1523	MA	06	M0502100	BA	ME	S	DIRE	S					
295	1524	MA	06	M0502120	BA	AR	S	PATT	S					
296	1525	MA	06	M0502130	BA	AR	S	MODE	S					
297	1526	MA	06	M0502140	BA	AR	S	PATT	S					
298	1527	MA	06	M0502180	BA	SP	S	PROB	S					
299	1528	MA	06	M0502210	BA	CE	S	NUMB	S					
300	1529	MA	06	M0502230	BA	ME	S	DIRE	S	GM	S	PROP	S	
301	1530	MA	06	M0502290	R	GM	S	PROP	S					
302	1531	MA	06	M0502580	BA	CE	S	NUMB	S	SP	S	DATA	S	
303	1532	MA	06	M0502600	BA	CE	S	NUMB	S	SP	S	DATA	S	

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
304	1533	MA	06	M0502710	BA	AR	S	ALGE	S					
305	1534	MA	06	M0502770	BA	AR	S	ALGE	S					
306	1535	MA	06	M0502780	BA	AR	S	ALGE	S					
307	1536	MA	06	M0502790	BA	AR	S	ALGE	S					
308	1537	MA	06	M0502800	BA	AR	S	PATT	S					
309	1538	MA	06	M0502810	BA	AR	S	ALGE	S					
310	1539	MA	06	M0502840	BA	AR	S	PATT	S					
311	1540	MA	06	M0503020	BA	AR	S	ALGE	S					
312	1541	MA	06	M0503040	BA	ME	S	DIRE	S	GM	S	PROP	S	
313	1542	MA	06	M0503050	BA	ME	S	DIRE	S					
314	1543	MA	06	M0503070	BA	ME	S	DIRE	S					
315	1544	MA	06	M0503090	BA	GM	S	PROP	S					
316	1545	MA	06	M0503200	BA	AR	S	ALGE	S					
317	1546	MA	06	M0503220	BA	AR	S	ALGE	S					
318	1547	MA	06	M0503230	BA	AR	S	PATT	S	CE	S	COMP	S	
319	1548	MA	06	M0503500	BA	CE	S	NUMB	S	SP	S	DATA	S	
320	1549	MA	06	M0503510	BA	CE	S	NUMB	S	SP	S	DATA	S	
321	1550	MA	06	M0503530	BA	CE	S	NUMB	S	SP	S	DATA	S	
322	1551	MA	06	M0503560	BA	ME	S	DIRE	S	GM	S	COOR	S	
323	1552	MA	06	M0503600	BA	ME	S	DIRE	S	GM	S	COOR	S	
324	1553	MA	06	M0503720	BA	GM	S	PROP	S					
325	1554	MA	06	M0503740	BA	GM	S	PROP	S					
326	1555	MA	06	M0503830	BA	ME	S	DIRE	S					
327	1556	MA	06	M0503850	BA	AR	S	PATT	S	CE	S	COMP	S	
328	1557	MA	06	M0503870	BA	SP	S	DATA	S	CE	S	NUMB	S	
329	1558	MA	06	M0503890	BA	SP	S	PROB	S					
330	1559	MA	06	M0503910	BA	SP	S	PROB	S					
331	1560	MA	06	M0503920	BA	SP	S	DATA	S	CE	S	NUMB	S	
332	1561	MA	06	M0503960	BA	GM	S	PROP	S					
333	1562	MA	06	M0503980	BA	SP	S	PROB	S					
334	1563	MA	06	M0505600	BA	AR	S	PATT	S					
335	1564	MA	06	M0506070	BA	AR	S	PATT	S					
336	1565	MA	06	M0521440	BA	GM	S	COOR	S					
337	1566	MA	06	M0528470	BA	SP	S	STAT	S					
338	1567	MA	06	M0528890	BA	SP	S	PROB	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
2	1568	MA	07	M0000650	BA	AR	S	ALGE	P					Item involves graphing a single point only, not an equation or relationship between quantities.
3	1569	MA	07	M0001011	BA	CE	S	COMP	S					
4	1570	MA	07	M0013050	ST	AR	S	ALGE	S			MODE	S	
5	1571	MA	07	M0013440	BA	SP	S	PROB	S					
6	1572	MA	07	M0013960	BA	CE	S	COMP	S					
7	1573	MA	07	M0014660	BA	CE	S	NUMB	S					
8	1574	MA	07	M0206230	BA	CE	S	NUMB	S					
9	1575	MA	07	M0206610	ST	ME	S	DIRE	S					
10	1576	MA	07	M0206650	ST	CE	S	NUMB	S					
11	1577	MA	07	M0206760	BA	ME	S	UNIT	S			DIRE	S	
12	1578	MA	07	M0207240	R	CE	S	NUMB	S					
13	1579	MA	07	M0207260	R	CE	S	NUMB	S					Only one answer choice represents a prime factorization.
14	1580	MA	07	M0207360	BA	CE	S	NUMB	S					
15	1581	MA	07	M0207540	BA	ME	S	UNIT	S					
16	1582	MA	07	M0207630	ST	SP	S	PROB	S					
17	1583	MA	07	M0207760	BA	CE	S	COMP	S					
18	1584	MA	07	M0207810	BA	AR	S	ALGE	S					
19	1585	MA	07	M0207850	BA	AR	S	PATT	S					
20	1586	MA	07	M0207980	BA	AR	S	ALGE	S					
21	1587	MA	07	M0208010	BA	AR	S	ALGE	S					
22	1588	MA	07	M0208030	BA	CE	S	COMP	S					
23	1589	MA	07	M0208180	BA	CE	S	NUMB	S					
24	1590	MA	07	M0208230	R	CE	S	NUMB	S					Only one answer choice represents a prime factorization.
25	1591	MA	07	M0208650	ST	GM	S	MOVI	P					Geometric visualization only; not solving a problem.
26	1592	MA	07	M0208670	ST	CE	S	NUMB	S					
27	1593	MA	07	M0209330	BA	CE	S	NUMB	S					
28	1594	MA	07	M0209370	BA	CE	S	COMP	S					
29	1595	MA	07	M0209390	BA	CE	S	NUMB	S					
30	1596	MA	07	M0209690	ST	AR	S	PATT	S					
31	1597	MA	07	M0210180	BA	SP	S	PROB	S					
32	1598	MA	07	M0211110	R	CE	P	COMP	P					Computation required by item is below grade level.
33	1599	MA	07	M0213110	BA	CE	S	COMP	S					
34	1600	MA	07	M0213220	R	CE	S	NUMB	S					
35	1601	MA	07	M0214720	ST	GM	S	PROP	S	AR	S	ALGE	S	

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
36	1602	MA	07	M0214950	BA	ME	S	DIRE	S					
37	1603	MA	07	M0215120	BA	ME	S	DIRE	S					
38	1604	MA	07	M0215530	BA	GM	S	MOVI	P					Item requires identification of the net, not using it to solve a problem.
39	1605	MA	07	M0215640	BA	CE	S	NUMB	P	AR	S	ALGE	S	
40	1606	MA	07	M0215780	ST	CE	S	NUMB	S	AR	S	ALGE	S	
41	1607	MA	07	M0218130	BA	SP	S	STAT	S					
42	1608	MA	07	M0219400	BA	AR	S	ALGE	S					
43	1609	MA	07	M0219970	BA	SP	S	STAT	S					
44	1610	MA	07	M0220280	R	CE	S	NUMB	S					
45	1611	MA	07	M0220870	BA	GM	S	COOR	S					
46	1612	MA	07	M0221540	BA	ME	S	DIRE	S					
47	1613	MA	07	M0221560	ST	CE	S	NUMB	S					
48	1614	MA	07	M0221840	BA	SP	S	PROB	P					Item requires counting the outcomes of an event, not determining them (Grade 6). Below grade level.
49	1615	MA	07	M0221970	BA	ME	S	DIRE	S					
50	1616	MA	07	M0224110	R	ME	S	UNIT	S					
51	1617	MA	07	M0224730	BA	AR	S	PATT	S	CE	S	NUMB	S	
52	1618	MA	07	M0224800	BA	SP	S	STAT	S					
53	1619	MA	07	M0226160	BA	SP	S	PROB	S					
54	1620	MA	07	M0226240	BA	SP	S	STAT	S					
55	1621	MA	07	M0227830	BA	CE	S	COMP	S					
56	1622	MA	07	M0228090	BA	ME	S	DIRE	S					
57	1623	MA	07	M0228110	BA	CE	S	COMP	S					
58	1624	MA	07	M0230670	BA	CE	S	NUMB	S					
59	1625	MA	07	M0231760	BA	ME	S	DIRE	S					
60	1626	MA	07	M0232260	BA	CE	S	COMP	S					
61	1627	MA	07	M0232400	BA	SP	S	PROB	S					
62	1628	MA	07	M0232680	BA	CE	S	NUMB	S					
63	1629	MA	07	M0232980	BA	GM	S	MODE	S					
64	1630	MA	07	M0235680	BA	ME	S	UNIT	S					
65	1631	MA	07	M0243310	BA	ME	S	DIRE	S					
66	1632	MA	07	M0245730	BA	ME	S	DIRE	S					
67	1633	MA	07	M0247170	BA	SP	S	PROB	P					Item requires counting the outcomes of an event, not determining them (Grade 6). Below grade level.
68	1634	MA	07	M0247910	BA	ME	S	DIRE	S					
69	1635	MA	07	M0249040	R	CE	S	NUMB	S					
70	1636	MA	07	M0249180	BA	SP	S	PROB	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
71	1637	MA	07	M0250410	BA	GM	S	COOR	S					
72	1638	MA	07	M0250450	BA	GM	S	TRAN	S					
73	1639	MA	07	M0250760	BA	GM	S	PROP	S					
74	1640	MA	07	M0251690	BA	CE	S	COMP	S					
75	1641	MA	07	M0251900	BA	ME	S	DIRE	S			UNIT	S	
76	1642	MA	07	M0252060	BA	SP	S	PROB	S					
77	1643	MA	07	M0252600	BA	CE	S	NUMB	S			COMP	S	
78	1644	MA	07	M0253160	BA	GM	S	COOR	S					
79	1645	MA	07	M0253530	BA	CE	S	NUMB	S					
80	1646	MA	07	M0254110	BA	CE	S	COMP	S					
81	1647	MA	07	M0254610	BA	SP	S	PROB	S					
82	1648	MA	07	M0260260	BA	ME	S	DIRE	S					
83	1649	MA	07	M0260340	BA	ME	S	UNIT	S					
84	1650	MA	07	M0264630	R	CE	S	NUMB	S					
85	1651	MA	07	M0268710	BA	GM	S	TRAN	S					
86	1652	MA	07	M0269770	R	GM	S	PROP	S					
87	1653	MA	07	M0269840	R	GM	S	PROP	S					
88	1654	MA	07	M0270040	BA	SP	S	STAT	S					
89	1655	MA	07	M0270570	BA	ME	S	DIRE	S					
90	1656	MA	07	M0271770	BA	GM	S	PROP	P					
91	1657	MA	07	M0271890	BA	GM	S	TRAN	S					
92	1658	MA	07	M0271970	BA	CE	S	NUMB	S					
93	1659	MA	07	M0272050	BA	CE	S	COMP	S					
94	1660	MA	07	M0272090	BA	CE	S	COMP	S					
95	1661	MA	07	M0272130	R	GM	S	PROP	P					
96	1662	MA	07	M0274691	BA	ME	S	DIRE	S					
97	1663	MA	07	M0275160	BA	ME	S	DIRE	S					
98	1664	MA	07	M0275280	BA	AR	S	PATT	S					
99	1665	MA	07	M0275320	BA	AR	S	ALGE	S					
100	1666	MA	07	M0275330	BA	AR	S	ALGE	S					
101	1667	MA	07	M0275340	BA	SP	S	PROB	S					
102	1668	MA	07	M0275450	BA	CE	S	COMP	S					
103	1669	MA	07	M0275940	R	CE	S	COMP	S					
104	1670	MA	07	M0276000	BA	SP	S	DATA	S					
105	1671	MA	07	M0276080	BA	SP	S	STAT	S					
106	1672	MA	07	M0276140	BA	SP	S	STAT	S					
107	1673	MA	07	M0276200	R	AR	S	ALGE	P					With points provided, this item is recognizing points on a graph, not graphing a linear equation.

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
108	1674	MA	07	M0276900	BA	SP	S	PROB	P					This is counting the outcomes of an event, not determining them (Grade 6). Below grade level.
109	1675	MA	07	M0277810	BA	SP	S	STAT	S					
110	1676	MA	07	M0278590	R	SP	S	PROB	S					
111	1677	MA	07	M0278710	BA	AR	S	ALGE	S					
112	1678	MA	07	M0278900	ST	SP	S	STAT	S					
113	1679	MA	07	M0279180	BA	SP	S	STAT	S					
114	1680	MA	07	M0279450	BA	SP	S	STAT	S					
115	1681	MA	07	M0290120	BA	ME	S	DIRE	S					
116	1682	MA	07	M0290610	BA	CE	S	NUMB	S					
117	1683	MA	07	M0291760	BA	GM	S	PROP	S					
118	1684	MA	07	M0292270	BA	SP	S	PROB	P					This is counting the outcomes of an event, not determining them (Grade 6). Below grade level.
119	1685	MA	07	M0292540	BA	CE	S	NUMB	S					
120	1686	MA	07	M0293910	R	CE	S	NUMB	S					
121	1687	MA	07	M0294050	BA	SP	S	PROB	P					This is counting the outcomes of an event, not determining them (Grade 6). Below grade level.
122	1688	MA	07	M0294890	BA	AR	S	ALGE	S					
123	1689	MA	07	M0306050	BA	CE	S	COMP	S					
124	1690	MA	07	M0306320	BA	CE	S	NUMB	S					
125	1691	MA	07	M0306360	ST	CE	S	NUMB	S					
126	1692	MA	07	M0308560	ST	CE	S	NUMB	S					
127	1693	MA	07	M0309150	BA	CE	S	NUMB	S					
128	1694	MA	07	M0400600	ST	GM	S	MODE	S	ME	S	DIRE	S	
129	1695	MA	07	M0400620	BA	SP	S	DATA	S					
130	1696	MA	07	M0400630	BA	SP	S	DATA	S					
131	1697	MA	07	M0400740	BA	ME	S	DIRE	S					
132	1698	MA	07	M0400760	R	ME	S	UNIT	S					
133	1699	MA	07	M0400810	ST	GM	S	PROP	S					
134	1700	MA	07	M0400970	BA	AR	S	ALGE	S					
135	1701	MA	07	M0401540	BA	AR	S	ALGE	S					
136	1702	MA	07	M0402100	BA	CE	S	COMP	S			COMP	S	
137	1703	MA	07	M0402230	BA	SP	S	PROB	S					
138	1704	MA	07	M0402250	BA	CE	S	NUMB	S					
139	1705	MA	07	M0402270	BA	AR	S	ALGE	S					
140	1706	MA	07	M0402280	R	CE	S	NUMB	S					
141	1707	MA	07	M0402370	BA	GM	S	COOR	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
142	1708	MA	07	M0402860	BA	GM	S	PROP	S					
143	1709	MA	07	M0403110	BA	GM	S	DIRE	S					
144	1710	MA	07	M0403770	BA	SP	S	STAT	S					
145	1711	MA	07	M0403880	R	SP	S	STAT	S					
146	1712	MA	07	M0403980	BA	AR	S	ALGE	S					
147	1713	MA	07	M0404520	BA	CE	S	NUMB	S					
148	1714	MA	07	M0404540	BA	AR	S	ALGE	S					
149	1715	MA	07	M0404560	BA	CE	S	COMP	S					
150	1716	MA	07	M0404590	BA	AR	S	ALGE	S					
151	1717	MA	07	M0404620	BA	AR	S	ALGE	S	GM	S	PROP	P	Students need to know that the radius of a circle is half the diameter.
152	1718	MA	07	M0404630	BA	AR	S	ALGE	S	CE	S	NUMB	S	
153	1719	MA	07	M0404670	BA	AR	S	ALGE	S					
154	1720	MA	07	M0404720	BA	GM	S	TRAN	S					
155	1721	MA	07	M0404740	BA	GM	S	PROP	S					
156	1722	MA	07	M0404750	BA	GM	S	PROP	S					
157	1723	MA	07	M0404780	R	SP	S	COLL	S					
158	1724	MA	07	M0404790	R	SP	S	COLL	S					
159	1725	MA	07	M0406150	BA	ME	S	DIRE	S					
160	1726	MA	07	M0406160	BA	ME	S	DIRE	S					
161	1727	MA	07	M0406180	BA	SP	S	PROB	S					
162	1728	MA	07	M0407200	BA	ME	S	DIRE	S					
163	1729	MA	07	M0407720	BA	SP	S	PROB	P					Item requires counting the outcomes of an event, not determining them (Grade 6). Below grade level.
164	1730	MA	07	M0407770	BA	AR	S	ALGE	S	CE	S	COMP	S	
165	1731	MA	07	M0407830	BA	GM	S	PROP	S					
166	1732	MA	07	M0407900	BA	GM	S	COOR	P			TRAN	P	This item is not about properties of quadrilaterals or image of a point under translation/reflection.
167	1733	MA	07	M0407910	BA	GM	S	COOR	S					
168	1734	MA	07	M0408510	BA	ME	S	UNIT	S					
169	1735	MA	07	M0408520	BA	ME	S	UNIT	S					
170	1736	MA	07	M0408600	BA	GM	S	COOR	S					
171	1737	MA	07	M0408630	BA	CE	S	NUMB	S					
172	1738	MA	07	M0408650	BA	CE	S	NUMB	S					
173	1739	MA	07	M0408680	BA	AR	S	ALGE	S	CE	S	COMP	S	
174	1740	MA	07	M0408720	BA	AR	S	PATT	S					
175	1741	MA	07	M0408760	BA	AR	S	ALGE	S					
176	1742	MA	07	M0408780	BA	CE	S	COMP	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
177	1743	MA	07	M0408790	BA	CE	S	COMP	S					
178	1744	MA	07	M0409890	BA	CE	S	COMP	S			NUMB	S	
179	1745	MA	07	M0411900	BA	CE	S	COMP	S					
180	1746	MA	07	M0411910	BA	CE	S	COMP	S					
181	1747	MA	07	M0411940	BA	CE	S	COMP	S					
182	1748	MA	07	M0413320	BA	AR	S	ALGE	S					
183	1749	MA	07	M0413380	BA	CE	S	COMP	S					
184	1750	MA	07	M0413390	BA	SP	S	COLL	S					
185	1751	MA	07	M0413400	BA	SP	S	COLL	S					
186	1752	MA	07	M0413440	BA	CE	S	NUMB	S	SP	S	DATA	P	This item involves some data analysis.
187	1753	MA	07	M0413460	BA	CE	S	COMP	S					
188	1754	MA	07	M0413480	BA	GM	S	COOR	S					
189	1755	MA	07	M0413600	BA	SP	S	COLL	S					
190	1756	MA	07	M0413630	BA	SP	S	COLL	S					
191	1757	MA	07	M0414280	BA	AR	S	ALGE	S					
192	1758	MA	07	M0414340	BA	CE	S	COMP	S					
193	1759	MA	07	M0414360	BA	AR	S	ALGE	S					
194	1760	MA	07	M0414960	BA	SP	S	DATA	S					
195	1761	MA	07	M0415720	BA	ME	S	DIRE	S					
196	1762	MA	07	M0415790	BA	SP	S	PROB	P					Item requires counting the outcomes of an event, not determining them (Grade 6).
197	1763	MA	07	M0415800	BA	GM	S	TRAN	S					
198	1764	MA	07	M0415950	BA	AR	S	ALGE	S					
199	1765	MA	07	M0416340	BA	CE	S	NUMB	S					
200	1766	MA	07	M0416770	BA	GM	S	TRAN	S					
201	1767	MA	07	M0417610	BA	SP	S	STAT	S					
202	1768	MA	07	M0419940	BA	CE	S	NUMB	S					
203	1769	MA	07	M0419980	BA	ME	S	DIRE	S					
204	1770	MA	07	M0420670	BA	ME	S	DIRE	S					
205	1771	MA	07	M0420690	BA	ME	S	DIRE	S	AR	S	PATT	S	
206	1772	MA	07	M0424640	BA	SP	S	COLL	S					
207	1773	MA	07	M0427040	R	AR	S	ALGE	S					
208	1774	MA	07	M0427060	ST	SP	S	DATA	S					Standard was interpreted to include removing data as well as adding.
209	1775	MA	07	M0427070	BA	AR	S	ALGE	S					
210	1776	MA	07	M0427130	BA	SP	S	COLL	S					
211	1777	MA	07	M0427140	BA	SP	S	DATA	S					
212	1778	MA	07	M0428560	BA	CE	S	COMP	S					
213	1779	MA	07	M0428660	BA	SP	S	COLL	S					
214	1780	MA	07	M0428690	R	SP	S	COLL	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
215	1781	MA	07	M0430230	BA	SP	S	PROB	S					
216	1782	MA	07	M0430240	BA	SP	S	COLL	S					
217	1783	MA	07	M0430250	BA	SP	S	COLL	S					
218	1784	MA	07	M0430260	BA	CE	S	NUMB	S					
219	1785	MA	07	M0430270	BA	ME	S	DIRE	S					
220	1786	MA	07	M0430300	R	SP	S	COLL	S					
221	1787	MA	07	M0430310	BA	SP	S	COLL	S					
222	1788	MA	07	M0430320	BA	SP	S	COLL	S					
223	1789	MA	07	M0430330	BA	GM	S	COOR	S					
224	1790	MA	07	M0430350	BA	SP	S	COLL	S					
225	1791	MA	07	M0430370	BA	AR	S	PATT	S			ALGE	S	
226	1792	MA	07	M0430400	BA	AR	S	ALGE	S	CE	S	COMP	S	
227	1793	MA	07	M0430920	BA	AR	S	ALGE	S					
228	1794	MA	07	M0430950	BA	ME	S	DIRE	S					
229	1795	MA	07	M0430990	BA	GM	S	PROP	S					
230	1796	MA	07	M0431000	BA	SP	S	COLL	S					
231	1797	MA	07	M0431030	BA	ME	S	DIRE	S					
232	1798	MA	07	M0431040	BA	ME	S	DIRE	S					
233	1799	MA	07	M0431050	BA	SP	S	STAT	S					
234	1800	MA	07	M0431120	BA	SP	S	COLL	S					
235	1801	MA	07	M0431220	BA	AR	S	PATT	S					
236	1802	MA	07	M0431230	BA	SP	S	STAT	S					
237	1803	MA	07	M0431270	BA	AR	S	ALGE	S					
238	1804	MA	07	M0431300	BA	AR	S	ALGE	S					
239	1805	MA	07	M0431310	BA	AR	S	ALGE	S					
240	1806	MA	07	M0431320	BA	AR	S	ALGE	S					
241	1807	MA	07	M0432610	BA	ME	S	DIRE	S					
242	1808	MA	07	M0433420	BA	ME	S	UNIT	S					
243	1809	MA	07	M0433430	BA	ME	S	UNIT	S					
244	1810	MA	07	M0433490	BA	GM	S	PROP	S					
245	1811	MA	07	M0433540	BA	CE	S	COMP	S					
246	1812	MA	07	M0434500	BA	AR	S	MODE	S					
247	1813	MA	07	M0434610	BA	ME	S	DIRE	S					
248	1814	MA	07	M0435060	BA	ME	S	UNIT	S					
249	1815	MA	07	M0435110	ST	ME	S	UNIT	S					
250	1816	MA	07	M0435710	BA	ME	S	DIRE	S					
251	1817	MA	07	M0435740	BA	GM	S	PROP	S					
252	1818	MA	07	M0435760	BA	ME	S	UNIT	S			DIRE	S	
253	1819	MA	07	M0435790	BA	ME	S	UNIT	S					
254	1820	MA	07	M0435810	BA	ME	S	UNIT	S					
255	1821	MA	07	M0435880	BA	ME	S	DIRE	S					
256	1822	MA	07	M0436600	BA	AR	S	ALGE	S					
257	1823	MA	07	M0439560	BA	ME	S	DIRE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
258	1824	MA	07	M0439600	BA	SP	S	PROB	S					
259	1825	MA	07	M0442520	ST	ME	S	DIRE	S					
260	1826	MA	07	M0442820	BA	CE	S	COMP	S					
261	1827	MA	07	M0443010	BA	GM	S	PROP	S					
262	1828	MA	07	M0443860	BA	CE	S	NUMB	S					
263	1829	MA	07	M0446630	BA	AR	S	MODE	S					
264	1830	MA	07	M0447180	ST	SP	S	STAT	S					
265	1831	MA	07	M0447200	BA	SP	S	STAT	S					
266	1832	MA	07	M0454760	BA	AR	S	PATT	S	ME	S	DIRE	S	
267	1833	MA	07	M0456880	BA	SP	S	STAT	S					
268	1834	MA	07	M0500840	BA	GM	S	COOR	S					
269	1835	MA	07	M0500850	BA	AR	S	ALGE	S					
270	1836	MA	07	M0500870	BA	GM	S	TRAN	S					
271	1837	MA	07	M0500920	R	GM	S	PROP	S					
272	1838	MA	07	M0501030	BA	ME	S	DIRE	P					Finding the area of a circle is below grade level; finding the area of a circle is only one component of finding the surface area of a cylinder (grade level).
273	1839	MA	07	M0501060	BA	AR	S	MODE	S					
274	1840	MA	07	M0501070	BA	AR	S	CHAN	S					
275	1841	MA	07	M0501110	R	GM	S	PROP	S					
276	1842	MA	07	M0501170	BA	GM	S	TRAN	S					
277	1843	MA	07	M0501190	BA	GM	S	COOR	S					
278	1844	MA	07	M0501250	BA	AR	S	CHAN	S					
279	1845	MA	07	M0501310	BA	AR	S	MODE	S					
280	1846	MA	07	M0501320	BA	AR	S	ALGE	S	CE	S	COMP	S	
281	1847	MA	07	M0501410	BA	GM	S	TRAN	S					
282	1848	MA	07	M0501430	BA	GM	S	COOR	S					
283	1849	MA	07	M0501490	BA	ME	S	DIRE	S					
284	1850	MA	07	M0501590	BA	AR	S	ALGE	S					
285	1851	MA	07	M0501600	ST	GM	S	COOR	S					
286	1852	MA	07	M0501910	BA	SP	S	COLL	S					
287	1853	MA	07	M0501920	BA	SP	S	COLL	S					
288	1854	MA	07	M0502640	BA	AR	S	MODE	S					
289	1855	MA	07	M0503340	BA	AR	S	ALGE	S					
290	1856	MA	07	M0503350	BA	AR	S	ALGE	S					
291	1857	MA	07	M0503940	BA	AR	S	ALGE	S					
292	1858	MA	07	M0504030	BA	ME	S	DIRE	S					
293	1859	MA	07	M0504070	BA	AR	S	ALGE	S					
294	1860	MA	07	M0504100	BA	ME	S	DIRE	S	CE	S	COMP	S	
295	1861	MA	07	M0504230	BA	AR	S	ALGE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
296	1862	MA	07	M0504360	BA	GM	S	PROP	S	AR	S	ALGE	S	
297	1863	MA	07	M0504390	BA	GM	S	PROP	S					
298	1864	MA	07	M0504400	BA	AR	S	ALGE	S					
299	1865	MA	07	M0504420	BA	AR	S	MODE	S					
300	1866	MA	07	M0504460	BA	AR	S	ALGE	S					
301	1867	MA	07	M0504500	BA	AR	S	ALGE	S					
302	1868	MA	07	M0504520	R	GM	S	PROP	S					
303	1869	MA	07	M0504530	BA	GM	S	TRAN	S					
304	1870	MA	07	M0504550	BA	ME	S	DIRE	S					
305	1871	MA	07	M0504570	ST	ME	S	DIRE	S	GM	S	MODE	S	
306	1872	MA	07	M0504580	ST	ME	S	UNIT	S					
307	1873	MA	07	M0504610	ST	GM	S	TRAN	S					
308	1874	MA	07	M0504700	ST	AR	S	CHAN	S					
309	1875	MA	07	M0504750	BA	AR	S	ALGE	S					
310	1876	MA	07	M0504770	BA	AR	S	ALGE	S					
311	1877	MA	07	M0505250	BA	AR	S	ALGE	S					
312	1878	MA	07	M0505270	R	GM	S	PROP	S					
313	1879	MA	07	M0505300	BA	GM	S	PROP	S					
314	1880	MA	07	M0505340	BA	GM	S	MODE	S	ME	S	DIRE	S	
315	1881	MA	07	M0505410	BA	AR	S	ALGE	S					
316	1882	MA	07	M0505540	ST	AR	S	ALGE	S					
317	1883	MA	07	M0505570	BA	GM	S	TRAN	S					
318	1884	MA	07	M0506410	BA	GM	S	PROP	S					
319	1885	MA	07	M0526260	R	GM	S	PROP	S					
320	1886	MA	07	M0528490	BA	AR	S	ALGE	S					
321	1887	MA	07	M0528500	BA	AR	S	PATT	S			ALGE	S	This item is an algebraic representation, but also uses the term "pattern".
322	1888	MA	07	M0528510	BA	AR	S	ALGE	S					
323	1889	MA	07	M0529220	BA	AR	S	PATT	S					
324	1890	MA	07	M0529430	BA	AR	S	MODE	S					
325	1891	MA	07	M0529440	BA	AR	S	MODE	S					
326	1892	MA	07	M0529980	BA	AR	S	ALGE	S					
327	1893	MA	07	M0529990	BA	AR	S	ALGE	S					
328	1894	MA	07	M0530390	BA	AR	S	CHAN	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
2	1895	MA	08	M0005870	BA	CE	S	NUMB	S					
3	1896	MA	08	M0012710	BA	CE	S	COMP	S					
4	1897	MA	08	M0013040	BA	CE	S	COMP	S					
5	1898	MA	08	M0013100	BA	SP	S	STAT	P					Item requires the students to find the mode (7th grade) rather than select a measure of central tendency (8th grade). Item below grade level.
6	1899	MA	08	M0013390	BA	CE	S	COMP	P					Item involves computing with integers, not rational numbers. Partial match to comparing numbers in scientific notation.
7	1900	MA	08	M0013470	BA	AR	S	PATT	S					
8	1901	MA	08	M0013790	BA	GM	S	PROP	S					
9	1902	MA	08	M0100680	BA	CE	S	NUMB	S					
10	1903	MA	08	M0101450	BA	AR	S	MODE	S			CHAN	S	
11	1904	MA	08	M0102720	R	GM	S	PROP	P					Parts of circles are not grade level for Geometry.
12	1905	MA	08	M0104610	BA	CE	S	NUMB	S					
13	1906	MA	08	M0107350	BA	AR	S	ALGE	S					
14	1907	MA	08	M0107390	BA	AR	S	ALGE	S					
15	1908	MA	08	M0107480	BA	AR	S	ALGE	S					
16	1909	MA	08	M0111451	BA	GM	S	TRAN	S					
17	1910	MA	08	M0205300	BA	CE	S	COMP	S					
18	1911	MA	08	M0205540	BA	AR	S	CHAN	S					
19	1912	MA	08	M0205690	BA	AR	S	ALGE	S					
20	1913	MA	08	M0205700	BA	AR	S	ALGE	S					
21	1914	MA	08	M0206070	BA	CE	S	COMP	S					
22	1915	MA	08	M0206500	BA	CE	S	COMP	S					
23	1916	MA	08	M0207290	BA	ME	S	DIRE	S					
24	1917	MA	08	M0207351	BA	AR	S	ALGE	S					
25	1918	MA	08	M0207380	BA	AR	S	ALGE	S					
26	1919	MA	08	M0207410	BA	GM	S	PROP	S					
27	1920	MA	08	M0207560	BA	ME	S	DIRE	S					
28	1921	MA	08	M0207800	BA	AR	S	ALGE	S					
29	1922	MA	08	M0207830	BA	AR	S	ALGE	S					
30	1923	MA	08	M0207850	BA	AR	S	PATT	S					
31	1924	MA	08	M0207910	BA	AR	S	PATT	S					
32	1925	MA	08	M0208250	BA	GM	S	PROP	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
33	1926	MA	08	M0208290	BA	ME	S	DIRE	P					Partial alignment to analyzing how changes in volume affect dimensions.
34	1927	MA	08	M0208760	BA	AR	S	ALGE	S					
35	1928	MA	08	M0208930	BA	AR	S	ALGE	S					
36	1929	MA	08	M0209090	BA	AR	S	ALGE	S					
37	1930	MA	08	M0209191	ST	AR	S	ALGE	S					
38	1931	MA	08	M0209230	BA	AR	S	ALGE	S					
39	1932	MA	08	M0209420	BA	AR	S	PATT	P					
40	1933	MA	08	M0209500	BA	AR	S	PATT	S					
41	1934	MA	08	M0209760	BA	GM	S	PROP	P					Item matches seventh grade "parallel and intersecting lines". Item below grade level.
42	1935	MA	08	M0212820	BA	ME	S	DIRE	S					
43	1936	MA	08	M0213090	BA	AR	S	ALGE	S					
44	1937	MA	08	M0213620	BA	GM	S	PROP	S					
45	1938	MA	08	M0214010	BA	GM	S	PROP	S					
46	1939	MA	08	M0214020	BA	GM	S	COOR	S					
47	1940	MA	08	M0214240	BA	AR	S	ALGE	S					
48	1941	MA	08	M0214410	BA	GM	S	PROP	S					
49	1942	MA	08	M0214610	BA	AR	S	ALGE	S					
50	1943	MA	08	M0214640	ST	AR	S	ALGE	S					
51	1944	MA	08	M0214870	BA	ME	S	DIRE	S					
52	1945	MA	08	M0214910	BA	AR	S	ALGE	S					
53	1946	MA	08	M0215260	BA	GM	S	COOR	S					
54	1947	MA	08	M0215300	BA	GM	S	PROP	S					
55	1948	MA	08	M0215690	BA	ME	S	DIRE	P					Area of rectangles is not assessed at eighth grade.
56	1949	MA	08	M0219700	BA	AR	S	ALGE	S					
57	1950	MA	08	M0220320	BA	AR	S	ALGE	S					
58	1951	MA	08	M0220790	BA	CE	S	NUMB	S	ME	S	DIRE	S	
59	1952	MA	08	M0221110	R	CE	S	OPER	S					
60	1953	MA	08	M0221290	BA	CE	S	NUMB	S	SP	S	PROB	P	Partial alignment to determining if an event is fair.
61	1954	MA	08	M0221350	BA	AR	S	ALGE	S					
62	1955	MA	08	M0221360	ST	AR	S	ALGE	S					
63	1956	MA	08	M0221580	BA	CE	S	NUMB	S					
64	1957	MA	08	M0221610	BA	AR	S	ALGE	S					
65	1958	MA	08	M0221700	BA	GM	S	TRAN	S					
66	1959	MA	08	M0221870	BA	GM	S	PROP	S					
67	1960	MA	08	M0221900	ST	ME	S	DIRE	S					
68	1961	MA	08	M0224020	BA	CE	S	NUMB	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
69	1962	MA	08	M0224160	BA	ME	S	DIRE	S					Item uses proportional reasoning, but is a rate problem.
70	1963	MA	08	M0224190	BA	ME	S	DIRE	S					
71	1964	MA	08	M0224560	BA	AR	S	ALGE	S					
72	1965	MA	08	M0224590	BA	CE	S	NUMB	S					
73	1966	MA	08	M0224690	BA	GM	S	PROP	S					
74	1967	MA	08	M0225260	ST	AR	S	ALGE	S					
75	1968	MA	08	M0225770	BA	CE	S	COMP	S					
76	1969	MA	08	M0225920	BA	ME	S	DIRE	S					
77	1970	MA	08	M0226060	BA	CE	S	COMP	S					
78	1971	MA	08	M0226090	ST	CE	S	COMP	S	ME	S	DIRE	P	Students need to know the formula for the volume of a cylinder, a grade 7 skill.
79	1972	MA	08	M0226190	BA	CE	S	NUMB	S					
80	1973	MA	08	M0226230	BA	CE	S	COMP	S					
81	1974	MA	08	M0226400	BA	AR	S	ALGE	S					
82	1975	MA	08	M0226530	BA	GM	S	PROP	S					
83	1976	MA	08	M0226620	BA	GM	S	PROP	S					
84	1977	MA	08	M0227060	BA	AR	S	ALGE	S					
85	1978	MA	08	M0227100	BA	AR	S	ALGE	S					
86	1979	MA	08	M0227240	BA	CE	S	NUMB	P					Partial alignment to comparing numbers in scientific notation.
87	1980	MA	08	M0227400	BA	ME	S	DIRE	S					
88	1981	MA	08	M0227610	BA	AR	S	ALGE	S					
89	1982	MA	08	M0229250	ST	ME	S	DIRE	S					
90	1983	MA	08	M0230390	ST	ME	S	DIRE	S					
91	1984	MA	08	M0230510	BA	CE	S	NUMB	S					
92	1985	MA	08	M0230690	BA	CE	S	COMP	S					
93	1986	MA	08	M0231130	BA	AR	S	ALGE	S					
94	1987	MA	08	M0231970	BA	CE	S	NUMB	S					
95	1988	MA	08	M0231980	BA	AR	S	ALGE	S					
96	1989	MA	08	M0232540	BA	AR	S	ALGE	S					
97	1990	MA	08	M0232830	BA	CE	S	NUMB	S					
98	1991	MA	08	M0232910	BA	CE	S	NUMB	S					
99	1992	MA	08	M0234240	BA	GM	S	PROP	S					
100	1993	MA	08	M0241720	R	GM	S	TRAN	S					
101	1994	MA	08	M0246320	R	GM	S	PROP	P					Item aligns to grade 7 "parallel and intersecting lines". Item below grade level.
102	1995	MA	08	M0247310	BA	ME	S	DIRE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
103	1996	MA	08	M0249810	BA	AR	S	PATT	S					
104	1997	MA	08	M0249820	BA	CE	S	COMP	S					
105	1998	MA	08	M0250150	BA	SP	S	PROB	S					
106	1999	MA	08	M0250170	BA	CE	S	COMP	S					
107	2000	MA	08	M0250190	BA	CE	S	OPER	S					
108	2001	MA	08	M0250270	BA	GM	S	PROP	S					
109	2002	MA	08	M0250680	R	GM	S	TRAN	S					
110	2003	MA	08	M0250920	BA	CE	S	COMP	S					
111	2004	MA	08	M0251020	BA	SP	S	DATA	S					
112	2005	MA	08	M0251070	ST	SP	S	PROB	S					
113	2006	MA	08	M0251110	BA	CE	S	NUMB	S	SP	S	PROB	P	Computing theoretical probability is grade 7.
114	2007	MA	08	M0251160	BA	ME	S	DIRE	S					
115	2008	MA	08	M0251300	BA	GM	S	PROP	S					
116	2009	MA	08	M0251610	ST	SP	S	DATA	S					
117	2010	MA	08	M0251750	BA	GM	S	PROP	S					
118	2011	MA	08	M0251770	BA	AR	S	ALGE	S					
119	2012	MA	08	M0251791	BA	CE	S	NUMB	S					
120	2013	MA	08	M0252000	BA	AR	S	ALGE	S					
121	2014	MA	08	M0252210	BA	GM	S	PROP	S					
122	2015	MA	08	M0252410	BA	AR	S	ALGE	S					
123	2016	MA	08	M0252490	BA	AR	S	ALGE	S					
124	2017	MA	08	M0252680	BA	CE	S	COMP	S					
125	2018	MA	08	M0252800	BA	CE	S	COMP	P					Computing with integers is grade 7.
126	2019	MA	08	M0253720	BA	AR	S	ALGE	S					
127	2020	MA	08	M0253910	BA	AR	S	ALGE	S					
128	2021	MA	08	M0253990	BA	AR	S	ALGE	S					
129	2022	MA	08	M0254360	BA	SP	S	STAT	P					Partial alignment to choosing appropriate measure of central tendency.
130	2023	MA	08	M0254560	BA	CE	S	NUMB	S					
131	2024	MA	08	M0268650	BA	ME	S	DIRE	S					
132	2025	MA	08	M0269480	BA	SP	S	STAT	S					
133	2026	MA	08	M0269720	BA	AR	S	ALGE	S					
134	2027	MA	08	M0269850	BA	SP	S	STAT	P					Partial alignment to choosing appropriate measure of central tendency.
135	2028	MA	08	M0270410	BA	GM	S	PROP	S					
136	2029	MA	08	M0270850	BA	ME	S	DIRE	S					
137	2030	MA	08	M0271250	BA	AR	S	ALGE	S					
138	2031	MA	08	M0271280	BA	AR	S	ALGE	S					
139	2032	MA	08	M0271750	BA	AR	S	ALGE	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
140	2033	MA	08	M0275150	BA	GM	S	PROP	S					
141	2034	MA	08	M0275190	BA	AR	S	ALGE	S					
142	2035	MA	08	M0275400	BA	ME	S	DIRE	S					
143	2036	MA	08	M0275410	BA	AR	S	ALGE	S					
144	2037	MA	08	M0275490	BA	ME	S	DIRE	S					
145	2038	MA	08	M0275740	BA	CE	S	COMP	S					
146	2039	MA	08	M0275750	BA	CE	S	NUMB	S					
147	2040	MA	08	M0275900	BA	CE	S	NUMB	S					
148	2041	MA	08	M0277040	BA	CE	S	COMP	S					
149	2042	MA	08	M0277380	BA	SP	S	PROB	P					Possible outcomes is a grade concept. Item below grade level.
150	2043	MA	08	M0290060	BA	AR	S	ALGE	S					
151	2044	MA	08	M0292230	BA	ME	S	DIRE	S					
152	2045	MA	08	M0294120	BA	AR	S	ALGE	S					
153	2046	MA	08	M0306990	BA	GM	S	PROP	S					
154	2047	MA	08	M0308470	BA	ME	S	UNIT	S					
155	2048	MA	08	M0308490	BA	ME	S	UNIT	S					
156	2049	MA	08	M0308610	BA	CE	S	COMP	S					
157	2050	MA	08	M0308820	BA	AR	S	ALGE	S					
158	2051	MA	08	M0308940	BA	AR	S	ALGE	S					
159	2052	MA	08	M0308970	BA	CE	S	NUMB	S					
160	2053	MA	08	M0309060	BA	AR	S	CHAN	S					
161	2054	MA	08	M0314550	BA	AR	S	ALGE	S	CE	S	COMP	S	
162	2055	MA	08	M0314930	BA	CE	S	COMP	S					
163	2056	MA	08	M0314990	BA	ME	S	DIRE	S					
164	2057	MA	08	M0315020	BA	ME	S	DIRE	S					
165	2058	MA	08	M0315040	BA	ME	S	DIRE	S					
166	2059	MA	08	M0315710	BA	CE	S	NUMB	S					
167	2060	MA	08	M0400450	BA	CE	S	COMP	S					
168	2061	MA	08	M0400510	BA	GM	S	PROP	S					
169	2062	MA	08	M0400920	R	AR	S	PATT	S					
170	2063	MA	08	M0401000	BA	AR	S	ALGE	S					
171	2064	MA	08	M0402220	BA	SP	S	STAT	S					
172	2065	MA	08	M0402320	BA	SP	S	COLL	P					Partial match to collecting and displaying data using technology.
173	2066	MA	08	M0402360	R	GM	S	COOR	S					
174	2067	MA	08	M0403710	BA	CE	S	NUMB	S					
175	2068	MA	08	M0403940	R	AR	S	MODE	S					
176	2069	MA	08	M0404000	BA	ME	S	DIRE	S					
177	2070	MA	08	M0404690	BA	GM	S	TRAN	S					
178	2071	MA	08	M0405740	BA	ME	S	UNIT	S					

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1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
179	2072	MA	08	M0407920	BA	GM	S	PROP	S					
180	2073	MA	08	M0410240	BA	SP	S	PROB	P					Computing probability is a grade 7 skill. Item below grade level.
181	2074	MA	08	M0411020	R	AR	S	MODE	S			PATT	S	
182	2075	MA	08	M0411030	R	SP	S	STAT	S					
183	2076	MA	08	M0411040	BA	AR	S	MODE	S					
184	2077	MA	08	M0411050	BA	ME	S	UNIT	S					
185	2078	MA	08	M0411110	BA	GM	S	COOR	S					
186	2079	MA	08	M0411140	BA	CE	S	NUMB	S					
187	2080	MA	08	M0411150	R	SP	S	STAT	S					
188	2081	MA	08	M0411160	BA	ME	S	DIRE	S					
189	2082	MA	08	M0411170	BA	ME	S	DIRE	S					
190	2083	MA	08	M0411180	R	SP	S	STAT	S					
191	2084	MA	08	M0411190	BA	GM	S	TRAN	S					
192	2085	MA	08	M0411950	BA	CE	S	NUMB	S					
193	2086	MA	08	M0412540	R	ME	S	UNIT	S					
194	2087	MA	08	M0412550	R	ME	S	UNIT	S					
195	2088	MA	08	M0412710	BA	CE	S	NUMB	S					
196	2089	MA	08	M0412720	BA	SP	S	STAT	S					
197	2090	MA	08	M0412760	R	SP	S	STAT	S					
198	2091	MA	08	M0413320	BA	AR	S	ALGE	S					
199	2092	MA	08	M0413790	BA	SP	S	DATA	S					
200	2093	MA	08	M0414010	BA	ME	S	DIRE	S					
201	2094	MA	08	M0414070	R	CE	S	NUMB	S					
202	2095	MA	08	M0414230	BA	SP	S	DATA	S					
203	2096	MA	08	M0414280	BA	AR	S	ALGE	S					
204	2097	MA	08	M0414350	BA	AR	S	ALGE	S					
205	2098	MA	08	M0414380	BA	AR	S	ALGE	S					
206	2099	MA	08	M0415780	BA	GM	S	TRAN	S					
207	2100	MA	08	M0415920	ST	ME	S	DIRE	S					
208	2101	MA	08	M0415930	BA	ME	S	UNIT	S					
209	2102	MA	08	M0415960	BA	AR	S	ALGE	S	SP	S	DATA	S	
210	2103	MA	08	M0415970	BA	ME	S	DIRE	S					
211	2104	MA	08	M0416710	R	SP	S	STAT	S					
212	2105	MA	08	M0416720	BA	ME	S	DIRE	S					
213	2106	MA	08	M0416850	BA	CE	S	NUMB	S					
214	2107	MA	08	M0416890	BA	SP	S	STAT	S					
215	2108	MA	08	M0424000	BA	CE	S	NUMB	S					
216	2109	MA	08	M0425500	BA	ME	S	DIRE	S					
217	2110	MA	08	M0432660	BA	CE	S	NUMB	S					
218	2111	MA	08	M0434560	BA	AR	S	ALGE	S					
219	2112	MA	08	M0439050	BA	AR	S	ALGE	S	CE	S	NUMB	S	

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
220	2113	MA	08	M0440530	BA	SP	S	STAT	S					
221	2114	MA	08	M0440570	BA	CE	S	NUMB	S					
222	2115	MA	08	M0440740	BA	GM	S	COOR	S					
223	2116	MA	08	M0440750	R	AR	S	ALGE	S					
224	2117	MA	08	M0440760	BA	AR	S	ALGE	S					
225	2118	MA	08	M0440770	R	AR	S	MODE	S			PATT	S	
226	2119	MA	08	M0441310	R	SP	S	STAT	S					
227	2120	MA	08	M0441340	BA	SP	S	STAT	S					
228	2121	MA	08	M0441370	BA	CE	S	OPER	S					
229	2122	MA	08	M0441390	BA	AR	S	MODE	P					Partial alignment to AR.14, solving problems using linear inequalities.
230	2123	MA	08	M0441400	BA	SP	S	STAT	S					
231	2124	MA	08	M0441420	R	SP	S	STAT	S					
232	2125	MA	08	M0441450	BA	SP	S	STAT	S					
233	2126	MA	08	M0441460	R	SP	S	STAT	S					
234	2127	MA	08	M0441480	BA	CE	S	NUMB	S					
235	2128	MA	08	M0441501	BA	ME	S	DIRE	S					
236	2129	MA	08	M0441530	BA	AR	S	ALGE	S					
237	2130	MA	08	M0441540	BA	CE	S	COMP	S					
238	2131	MA	08	M0441550	R	AR	S	CHAN	S					
239	2132	MA	08	M0441560	BA	CE	S	COMP	S					
240	2133	MA	08	M0441570	BA	AR	S	ALGE	S					
241	2134	MA	08	M0441580	R	AR	S	MODE	S					
242	2135	MA	08	M0441590	BA	AR	S	ALGE	S					
243	2136	MA	08	M0441600	R	AR	S	PATT	S			MODE	S	
244	2137	MA	08	M0442420	BA	ME	S	DIRE	S					
245	2138	MA	08	M0442430	BA	SP	S	STAT	S					
246	2139	MA	08	M0442440	BA	SP	S	STAT	S					
247	2140	MA	08	M0442480	R	SP	S	STAT	S					
248	2141	MA	08	M0442510	BA	CE	S	COMP	S					
249	2142	MA	08	M0442540	R	AR	S	PATT	S			MODE	S	
250	2143	MA	08	M0442580	R	CE	S	OPER	S					
251	2144	MA	08	M0442600	R	AR	S	MODE	S					
252	2145	MA	08	M0442610	BA	ME	S	DIRE	S					
253	2146	MA	08	M0442630	R	ME	S	DIRE	S					
254	2147	MA	08	M0442670	BA	CE	S	NUMB	S					
255	2148	MA	08	M0442680	BA	CE	S	OPER	S					
256	2149	MA	08	M0442730	R	AR	S	ALGE	S					
257	2150	MA	08	M0442800	R	AR	S	MODE	S					
258	2151	MA	08	M0443030	BA	AR	S	ALGE	S					
259	2152	MA	08	M0443040	R	ME	S	DIRE	S					
260	2153	MA	08	M0443060	BA	CE	S	NUMB	S	ME	S	DIRE	S	

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
261	2154	MA	08	M0443110	BA	SP	S	STAT	S					
262	2155	MA	08	M0443120	BA	CE	S	COMP	S	SP	S	STAT	P	Partial alignment to choosing measure of central tendency.
263	2156	MA	08	M0443130	R	CE	S	COMP	S					
264	2157	MA	08	M0443820	BA	ME	S	DIRE	S					
265	2158	MA	08	M0443900	BA	AR	S	ALGE	S	CE	S	OPER	S	
266	2159	MA	08	M0443990	R	AR	S	ALGE	S					
267	2160	MA	08	M0444510	BA	ME	S	DIRE	S					
268	2161	MA	08	M0444550	BA	ME	S	DIRE	S					
269	2162	MA	08	M0444560	BA	SP	S	STAT	S					
270	2163	MA	08	M0444580	BA	CE	S	NUMB	S			COMP	S	
271	2164	MA	08	M0444590	BA	CE	S	COMP	S					
272	2165	MA	08	M0444600	BA	CE	S	NUMB	S			COMP	S	
273	2166	MA	08	M0444610	BA	CE	S	OPER	S					
274	2167	MA	08	M0444630	BA	CE	S	OPER	S					
275	2168	MA	08	M0444650	BA	CE	S	OPER	S					
276	2169	MA	08	M0444660	BA	AR	S	PATT	S					
277	2170	MA	08	M0444690	ST	CE	S	OPER	S					
278	2171	MA	08	M0444700	BA	AR	S	ALGE	S					
279	2172	MA	08	M0444710	BA	AR	S	MODE	S					
280	2173	MA	08	M0444740	BA	SP	S	STAT	S					
281	2174	MA	08	M0444780	BA	SP	S	PROB	S					
282	2175	MA	08	M0444920	BA	AR	S	ALGE	S	ME	S	DIRE	S	
283	2176	MA	08	M0444970	BA	ME	S	UNIT	S					
284	2177	MA	08	M0444980	BA	ME	S	UNIT	S					
285	2178	MA	08	M0445020	BA	ME	S	DIRE	S					
286	2179	MA	08	M0445040	BA	ME	S	DIRE	S					
287	2180	MA	08	M0445080	R	CE	S	NUMB	S					
288	2181	MA	08	M0500020	BA	SP	S	STAT	P	CE	S	COMP	S	Partial alignment to choosing appropriate measure of central tendency.
289	2182	MA	08	M0500250	R	CE	S	COMP	S					
290	2183	MA	08	M0500300	BA	SP	S	COLL	S					
291	2184	MA	08	M0500340	BA	ME	S	DIRE	S					
292	2185	MA	08	M0500360	R	GM	S	TRAN	S					
293	2186	MA	08	M0500380	BA	SP	S	COLL	S					
294	2187	MA	08	M0500400	R	GM	S	PROP	S					
295	2188	MA	08	M0500480	BA	AR	S	ALGE	S					
296	2189	MA	08	M0500650	BA	AR	S	ALGE	S					
297	2190	MA	08	M0500680	BA	AR	S	ALGE	S					
298	2191	MA	08	M0501690	BA	AR	S	ALGE	S					
299	2192	MA	08	M0502350	BA	CE	S	NUMB	S					
300	2193	MA	08	M0503390	BA	AR	S	ALGE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
301	2194	MA	08	M0504180	R	GM	S	TRAN	S					
302	2195	MA	08	M0504710	BA	ME	S	DIRE	S					
303	2196	MA	08	M0505680	BA	SP	S	COLL	S					
304	2197	MA	08	M0505780	BA	AR	S	ALGE	S					
305	2198	MA	08	M0505790	R	AR	S	MODE	S			PATT	S	
306	2199	MA	08	M0505800	BA	AR	S	PATT	S					
307	2200	MA	08	M0505860	BA	AR	S	ALGE	S			MODE	S	
308	2201	MA	08	M0505870	BA	AR	S	PATT	S			MODE	S	
309	2202	MA	08	M0505880	BA	AR	S	ALGE	S			MODE	S	
310	2203	MA	08	M0506010	BA	AR	S	CHAN	S					
311	2204	MA	08	M0506040	R	AR	S	ALGE	S					
312	2205	MA	08	M0506090	BA	AR	S	ALGE	S					
313	2206	MA	08	M0506590	R	GM	S	PROP	S					
314	2207	MA	08	M0506930	BA	ME	S	DIRE	S	GM	S	TRAN	S	
315	2208	MA	08	M0507020	BA	AR	S	ALGE	S					
316	2209	MA	08	M0507160	BA	SP	S	STAT	S					
317	2210	MA	08	M0517370	BA	CE	S	COMP	S					
318	2211	MA	08	M0528080	R	SP	S	STAT	S					
319	2212	MA	08	M0528090	BA	SP	S	STAT	S					
320	2213	MA	08	M0528110	BA	SP	S	DATA	S					
321	2214	MA	08	M0528120	BA	SP	S	PROB	S					
322	2215	MA	08	M0530110	BA	SP	S	PROB	P					Partial alignment to grade 7 skill of determining theoretical probability. Item below grade level.
323	2216	MA	08	M0530310	BA	SP	S	STAT	S					
324	2217	MA	08	M0530330	BA	SP	S	DATA	S					
325	2218	MA	08	M0530370	BA	AR	S	ALGE	S					
326	2219	MA	08	M9102901	R	CE	S	NUMB	S					
327	2220	MA	08	M9700780	BA	ME	S	DIRE	P			UNIT	P	Partial match to grade 7 calculating volume and converting measurements within a system. Item below grade level.
328	2221	MA	08	M9700930	R	GM	S	PROP	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
2	2222	MA	10	M0000190	BA	AR	S	ALGE	S					
3	2223	MA	10	M0005880	ST	AR	S	ALGE	S					
4	2224	MA	10	M0013560	BA	SP	S	PROB	S					
5	2225	MA	10	M0014030	BA	AR	S	ALGE	S					
6	2226	MA	10	M0100030	ST	GM	S	PROP	S					
7	2227	MA	10	M0106590	ST	GM	S	PROP	S					
8	2228	MA	10	M0109670	BA	SP	S	PROB	S					
9	2229	MA	10	M0110080	R	GM	S	PROP	S					Item implies non-overlapping.
10	2230	MA	10	M0114650	BA	GM	S	MOVI	S					
11	2231	MA	10	M0205510	BA	GM	S	COOR	S	ME	S	DIRE	S	
12	2232	MA	10	M0205600	BA	GM	S	MOVI	S					
13	2233	MA	10	M0205610	BA	GM	S	PROP	S					
14	2234	MA	10	M0206300	BA	GM	S	PROP	S					
15	2235	MA	10	M0206350	BA	GM	S	PROP	S					
16	2236	MA	10	M0206370	ST	GM	S	PROP	S					
17	2237	MA	10	M0206390	BA	GM	S	COOR	S					
18	2238	MA	10	M0206470	BA	AR	S	ALGE	S					
19	2239	MA	10	M0206600	ST	GM	S	PROP	S					ST rating assumes not using familiar "special triangles."
20	2240	MA	10	M0206690	ST	GM	S	PROP	S					
21	2241	MA	10	M0208150	BA	AR	S	ALGE	P					Item below grade level--grade 8 CCG.
22	2242	MA	10	M0212910	BA	AR	S	ALGE	S					
23	2243	MA	10	M0212980	BA	AR	S	ALGE	P					Item below grade level--grade 7 CCG.
24	2244	MA	10	M0212990	R	AR	S	ALGE	P					Item below grade level--grade 8 CCG.
25	2245	MA	10	M0213180	BA	GM	S	ALGE	S					
26	2246	MA	10	M0213190	BA	GM	S	COOR	S					
27	2247	MA	10	M0213290	ST	AR	S	ALGE	S					
28	2248	MA	10	M0213300	ST	ME	S	DIRE	S					
29	2249	MA	10	M0213310	ST	GM	S	COOR	S					
30	2250	MA	10	M0213330	ST	AR	S	ALGE	P					CIM specifies quadratic and exponential, but this item is linear (CM.AR.10).
31	2251	MA	10	M0213360	ST	AR	S	PATT	S					Although context is geometry, item tests patterns.
32	2252	MA	10	M0213390	ST	GM	S	PROP	S					
33	2253	MA	10	M0213470	BA	GM	S	MOVI	S					
34	2254	MA	10	M0213540	BA	CE	S	NUMB	S					
35	2255	MA	10	M0213670	BA	GM	S	MOVI	S					
36	2256	MA	10	M0213750	BA	ME	S	DIRE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
37	2257	MA	10	M0213810	BA	AR	S	ALGE	S					
38	2258	MA	10	M0213900	BA	AR	S	ALGE	P					CIM specifies quadratic and exponential, but this item is linear (CM.AR.10).
39	2259	MA	10	M0213910	BA	AR	S	PATT	P					
40	2260	MA	10	M0214050	BA	AR	S	ALGE	P					Item below grade level (grade 7). Item about operations and expressions.
41	2261	MA	10	M0214150	BA	ME	S	DIRE	S					
42	2262	MA	10	M0214160	ST	ME	S	DIRE	S					
43	2263	MA	10	M0214200	BA	SP	S	PROB	S					
44	2264	MA	10	M0214250	BA	AR	S	ALGE	S					
45	2265	MA	10	M0214370	ST	ME	S	DIRE	S					
46	2266	MA	10	M0214440	BA	GM	S	PROP	S					
47	2267	MA	10	M0214470	BA	ME	S	DIRE	S					
48	2268	MA	10	M0214480	BA	CE	S	NUMB	S					
49	2269	MA	10	M0214490	BA	ME	S	DIRE	S					
50	2270	MA	10	M0214540	BA	SP	S	DATA	S					
51	2271	MA	10	M0214570	ST	SP	S	PROB	S					
52	2272	MA	10	M0214600	BA	AR	S	ALGE	S					
53	2273	MA	10	M0214660	BA	AR	S	PATT	S					
54	2274	MA	10	M0214670	ST	GM	S	PROP	S					
55	2275	MA	10	M0214680	BA	AR	S	ALGE	S					
56	2276	MA	10	M0214690	ST	GM	S	MOVI	S					
57	2277	MA	10	M0214710	ST	GM	S	PROP	S					
58	2278	MA	10	M0214740	BA	GM	S	COOR	S					
59	2279	MA	10	M0214760	BA	CE	S	NUMB	S					
60	2280	MA	10	M0214800	BA	AR	S	ALGE	P					Item below grade level--grade 7 CCG.
61	2281	MA	10	M0214840	BA	CE	S	NUMB	P					Item below grade level--grade 7 CCG.
62	2282	MA	10	M0214890	R	ME	S	UNIT	P					Item below grade level--grade 7 CCG.
63	2283	MA	10	M0214970	BA	AR	S	ALGE	S					
64	2284	MA	10	M0215130	BA	ME	S	DIRE	S					
65	2285	MA	10	M0215140	BA	ME	S	DIRE	S					
66	2286	MA	10	M0215180	BA	SP	S	PROB	S					
67	2287	MA	10	M0215210	BA	AR	S	ALGE	S					
68	2288	MA	10	M0215280	ST	GM	S	PROP	S					
69	2289	MA	10	M0215320	R	GM	S	PROP	S					
70	2290	MA	10	M0215410	BA	AR	S	ALGE	P					Item below grade level--grade 7 CCG.
71	2291	MA	10	M0215430	BA	AR	S	ALGE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
72	2292	MA	10	M0215440	ST	SP	S	PROB	S					
73	2293	MA	10	M0219240	ST	SP	S	PROB	S					
74	2294	MA	10	M0219290	ST	AR	S	ALGE	S					
75	2295	MA	10	M0219390	BA	GM	S	COOR	S					
76	2296	MA	10	M0219430	R	GM	S	PROP	S					
77	2297	MA	10	M0219440	BA	GM	S	COOR	S					
78	2298	MA	10	M0221510	BA	GM	S	PROP	S					
79	2299	MA	10	M0221910	ST	AR	S	ALGE	S					
80	2300	MA	10	M0224100	ST	AR	S	ALGE	S					
81	2301	MA	10	M0224210	ST	AR	S	ALGE	S					
82	2302	MA	10	M0224220	BA	ME	S	UNIT	S					
83	2303	MA	10	M0224510	BA	SP	S	DATA	S					
84	2304	MA	10	M0224610	BA	ME	S	DIRE	S					
85	2305	MA	10	M0224670	BA	SP	S	DATA	S					
86	2306	MA	10	M0224740	BA	SP	S	DATA	S					
87	2307	MA	10	M0224780	BA	SP	S	PROB	S					
88	2308	MA	10	M0224810	ST	SP	S	PROB	S					
89	2309	MA	10	M0224900	BA	SP	S	DATA	S					
90	2310	MA	10	M0225000	BA	SP	S	STAT	S					
91	2311	MA	10	M0225020	BA	SP	S	STAT	S					
92	2312	MA	10	M0225090	BA	GM	S	COOR	S					
93	2313	MA	10	M0225120	ST	GM	S	PROP	S					Rating assumes formula for diagonal is not given.
94	2314	MA	10	M0225160	BA	GM	S	PROP	S					
95	2315	MA	10	M0225220	BA	AR	S	ALGE	S					
96	2316	MA	10	M0225300	BA	GM	S	MOVI	S					
97	2317	MA	10	M0225520	BA	AR	S	ALGE	S					
98	2318	MA	10	M0225750	BA	AR	S	ALGE	S					
99	2319	MA	10	M0225910	ST	SP	S	PROB	S					
100	2320	MA	10	M0225980	BA	CE	S	NUMB	S					
101	2321	MA	10	M0226000	BA	SP	S	DATA	S					
102	2322	MA	10	M0226010	BA	ME	S	DIRE	S					
103	2323	MA	10	M0226120	BA	SP	S	PROB	S					
104	2324	MA	10	M0226280	BA	AR	S	ALGE	S					
105	2325	MA	10	M0226320	BA	AR	S	ALGE	S					
106	2326	MA	10	M0226580	BA	AR	S	ALGE	S					
107	2327	MA	10	M0226600	BA	GM	S	COOR	S					
108	2328	MA	10	M0226630	BA	ME	S	DIRE	S					
109	2329	MA	10	M0226670	ST	ME	S	DIRE	S					
110	2330	MA	10	M0226790	BA	AR	S	ALGE	S					
111	2331	MA	10	M0226800	BA	GM	S	TRAN	S					
112	2332	MA	10	M0227020	BA	AR	S	ALGE	S					
113	2333	MA	10	M0227080	BA	AR	S	ALGE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
114	2334	MA	10	M0227270	BA	GM	S	COOR	S					
115	2335	MA	10	M0227340	ST	GM	S	PROP	S					
116	2336	MA	10	M0227540	BA	SP	S	DATA	P					
117	2337	MA	10	M0227620	BA	SP	S	PROB	S					
118	2338	MA	10	M0227710	BA	GM	S	TRAN	P					Aligns tangentially at CCG level.
119	2339	MA	10	M0227910	ST	ME	S	DIRE	S					
120	2340	MA	10	M0228230	BA	SP	S	PROB	S					
121	2341	MA	10	M0228370	BA	AR	S	ALGE	S					
122	2342	MA	10	M0228380	BA	AR	S	ALGE	S					
123	2343	MA	10	M0228960	BA	GM	S	PROP	S					
124	2344	MA	10	M0229040	BA	GM	S	PROP	S					
125	2345	MA	10	M0229080	BA	ME	S	DIRE	s					
126	2346	MA	10	M0229200	BA	AR	S	ALGE	P					Item below grade level--grade 8 CCG.
127	2347	MA	10	M0229280	BA	AR	S	ALGE	S					
128	2348	MA	10	M0229360	BA	ME	S	DIRE	S					
129	2349	MA	10	M0229370	ST	GM	S	COOR	S					
130	2350	MA	10	M0229380	BA	GM	S	TRAN	S					
131	2351	MA	10	M0229400	ST	GM	S	PROP	S					
132	2352	MA	10	M0229440	BA	GM	S	PROP	S					
133	2353	MA	10	M0229450	ST	SP	S	PROB	S					
134	2354	MA	10	M0229530	ST	SP	S	PROB	S					
135	2355	MA	10	M0229690	BA	SP	S	STAT	S					
136	2356	MA	10	M0229730	BA	SP	S	PROB	S					
137	2357	MA	10	M0229760	ST	AR	S	ALGE	S					
138	2358	MA	10	M0229850	BA	GM	S	TRAN	P					Aligns tangentially at CCG level.
139	2359	MA	10	M0229870	R	GM	S	COOR	S					
140	2360	MA	10	M0229910	BA	CE	S	COMP	P					Aligns to CCG at lower level of complexity.
141	2361	MA	10	M0231800	BA	ME	S	DIRE	S					
142	2362	MA	10	M0231890	BA	AR	S	ALGE	P					CIM specifies quadratic and exponential, but this item is linear (CM.AR.10).
143	2363	MA	10	M0251520	ST	SP	S	PROB	S					
144	2364	MA	10	M0258340	BA	CE	S	NUMB	S					Despite geometry context, item tests understanding of next rational square root.
145	2365	MA	10	M0259460	BA	SP	S	DATA	S					
146	2366	MA	10	M0269310	BA	SP	S	PROB	P					
147	2367	MA	10	M0271810	BA	GM	S	TRAN	S					
148	2368	MA	10	M0275360	BA	SP	S	PROB	S					

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
149	2369	MA	10	M0275390	BA	SP	S	PROB	S					
150	2370	MA	10	M0275550	ST	GM	S	MOVI	S					
151	2371	MA	10	M0278990	BA	SP	S	DATA	S					
152	2372	MA	10	M0279040	ST	SP	S	PROB	S					
153	2373	MA	10	M0290180	ST	ME	S	UNIT	S					
154	2374	MA	10	M0290190	ST	AR	S	ALGE	S					
155	2375	MA	10	M0290200	BA	SP	S	DATA	S					
156	2376	MA	10	M0290230	ST	SP	S	PROB	S					
157	2377	MA	10	M0290260	ST	SP	S	PROB	S					
158	2378	MA	10	M0299900	ST	GM	S	PROP	S					
159	2379	MA	10	M0309100	BA	CE	S	OPER	S					
160	2380	MA	10	M0309110	BA	CE	S	COMP	S					
161	2381	MA	10	M0309120	BA	CE	S	COMP	S					
162	2382	MA	10	M0309130	BA	CE	S	NUMB	S					
163	2383	MA	10	M0314620	BA	CE	S	COMP	S					
164	2384	MA	10	M0316480	ST	AR	S	ALGE	S					
165	2385	MA	10	M0401510	ST	AR	S	ALGE	S					
166	2386	MA	10	M0401780	BA	SP	S	DATA	S					
167	2387	MA	10	M0401790	BA	SP	S	PROB	S					
168	2388	MA	10	M0401810	ST	ME	S	DIRE	S					
169	2389	MA	10	M0401820	BA	ME	S	DIRE	S					
170	2390	MA	10	M0401890	BA	ME	S	DIRE	S					
171	2391	MA	10	M0401910	BA	AR	S	PATT	S					
172	2392	MA	10	M0401990	BA	ME	S	DIRE	S					
173	2393	MA	10	M0402000	BA	ME	S	DIRE	S					
174	2394	MA	10	M0402490	BA	SP	S	PROB	S					
175	2395	MA	10	M0402520	ST	ME	S	DIRE	S					
176	2396	MA	10	M0402540	BA	ME	S	DIRE	S					
177	2397	MA	10	M0402590	ST	GM	S	PROP	S					
178	2398	MA	10	M0402620	BA	AR	S	ALGE	S					
179	2399	MA	10	M0405880	ST	GM	S	PROP	S					
180	2400	MA	10	M0406330	ST	GM	S	PROP	S					Item aligns strongly to language of CCG, although not to a specific content standard.
181	2401	MA	10	M0409120	BA	SP	S	DATA	S					
182	2402	MA	10	M0409960	BA	CE	S	NUMB	S					
183	2403	MA	10	M0410040	R	CE	S	NUMB	S					
184	2404	MA	10	M0410120	BA	CE	S	COMP	S					
185	2405	MA	10	M0410830	BA	AR	S	ALGE	S					
186	2406	MA	10	M0410840	BA	ME	S	UNIT	S					
187	2407	MA	10	M0411170	BA	ME	S	DIRE	S					
188	2408	MA	10	M0411800	BA	SP	S	STAT	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
189	2409	MA	10	M0412840	R	GM	S	PROP	S					
190	2410	MA	10	M0412960	BA	SP	S	PROB	S					
191	2411	MA	10	M0412970	BA	SP	S	STAT	S					
192	2412	MA	10	M0414470	ST	SP	S	PROB	S					
193	2413	MA	10	M0414770	ST	SP	S	PROB	S					
194	2414	MA	10	M0414840	R	GM	S	TRAN	S					
195	2415	MA	10	M0415300	ST	SP	S	PROB	S					
196	2416	MA	10	M0415320	ST	SP	S	PROB	S					
197	2417	MA	10	M0415400	ST	GM	S	PROP	S					
198	2418	MA	10	M0415450	ST	ME	S	DIRE	S					
199	2419	MA	10	M0415500	BA	SP	S	DATA	S					
200	2420	MA	10	M0415510	BA	AR	S	ALGE	S					
201	2421	MA	10	M0415610	BA	AR	S	PATT	S					
202	2422	MA	10	M0415660	R	GM	S	TRAN	S					
203	2423	MA	10	M0416050	BA	AR	S	ALGE	S					
204	2424	MA	10	M0416180	ST	SP	S	PROB	S					
205	2425	MA	10	M0416200	BA	CE	S	NUMB	S					
206	2426	MA	10	M0416430	BA	CE	S	COMP	S					
207	2427	MA	10	M0416440	BA	CE	S	COMP	S					
208	2428	MA	10	M0418030	BA	AR	S	PATT	S					
209	2429	MA	10	M0418200	BA	AR	S	ALGE	P					CIM specifies quadratic and exponential, but this item is linear (CM.AR.10).
210	2430	MA	10	M0418260	BA	AR	S	ALGE	S					
211	2431	MA	10	M0418280	BA	AR	S	ALGE	P					Item below grade level-- grade 7 or grade 8 CCG.
212	2432	MA	10	M0418330	BA	CE	S	COMP	S					
213	2433	MA	10	M0418350	BA	CE	S	NUMB	S					
214	2434	MA	10	M0418950	BA	CE	S	COMP	S					
215	2435	MA	10	M0418990	BA	CE	S	COMP	S					
216	2436	MA	10	M0419060	BA	SP	S	PROB	S					
217	2437	MA	10	M0419160	BA	ME	S	UNIT	S					
218	2438	MA	10	M0421280	BA	CE	S	NUMB	S					
219	2439	MA	10	M0421520	BA	GM	S	TRAN	S					
220	2440	MA	10	M0421560	BA	AR	S	PATT	S					
221	2441	MA	10	M0422490	ST	ME	S	DIRE	S					
222	2442	MA	10	M0422620	BA	SP	S	PROB	S					
223	2443	MA	10	M0422630	BA	SP	S	PROB	S					
224	2444	MA	10	M0422670	BA	AR	S	ALGE	S					
225	2445	MA	10	M0424310	BA	CE	S	COMP	S					
226	2446	MA	10	M0424390	BA	CE	S	COMP	S					
227	2447	MA	10	M0424400	BA	AR	S	PATT	S					
228	2448	MA	10	M0425740	BA	SP	S	PROB	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
229	2449	MA	10	M0425750	BA	ME	S	DIRE	S					
230	2450	MA	10	M0425860	BA	GM	S	TRAN	S					
231	2451	MA	10	M0425870	BA	GM	S	TRAN	S					
232	2452	MA	10	M0425920	BA	GM	S	PROP	S					
233	2453	MA	10	M0425960	BA	AR	S	ALGE	S					
234	2454	MA	10	M0425990	ST	SP	S	PROB	S					
235	2455	MA	10	M0426000	BA	SP	S	PROB	S					
236	2456	MA	10	M0426010	BA	CE	S	NUMB	S					
237	2457	MA	10	M0426030	BA	CE	S	COMP	S					
238	2458	MA	10	M0426910	R	AR	S	ALGE	S					
239	2459	MA	10	M0426930	BA	AR	S	ALGE	S					
240	2460	MA	10	M0427000	ST	GM	S	TRAN	S					
241	2461	MA	10	M0427320	BA	CE	S	COMP	S					
242	2462	MA	10	M0427400	BA	ME	S	DIRE	S					
243	2463	MA	10	M0427410	BA	ME	S	DIRE	S					
244	2464	MA	10	M0427450	BA	ME	S	UNIT	S					
245	2465	MA	10	M0427520	BA	GM	S	PROP	S					
246	2466	MA	10	M0427690	BA	CE	S	COMP	S					
247	2467	MA	10	M0427760	BA	ME	S	DIRE	S					
248	2468	MA	10	M0427780	BA	CE	S	NUMB	S					
249	2469	MA	10	M0427790	BA	CE	S	NUMB	S					
250	2470	MA	10	M0427840	BA	AR	S	ALGE	S					
251	2471	MA	10	M0427860	BA	AR	S	NUMB	S					
252	2472	MA	10	M0427920	BA	GM	S	COOR	S					
253	2473	MA	10	M0427940	BA	GM	S	COOR	S					
254	2474	MA	10	M0427970	BA	GM	S	COOR	S					
255	2475	MA	10	M0427990	BA	GM	S	COOR	S					
256	2476	MA	10	M0428850	ST	ME	S	DIRE	S					
257	2477	MA	10	M0428860	ST	GM	S	PROP	S					
258	2478	MA	10	M0428980	BA	AR	S	ALGE	S					
259	2479	MA	10	M0429030	BA	GM	S	MOVI	S					
260	2480	MA	10	M0429090	BA	GM	S	COOR	S					
261	2481	MA	10	M0429100	BA	GM	S	PROP	S					
262	2482	MA	10	M0429110	BA	AR	S	ALGE	S					
263	2483	MA	10	M0429140	R	GM	S	TRAN	S					
264	2484	MA	10	M0429170	BA	CE	S	NUMB	S					
265	2485	MA	10	M0429390	BA	GM	S	TRAN	S					
266	2486	MA	10	M0430120	BA	CE	S	OPER	S					
267	2487	MA	10	M0433710	BA	GM	S	TRAN	S					
268	2488	MA	10	M0433790	ST	SP	S	STAT	S					
269	2489	MA	10	M0433800	BA	AR	S	ALGE	S					
270	2490	MA	10	M0433880	BA	SP	S	DATA	S					
271	2491	MA	10	M0433900	BA	ME	S	DIRE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
272	2492	MA	10	M0433910	BA	GM	S	PROP	S					
273	2493	MA	10	M0433930	BA	GM	S	PROP	S					
274	2494	MA	10	M0433960	BA	GM	S	PROP	S					
275	2495	MA	10	M0434000	BA	GM	S	COOR	S					
276	2496	MA	10	M0434020	BA	CE	S	COMP	S					
277	2497	MA	10	M0434030	BA	GM	S	TRAN	S					
278	2498	MA	10	M0434140	BA	SP	S	DATA	S					
279	2499	MA	10	M0434170	ST	GM	S	TRAN	S					
280	2500	MA	10	M0434210	BA	GM	S	PROP	S					
281	2501	MA	10	M0434220	BA	GM	S	PROP	S					
282	2502	MA	10	M0434280	BA	AR	S	ALGE	S					
283	2503	MA	10	M0434370	BA	AR	S	ALGE	S					
284	2504	MA	10	M0434810	BA	SP	S	DATA	S					
285	2505	MA	10	M0434830	BA	AR	S	CHAN	S					Alignment to this CCG informed by sample item in test specifications.
286	2506	MA	10	M0434970	BA	GM	S	TRAN	S					
287	2507	MA	10	M0436510	BA	GM	S	TRAN	S					
288	2508	MA	10	M0436520	BA	GM	S	TRAN	S					
289	2509	MA	10	M0436530	BA	GM	S	TRAN	S					
290	2510	MA	10	M0436540	BA	GM	S	TRAN	S					
291	2511	MA	10	M0436580	BA	AR	S	PATT	S					
292	2512	MA	10	M0436810	BA	AR	S	ALGE	S					
293	2513	MA	10	M0436940	ST	GM	S	TRAN	S					
294	2514	MA	10	M0437330	ST	GM	S	PROP	S					
295	2515	MA	10	M0437340	BA	AR	S	PATT	S					
296	2516	MA	10	M0437550	BA	AR	S	ALGE	S					
297	2517	MA	10	M0438320	BA	AR	S	ALGE	S					
298	2518	MA	10	M0438340	BA	AR	S	ALGE	S					
299	2519	MA	10	M0438350	ST	AR	S	ALGE	S					
300	2520	MA	10	M0438360	ST	AR	S	ALGE	S					
301	2521	MA	10	M0438370	BA	AR	S	ALGE	S					
302	2522	MA	10	M0438920	BA	GM	S	COOR	S					
303	2523	MA	10	M0438930	BA	AR	S	PATT	S					
304	2524	MA	10	M0439030	BA	AR	S	MODE	S					
305	2525	MA	10	M0439110	BA	AR	S	ALGE	S					
306	2526	MA	10	M0439120	BA	AR	S	ALGE	S					
307	2527	MA	10	M0439300	BA	GM	S	PROP	S					
308	2528	MA	10	M0439370	ST	AR	S	PATT	S					
309	2529	MA	10	M0439380	ST	AR	S	PATT	S					
310	2530	MA	10	M0439420	BA	SP	S	STAT	S					
311	2531	MA	10	M0439460	BA	GM	S	PROP	S					
312	2532	MA	10	M0439810	BA	AR	S	ALGE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First CCG- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second CCG- DoR**	Comments
313	2533	MA	10	M0439820	BA	AR	S	ALGE	S					
314	2534	MA	10	M0439940	BA	GM	S	COOR	S					
315	2535	MA	10	M0439970	BA	GM	S	COOR	S					
316	2536	MA	10	M0439990	BA	AR	S	ALGE	S					
317	2537	MA	10	M0440000	BA	AR	S	CHAN	S					
318	2538	MA	10	M0441610	BA	SP	S	COLL	S					Alignment to this CCG informed by sample item in test specifications.
319	2539	MA	10	M0441650	BA	SP	S	PROB	S					
320	2540	MA	10	M0441680	BA	AR	S	PATT	S					
321	2541	MA	10	M0441770	BA	SP	S	PROB	S					
322	2542	MA	10	M0441820	BA	SP	S	DATA	S					
323	2543	MA	10	M0441830	BA	SP	S	DATA	S					
324	2544	MA	10	M0441900	BA	AR	S	ALGE	S					
325	2545	MA	10	M0441910	BA	AR	S	ALGE	P					CIM specifies quadratic and exponential, but this item is linear (CM.AR.10).
326	2546	MA	10	M0441920	BA	AR	S	CHAN	S					
327	2547	MA	10	M0441990	BA	AR	S	ALGE	S					
328	2548	MA	10	M0442810	BA	AR	S	ALGE	S					
329	2549	MA	10	M0442910	BA	AR	S	ALGE	S					
330	2550	MA	10	M0442920	BA	AR	S	ALGE	S					
331	2551	MA	10	M0442960	BA	AR	S	PATT	S					
332	2552	MA	10	M0442970	BA	AR	S	ALGE	S					
333	2553	MA	10	M0443000	BA	AR	S	PATT	S					
334	2554	MA	10	M0443710	R	AR	S	MODE	S					
335	2555	MA	10	M0443720	BA	AR	S	ALGE	S					
336	2556	MA	10	M0445230	BA	AR	S	ALGE	S					
337	2557	MA	10	M0445250	BA	AR	S	ALGE	S					
338	2558	MA	10	M0445260	BA	AR	S	ALGE	S					
339	2559	MA	10	M0445270	R	AR	S	PATT	S					
340	2560	MA	10	M0445320	BA	AR	S	CHAN	S					
341	2561	MA	10	M0445500	BA	AR	S	ALGE	S					
342	2562	MA	10	M0506650	ST	SP	S	PROB	S					
343	2563	MA	10	M0513640	BA	AR	S	ALGE	S					
344	2564	MA	10	M0513650	BA	ME	S	DIRE	S					
345	2565	MA	10	M0513660	ST	AR	S	ALGE	S					
346	2566	MA	10	M0513750	BA	ME	S	DIRE	S					
347	2567	MA	10	M0513800	BA	SP	S	DATA	S					
348	2568	MA	10	M0513820	BA	SP	S	PROB	S					
349	2569	MA	10	M0513840	BA	SP	S	PROB	S					
350	2570	MA	10	M0513850	ST	SP	S	PROB	S					
351	2571	MA	10	M0513860	BA	SP	S	DATA	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand-DoR**	First CCG	First CCG-DoR**	Second Strand	Second Strand-DoR**	Second CCG	Second CCG-DoR**	Comments
352	2572	MA	10	M0513870	BA	SP	S	PROB	S					
353	2573	MA	10	M0514080	BA	ME	S	DIRE	S					
354	2574	MA	10	M0514140	BA	ME	S	DIRE	S					
355	2575	MA	10	M0514340	BA	AR	S	PATT	S					
356	2576	MA	10	M0514350	BA	AR	S	PATT	S					
357	2577	MA	10	M0514410	BA	GM	S	COOR	S					
358	2578	MA	10	M0514520	BA	ME	S	DIRE	S					
359	2579	MA	10	M0514530	BA	ME	S	DIRE	S					
360	2580	MA	10	M0514630	BA	AR	S	ALGE	P					Item below grade level--grade 7 CCG (or lower).
361	2581	MA	10	M0514670	BA	AR	S	ALGE	P					
362	2582	MA	10	M0514710	BA	AR	S	ALGE	P					Item below grade level--grade 7 CCG (or lower).
363	2583	MA	10	M0514720	BA	AR	S	PATT	S					
364	2584	MA	10	M0514740	BA	AR	S	PATT	S					
365	2585	MA	10	M0514980	BA	AR	S	ALGE	S					
366	2586	MA	10	M0515000	BA	AR	S	ALGE	P					CIM specifies quadratic and exponential, but this item is linear (CM.AR.10).
367	2587	MA	10	M0515030	BA	AR	S	CHAN	S					
368	2588	MA	10	M0515150	BA	AR	S	PATT	S					
369	2589	MA	10	M0515160	BA	AR	S	PATT	S					
370	2590	MA	10	M0515370	BA	ME	S	DIRE	S					
371	2591	MA	10	M0515380	BA	ME	S	DIRE	S					
372	2592	MA	10	M0515470	BA	SP	S	PROB	S					
373	2593	MA	10	M0515510	ST	ME	S	DIRE	S					
374	2594	MA	10	M0515530	ST	ME	S	DIRE	S					
375	2595	MA	10	M0515670	BA	ME	S	DIRE	S					
376	2596	MA	10	M0515680	BA	SP	S	PROB	S					
377	2597	MA	10	M0515760	BA	ME	S	DIRE	S					
378	2598	MA	10	M0515820	BA	SP	S	PROB	S					
379	2599	MA	10	M0516310	BA	SP	S	DATA	S					
380	2600	MA	10	M0516380	BA	GM	S	TRAN	S					
381	2601	MA	10	M0516570	BA	SP	S	PROB	S					
382	2602	MA	10	M0516660	BA	GM	S	MOVI	S					
383	2603	MA	10	M0517280	BA	SP	S	PROB	S					
384	2604	MA	10	M0517620	BA	GM	S	PROP	S					
385	2605	MA	10	M0517860	BA	GM	S	COOR	S					
386	2606	MA	10	M0518010	ST	GM	S	TRAN	S					
387	2607	MA	10	M0518090	ST	GM	S	PROP	S					
388	2608	MA	10	M0531280	BA	SP	S	DATA	S					
389	2609	MA	10	M9601330	ST	ME	S	DIRE	S					

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
2	6479	SC	05	S0000011	BA	LS	S	DIVE	3	S	LS.05	S								
3	6480	SC	05	S0000100	BA	ES	S	EART	3	S	ES.04	S								
4	6229	SC	05	S0000160	R	PS	S	MATT	1	S	PS.01	S								
5	6230	SC	05	S0000590	BA	PS	S	MATT	2	S	PS.02	S								
6	6476	SC	05	S0000920	BA	ES	S	DYNA	2	S	ES.02	S								
7	6475	SC	05	S0000960	ST	LS	S	DIVE	4	S	LS.06	S								LS.06 based on conditions that might cause an organism to become endangered or extinct.
8	6231	SC	05	S0001021	BA	LS	S	DIVE	3	S	LS.05	S								
9	6232	SC	05	S0001070	BA	ES	S	DYNA	2	S	ES.02	P	PS	S	MATT	2	S	PS.02	S	See Decision Rule #1.
10	6233	SC	05	S0001131	BA	PS	S	MATT	2	S	PS.02	S								
11	6234	SC	05	S0001141	BA	LS	S	DIVE	3	S	LS.05	S								
12	6235	SC	05	S0001291	R	PS	S	MATT	2	S	PS.02	S								
13	6236	SC	05	S0001360	R	PS	S	ENER	4	S	PS.06	S								
14	6237	SC	05	S0001390	BA	ES	S	DYNA	2	S	ES.02	S								
15	6238	SC	05	S0001400	BA	LS	S	DIVE	4	S	LS.06	S								
16	6477	SC	05	S0001500	BA	LS	S	DIVE	3	S	LS.05	S								
17	6478	SC	05	S0001510	BA	LS	S	DIVE	3	S	LS.05	S								
18	6239	SC	05	S0001660	BA	PS	S	FORC	3	S	PS.04	S								
19	6240	SC	05	S0001680	R	PS	S	MATT	1	S	PS.01	S								
20	6575	SC	05	S0001800	BA	LS	S	DIVE	3	S	LS.05	S								
21	6241	SC	05	S0001911	BA	PS	S	MATT	1	S	PS.01	S								
22	6242	SC	05	S0001920	BA	PS	S	FORC	3	S	PS.04	S								
23	6243	SC	05	S0002020	R	ES	S	EART	3	S	ES.04	S								
24	6481	SC	05	S0100470	BA	PS	S	ENER	4	S	PS.06	S						PS.05	S	
25	6482	SC	05	S0100480	R	PS	S	ENER	4	S	PS.06	S						PS.05	S	
26	6244	SC	05	S0100570	R	ES	S	DYNA	2	S	ES.03	S								
27	6245	SC	05	S0102050	R	PS	S	MATT	2	S	PS.02	S								
28	6483	SC	05	S0102280	R	LS	S	DIVE	3	S	LS.05	S								
29	6484	SC	05	S0102290	R	LS	S	DIVE	3	S	LS.05	P								Item requires knowledge of photosynthesis, a grade 8 concept. Above grade level.
30	6246	SC	05	S0102390	BA	LS	S	DIVE	3	S	LS.05	S								
31	6247	SC	05	S0102580	BA	ES	S	DYNA	2	S	ES.03	S								
32	6248	SC	05	S0103130	R	LS	S	ORGA	1	S	LS.03	S								
33	6485	SC	05	S0103170	BA	LS	S	DIVE	3	S	LS.05	S								
34	6249	SC	05	S0103300	R	PS	S	MATT	2	S	PS.02	S								
35	6250	SC	05	S0103480	BA	PS	S	FORC	3	S	PS.03	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
36	6251	SC	05	S0103700	R	ES	S	DYNA	2	S	ES.02	S								
37	6486	SC	05	S0104010	BA	ES	S	DYNA	2	S	ES.02	S								
38	6487	SC	05	S0104020	BA	ES	S	DYNA	2	S	ES.02	S								
39	6252	SC	05	S0105020	BA	ES	S	DYNA	2	S	ES.03	S								
40	6253	SC	05	S0105070	BA	PS	S	FORC	3	S	PS.04	S								
41	6254	SC	05	S0105080	BA	PS	S	FORC	3	S	PS.01	S								
42	6255	SC	05	S0105140	BA	ES	S	DYNA	2	S	ES.03	S								
43	6256	SC	05	S0105190	BA	LS	S	ORGA	1	S	LS.03	S								
44	6257	SC	05	S0105851	R	PS	S	MATT	2	S	PS.02	S								Rating assumes condensation is included in MATT-PS.02.02
45	6488	SC	05	S0105890	BA	LS	S	DIVE	3	S	LS.05	S								
46	6489	SC	05	S0105900	BA	LS	S	DIVE	3	S	LS.05	S								
47	6490	SC	05	S0106550	BA	ES	S	DYNA	2	S	ES.02	S								
48	6258	SC	05	S0107650	R	PS	S	MATT	1	S	PS.01	S								
49	6259	SC	05	S0108050	BA	ES	S	DYNA	2	S	ES.03	S								Aligned to EC.03 based on causes of weather change.
50	6260	SC	05	S0109820	BA	LS	S	DIVE	4	S	LS.06	S				3	S	LS.05	S	
51	6261	SC	05	S0110070	R	LS	S	HERE	2	S	LS.04	S								
52	6262	SC	05	S0110840	BA	ES	S	DYNA	2	S	ES.03	S								
53	6263	SC	05	S0204360	BA	PS	S	MATT	2	S	PS.02	S	ES	S	DYNA	2	S	ES.02	P	
54	6264	SC	05	S0205070	BA	ES	S	DYNA	2	S	ES.03	S								
55	6265	SC	05	S0205240	BA	PS	S	ENER	4	S	PS.06	S								
56	6266	SC	05	S0205420	BA	ES	S	DYNA	2	S	ES.02	S								
57	6267	SC	05	S0205460	BA	ES	S	DYNA	2	S	ES.02	S								
58	6268	SC	05	S0205560	BA	ES	S	DYNA	2	S	ES.03	S								
59	6269	SC	05	S0206420	BA	PS	S	FORC	3	S	PS.04	S								
60	6270	SC	05	S0207020	BA	ES	S	EART	3	S	ES.04	S								
61	6271	SC	05	S0207090	BA	PS	S	MATT	2	S	PS.02	S								
62	6272	SC	05	S0207120	R	LS	S	ORGA	1	S	LS.02	S								
63	6273	SC	05	S0207490	R	LS	S	ORGA	1	S	LS.01	S								
64	6274	SC	05	S0208410	R	PS	S	MATT	1	S	PS.01	S								
65	6275	SC	05	S0208550	BA	ES	S	DYNA	2	S	ES.03	S								
66	6276	SC	05	S0209050	R	ES	S	EART	3	S	ES.04	S								
67	6277	SC	05	S0209260	BA	LS	S	DIVE	3	S	LS.05	S								
68	6278	SC	05	S0209810	R	PS	S	MATT	2	S	PS.02	S								
69	6279	SC	05	S0210240	BA	PS	S	ENER	4	S	PS.06	S								
70	6280	SC	05	S0210270	BA	ES	S	DYNA	1	S	ES.01	S								
71	6281	SC	05	S0210280	BA	PS	S	MATT	1	S	PS.01	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
72	6282	SC	05	S0211290	R	LS	S	ORGA	1	S	LS.02	S								
73	6283	SC	05	S0211450	BA	ES	S	DYNA	1	S	ES.01	S								
74	6284	SC	05	S0211590	BA	LS	S	ORGA	1	S	LS.01	S								
75	6285	SC	05	S0211620	BA	ES	S	DYNA	1	S	ES.01	S								
76	6286	SC	05	S0212540	R	LS	S	DIVE	3	S	LS.05	S								
77	6287	SC	05	S0213860	BA	PS	S	FORC	3	S	PS.03	S								
78	6288	SC	05	S0213880	BA	ES	S	EART	3	S	ES.04	S								
79	6289	SC	05	S0213900	BA	ES	S	DYNA	1	S	ES.01	S								
80	6290	SC	05	S0213910	BA	PS	S	MATT	1	S	PS.01	S				2	S	PS.02	S	
81	6291	SC	05	S0213950	BA	PS	S	MATT	2	S	PS.02	S								
82	6292	SC	05	S0214010	R	LS	S	HERE	2	S	LS.04	S								
83	6293	SC	05	S0214050	BA	PS	S	ENER	4	S	PS.06	S								
84	6294	SC	05	S0214060	R	PS	S	MATT	2	S	PS.02	S								
85	6295	SC	05	S0214080	BA	LS	S	DIVE	3	S	LS.05	S								
86	6296	SC	05	S0214110	BA	LS	S	ORGA	1	S	LS.01	S								
87	6297	SC	05	S0214130	BA	LS	S	ORGA	1	S	LS.01	S								
88	6298	SC	05	S0214290	R	LS	S	ORGA	1	S	LS.02	S								
89	6299	SC	05	S0214950	BA	LS	S	HERE	2	S	LS.04	S								
90	6300	SC	05	S0214970	R	ES	S	DYNA	1	S	ES.01	S								
91	6301	SC	05	S0215580	BA	LS	S	DIVE	4	S	LS.06	S				3	S	LS.05	S	
92	6302	SC	05	S0215590	BA	LS	S	DIVE	4	S	LS.06	S								
93	6303	SC	05	S0215630	BA	ES	S	DYNA	1	S	ES.01	S								
94	6304	SC	05	S0215810	BA	PS	S	ENER	4	S	PS.06	S								
95	6305	SC	05	S0217350	BA	PS	S	ENER	4	S	PS.06	S								
96	6306	SC	05	S0217430	BA	PS	S	ENER	4	S	PS.06	S								
97	6307	SC	05	S0218650	BA	LS	S	HERE	2	S	LS.04	S								
98	6308	SC	05	S0219690	BA	PS	S	MATT	1	S	PS.01	S								
99	6309	SC	05	S0219710	R	PS	S	MATT	1	S	PS.01	S								
100	6310	SC	05	S0219750	BA	ES	S	DYNA	1	S	ES.01	S								
101	6311	SC	05	S0219780	BA	LS	S	DIVE	4	S	LS.06	S	ES	S	DYNA	2	S	ES.02	S	ES alignment based on content related to understanding of climate changes.
102	6312	SC	05	S0219790	BA	LS	S	DIVE	4	S	LS.06	S				3	S	LS.05	S	
103	6313	SC	05	S0219810	R	LS	S	ORGA	1	S	LS.01	S								
104	6314	SC	05	S0219840	R	LS	S	ORGA	1	S	LS.02	S								
105	6315	SC	05	S0224740	BA	ES	S	DYNA	2	S	ES.02	S								
106	6316	SC	05	S0224810	R	PS	S	FORC	3	S	LS.04	S								
107	6317	SC	05	S0225260	R	PS	S	MATT	1	S	PS.01	S								

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
108	6318	SC	05	S0400010	BA	LS	S	ORGA	1	S	LS.01	S								
109	6319	SC	05	S0400050	R	LS	S	ORGA	1	S	LS.01	S						LS.03	S	
110	6491	SC	05	S0400060	R	PS	S	MATT	2	S	PS.02	S								Rating assumes condensation is included in MATT-PS.02.02
111	6492	SC	05	S0400070	BA	PS	S	MATT	2	S	PS.02	S								Rating assumes condensation is included in MATT-PS.02.02
112	6493	SC	05	S0400080	BA	PS	S	MATT	2	S	PS.02	S								Rating assumes condensation is included in MATT-PS.02.02
113	6320	SC	05	S0400300	BA	ES	S	DYNA	2	S	ES.03	S								
114	6499	SC	05	S0400370	BA	LS	S	DIVE	3	S	LS.05	S								
115	6500	SC	05	S0400380	BA	LS	S	DIVE	3	S	LS.05	S								
116	6321	SC	05	S0400430	R	ES	S	DYNA	2	S	ES.03	S								
117	6322	SC	05	S0400440	BA	ES	S	DYNA	2	S	ES.03	S								
118	6323	SC	05	S0400450	BA	ES	S	DYNA	2	S	ES.03	S								
119	6324	SC	05	S0400490	BA	LS	S	DIVE	4	S	LS.06	S								
120	6325	SC	05	S0400500	BA	LS	S	ORGA	1	S	LS.03	S								
121	6326	SC	05	S0400980	BA	LS	S	DIVE	3	S	LS.05	S			ORGA	1	S	LS.01	S	
122	6327	SC	05	S0401000	R	ES	S	EART	3	S	ES.04	S								
123	6328	SC	05	S0401230	BA	LS	S	HERE	2	S	LS.04	S								
124	6329	SC	05	S0401620	R	ES	S	EART	3	S	ES.04	S								
125	6330	SC	05	S0401650	BA	PS	S	MATT	1	S	PS.01	S								
126	6331	SC	05	S0401700	BA	ES	S	DYNA	2	S	ES.03	S								
127	6332	SC	05	S0401800	BA	LS	S	DIVE	4	S	LS.06	S								
128	6333	SC	05	S0401830	R	PS	S	MATT	2	S	PS.02	S								Rating assumes evaporation is included in MATT-PS.02.
129	6334	SC	05	S0402420	R	ES	S	EART	3	S	ES.04	S								
130	6335	SC	05	S0402870	BA	LS	S	DIVE	4	S	LS.06	S				3	S	LS.05	S	
131	6336	SC	05	S0403210	R	PS	S	MATT	1	S	PS.01	S								
132	6337	SC	05	S0404050	BA	ES	S	DYNA	2	S	ES.03	S								
133	6508	SC	05	S0404220	BA	ES	S	DYNA	1	S	ES.01	S								
134	6509	SC	05	S0404230	R	ES	S	DYNA	1	S	ES.01	P								Superficial alignment to content of benchmark standard.
135	6510	SC	05	S0404300	BA	PS	S	ENER	4	S	PS.06	S								
136	6501	SC	05	S0404380	BA	ES	S	DYNA	1	S	ES.01	S								
137	6502	SC	05	S0404390	BA	ES	S	DYNA	1	S	ES.01	S								

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
138	6503	SC	05	S0404400	BA	ES	S	DYNA	1	S	ES.01	S								
139	6504	SC	05	S0404930	R	LS	S	ORGA	1	S	LS.01	S								
140	6505	SC	05	S0404960	BA	LS	S	DIVE	3	S	LS.05	S								
141	6506	SC	05	S0404980	BA	LS	S	DIVE	3	S	LS.05	S								
142	6507	SC	05	S0405000	BA	LS	S	DIVE	3	S	LS.05	S								
143	6338	SC	05	S0405650	BA	LS	S	DIVE	3	S	LS.05	S								
144	6339	SC	05	S0411210	BA	LS	S	DIVE	4	S	LS.06	S								
145	6340	SC	05	S0411360	R	ES	S	DYNA	1	S	ES.01	S								
146	6341	SC	05	S0412110	BA	PS	S	ENER	4	S	PS.06	S								
147	6342	SC	05	S0412190	BA	LS	S	DIVE	4	S	LS.06	S			ORGA	1	S	LS.03	S	
148	6343	SC	05	S0412220	BA	PS	S	FORC	3	S	PS.04	S			MATT	1	S	PS.01	S	Item aligns to classifying properties of matter(MATT-PS.01.01) and understanding magnetism (FORC-PS.03.04).
149	6498	SC	05	S0412290	BA	PS	S	ENER	4	S	PS.06	S								
150	6344	SC	05	S0412300	BA	ES	S	DYNA	2	S	ES.03	S								
151	6345	SC	05	S0412330	R	ES	S	DYNA	2	S	ES.03	S								
152	6346	SC	05	S0412340	BA	ES	S	DYNA	2	S	ES.03	S								
153	6347	SC	05	S0412380	BA	LS	S	DIVE	4	S	LS.06	S			ORGA	1	S	LS.03	S	
154	6348	SC	05	S0412980	BA	ES	S	DYNA	1	S	ES.01	S								
155	6349	SC	05	S0413230	BA	PS	S	MATT	2	S	PS.02	S								
156	6350	SC	05	S0413270	BA	PS	S	MATT	2	S	PS.02	S								
157	6351	SC	05	S0413320	BA	PS	S	MATT	2	S	PS.02	S								
158	6352	SC	05	S0413330	BA	PS	S	ENER	4	S	PS.05	S								
159	6496	SC	05	S0413610	BA	LS	S	DIVE	3	S	LS.05	S								
160	6353	SC	05	S0413620	BA	ES	S	DYNA	2	S	ES.03	S								
161	6497	SC	05	S0413630	BA	LS	S	DIVE	3	S	LS.05	S								
162	6354	SC	05	S0413640	R	LS	S	ORGA	1	S	LS.02	S								
163	6355	SC	05	S0413660	R	ES	S	DYNA	2	S	ES.03	S								
164	6356	SC	05	S0413740	BA	ES	S	DYNA	2	S	ES.03	S								
165	6357	SC	05	S0413760	BA	PS	S	ENER	4	S	PS.06	S								
166	6358	SC	05	S0413770	BA	LS	S	DIVE	3	S	LS.05	S								
167	6359	SC	05	S0413830	BA	PS	S	MATT	2	S	PS.02	S								
168	6360	SC	05	S0413880	BA	PS	S	ENER	4	S	PS.05	S								
169	6361	SC	05	S0413960	BA	ES	S	DYNA	2	S	ES.03	S								
170	6362	SC	05	S0414590	BA	LS	S	DIVE	4	S	LS.06	S								
171	6363	SC	05	S0414660	R	LS	S	DIVE	4	S	LS.06	S								
172	6494	SC	05	S0414670	BA	ES	S	EART	3	S	ES.04	S								

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
173	6495	SC	05	S0414690	BA	ES	S	EART	3	S	ES.04	S								
174	6364	SC	05	S0414910	BA	LS	S	ORGA	1	S	LS.03	S								
175	6537	SC	05	S0503410	BA	LS	S	DIVE	4	S	LS.06	S								
176	6538	SC	05	S0503430	BA	LS	S	DIVE	3	S	LS.05	S								
177	6539	SC	05	S0503440	BA	LS	S	DIVE	3	S	LS.05	S								
178	6540	SC	05	S0503450	BA	LS	S	DIVE	3	S	LS.05	S								
179	6541	SC	05	S0503530	BA	ES	S	DYNA	1	S	ES.01	S								
180	6542	SC	05	S0503560	BA	LS	S	DIVE	3	S	LS.05	S								
181	6365	SC	05	S0503580	BA	LS	S	HERE	2	S	LS.04	S								
182	6366	SC	05	S0504020	R	ES	S	DYNA	1	S	ES.01	S								
183	6525	SC	05	S0504030	BA	PS	S	ENER	4	S	PS.06	S	ES	S	DYNA	2	S	ES.03	S	
184	6526	SC	05	S0504040	BA	ES	S	DYNA	2	S	ES.03	S								
185	6367	SC	05	S0504250	BA	PS	S	MATT	2	S	PS.02	S								
186	6368	SC	05	S0504260	BA	LS	S	DIVE	4	S	LS.06	S				3	S	LS.05	S	
187	6369	SC	05	S0504270	BA	ES	S	DYNA	2	S	ES.03	S								
188	6370	SC	05	S0504300	R	LS	S	DIVE	3	S	LS.05	S								
189	6371	SC	05	S0504810	BA	PS	S	MATT	1	S	PS.01	S								
190	6372	SC	05	S0504820	BA	PS	S	MATT	1	S	PS.01	S								
191	6373	SC	05	S0504830	R	PS	S	FORC	3	S	PS.04	S								
192	6527	SC	05	S0504910	BA	PS	S	FORC	3	S	PS.04	S								
193	6374	SC	05	S0504920	R	LS	S	ORGA	1	S	LS.01	S								
194	6528	SC	05	S0505010	BA	LS	S	ORGA	1	S	LS.01	S								
195	6529	SC	05	S0505020	R	LS	S	ORGA	1	S	LS.01	S								
196	6375	SC	05	S0505620	BA	LS	S	DIVE	3	S	LS.05	S								
197	6376	SC	05	S0505640	BA	PS	S	FORC	3	S	PS.04	S								
198	6377	SC	05	S0505650	R	PS	S	FORC	3	S	PS.04	S								
199	6563	SC	05	S0505720	R	LS	S	HERE	2	S	LS.04	S								
200	6378	SC	05	S0505730	BA	PS	S	MATT	2	S	PS.02	S								
201	6379	SC	05	S0505740	BA	LS	S	DIVE	3	S	LS.05	S								
202	6380	SC	05	S0505750	BA	LS	S	DIVE	4	S	LS.06	S				3	S	LS.05	S	
203	6564	SC	05	S0505770	BA	LS	S	ORGA	1	S	LS.03	S								
204	6381	SC	05	S0505780	R	PS	S	FORC	3	S	PS.04	S								
205	6382	SC	05	S0505790	R	ES	S	DYNA	2	S	ES.02	S								
206	6383	SC	05	S0505830	BA	ES	S	DYNA	2	S	ES.02	P	PS	S	MATT	2	S	PS.02	S	See Decision Rule #1.
207	6384	SC	05	S0505840	BA	LS	S	DIVE	4	S	LS.06	S				3	S	LS.05	S	
208	6385	SC	05	S0505860	BA	LS	S	DIVE	3	S	LS.05	S								
209	6386	SC	05	S0505880	R	ES	S	EART	3	S	ES.04	S								

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1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
210	6387	SC	05	S0505910	R	ES	S	DYNA	2	S	ES.02	P								Item primarily about recognizing notation, and is only superficially or aligned to ES.02.
211	6388	SC	05	S0505920	BA	ES	S	DYNA	1	S	ES.01	S	PS	S	MATT	2	S	PS.02	S	Item uses knowledge of both changes in states of matter due to heating (PS.02) and uses of earth's materials (ES.01).
212	6389	SC	05	S0505930	R	LS	S	HERE	2	S	LS.04	S								
213	6390	SC	05	S0505940	BA	LS	S	HERE	2	S	LS.04	S								
214	6391	SC	05	S0505950	BA	LS	S	HERE	2	S	LS.04	S								
215	6392	SC	05	S0505990	BA	LS	S	DIVE	4	S	LS.06	S								
216	6565	SC	05	S0506000	BA	LS	S	DIVE	3	S	LS.05	S								
217	6393	SC	05	S0506410	BA	ES	S	DYNA	2	S	ES.02	S								
218	6394	SC	05	S0506420	BA	PS	S	FORC	3	S	PS.03	S								
219	6395	SC	05	S0506430	R	ES	S	DIVE	3	S	ES.05	P								Item indirectly related focuses on content of benchmark standard.
220	6396	SC	05	S0506450	BA	PS	S	MATT	2	S	PS.02	S								
221	6397	SC	05	S0506460	R	PS	S	MATT	2	S	PS.02	S								
222	6398	SC	05	S0506480	R	ES	S	EART	3	S	ES.04	S								
223	6399	SC	05	S0506500	BA	LS	S	DIVE	4	S	LS.06	S			ORGA	1	S	LS.03	S	
224	6400	SC	05	S0506530	R	PS	S	ENER	4	S	PS.06	S								
225	6401	SC	05	S0506590	BA	ES	S	DYNA	1	S	ES.01	S								
226	6402	SC	05	S0506630	R	PS	S	MATT	1	S	PS.01	S								
227	6543	SC	05	S0506640	BA	PS	S	MATT	2	S	PS.02	S								Item aligns to benchmark standard, but only partially matches eligible content.
228	6544	SC	05	S0506650	BA	PS	S	MATT	1	S	PS.01	S								
229	6545	SC	05	S0506660	BA	PS	S	MATT	1	S	PS.01	S				2	S	PS.02	S	No direct mention of molecular movement in the 5th grade standards, but assuming match to PS.01.01.01. Match to PS.0202.01 because talking about changes in state due to heating.

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
	230	6403	SC	05	S0506670	R	PS	S	MATT	2	S	PS.02	P							Molecular movement at focus of item is not covered in grade 5 standards.
	231	6404	SC	05	S0506680	BA	ES	S	DYNA	1	S	ES.01	S							
	232	6405	SC	05	S0506690	R	ES	S	EART	3	S	ES.04	P	PS	S	FORC	3	S	PS.04	S
	233	6406	SC	05	S0506710	R	ES	S	EART	3	S	ES.04	S							
	234	6407	SC	05	S0506720	R	ES	S	EART	3	S	ES.04	S							
	235	6408	SC	05	S0506740	R	PS	S	MATT	1	S	PS.01	S							
	236	6409	SC	05	S0506750	BA	ES	S	DYNA	2	S	ES.03	S							
	237	6410	SC	05	S0506760	BA	ES	S	DYNA	2	S	ES.03	S							
	238	6411	SC	05	S0506770	BA	ES	S	DYNA	2	S	ES.03	S							
	239	6412	SC	05	S0507250	BA	LS	S	DIVE	4	S	LS.05	S							
	240	6413	SC	05	S0507260	BA	LS	S	HERE	2	S	LS.04	S							
	241	6414	SC	05	S0507280	R	ES	S	EART	3	S	ES.04	S							Item aligns to benchmark standard, but not to eligible content.
	242	6415	SC	05	S0507290	R	ES	S	DYNA	1	S	ES.01	S							
	243	6553	SC	05	S0507320	BA	LS	S	DIVE	3	S	LS.05	S							
	244	6554	SC	05	S0507330	R	LS	S	DIVE	3	S	LS.05	S							
	245	6556	SC	05	S0507340	BA	LS	S	DIVE	3	S	PS.05	S							
	246	6557	SC	05	S0507350	BA	LS	S	DIVE	3	S	LS.05	S							
	247	6416	SC	05	S0507370	BA	ES	S	DYNA	1	S	ES.01	S							
	248	6561	SC	05	S0507390	BA	PS	S	ENER	4	S	PS.06	S							
	249	6562	SC	05	S0507400	BA	PS	S	ENER	4	S	PS.06	S							
	250	6417	SC	05	S0507420	BA	PS	S	MATT	2	S	PS.02	S	ES	S	DYNA	2	S	ES.03	S
	251	6418	SC	05	S0507450	BA	LS	S	DIVE	3	S	LS.05	s				4	S	LS.06	S
	252	6419	SC	05	S0507480	R	ES	S	EART	3	S	ES.04	S							
	253	6420	SC	05	S0507500	R	ES	S	DYNA	1	S	ES.01	S							
	254	6555	SC	05	S0507520	ST	LS	S	DIVE	3	S	LS.05	S							
	255	6421	SC	05	S0507540	R	ES	S	DYNA	1	S	ES.01	S							
	256	6558	SC	05	S0507550	R	LS	S	DIVE	3	S	LS.05	S							
	257	6559	SC	05	S0507560	BA	ES	S	DYNA	2	S	ES.03	S							
	258	6560	SC	05	S0507570	BA	ES	S	DYNA	2	S	ES.03	S							
	259	6422	SC	05	S0508030	R	LS	S	ORGA	1	S	LS.02	S							
	260	6423	SC	05	S0508040	R	ES	S	EART	3	S	ES.04	S							
	261	6424	SC	05	S0508050	R	PS	S	MATT	1	S	PS.01	S							
	262	6425	SC	05	S0508070	R	PS	S	ENER	4	S	PS.06	S							
	263	6426	SC	05	S0508120	R	LS	S	ORGA	1	S	LS.02	S							
	264	6427	SC	05	S0508130	BA	LS	S	ORGA	1	S	LS.01	S							

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
265	6428	SC	05	S0508150	R	ES	S	EART	3	S	ES.04	S								
266	6429	SC	05	S0508180	R	PS	S	FORC	3	S	PS.04	S								
267	6430	SC	05	S0508200	BA	PS	S	FORC	3	S	PS.04	S								
268	6431	SC	05	S0508210	R	LS	S	HERE	2	S	LS.04	S								
269	6432	SC	05	S0508220	R	PS	S	MATT	1	S	PS.01	S								
270	6433	SC	05	S0508340	BA	ES	S	DYNA	2	S	ES.03	S								
271	6434	SC	05	S0508360	R	ES	S	DYNA	2	S	ES.02	S								
272	6435	SC	05	S0508370	BA	LS	S	DIVE	3	S	LS.05	S								
273	6436	SC	05	S0508810	BA	PS	S	MATT	2	S	PS.02	S								
274	6437	SC	05	S0508870	ST	ES	S	DYNA	2	S	ES.03	S	LS	S	DIVE	4	S	LS.06	S	
275	6438	SC	05	S0509010	R	PS	S	ENER	4	S	PS.06	S								
276	6530	SC	05	S0509020	BA	PS	S	ENER	4	S	PS.06	S								
277	6531	SC	05	S0509030	BA	PS	S	ENER	4	S	PS.06	S								
278	6439	SC	05	S0509110	R	LS	S	ORGA	1	S	LS.01	S			DIVE	3	S	LS.05	S	
279	6440	SC	05	S0509630	BA	LS	S	ORGA	1	S	LS.01	S								
280	6441	SC	05	S0509640	BA	LS	S	ORGA	1	S	LS.01	S								
281	6442	SC	05	S0509660	R	LS	S	ORGA	1	S	LS.02	S								
282	6511	SC	05	S0510410	BA	PS	S	MATT	1	P	N/A	N								Density/displacement are grade 8 concepts in standards. Therefore, partial DoR to MATT, standard 1. No benchmark, no EC. Above grade level. No benchmark standard alignment.
283	6512	SC	05	S0510420	BA	PS	S	MATT	1	P	N/A	N								Density/displacement are grade 8 concepts in standards. Therefore, partial DoR to MATT, standard 1. No benchmark, no EC. Above grade level. No benchmark standard alignment.
284	6443	SC	05	S0510440	R	ES	S	EART	3	S	ES.04	S								
285	6444	SC	05	S0510450	BA	ES	S	EART	3	S	ES.04	S								
286	6445	SC	05	S0510470	R	PS	S	MATT	1	S	PS.01	S								
287	6513	SC	05	S0510500	R	LS	S	DIVE	3	S	LS.05	S								
288	6514	SC	05	S0510510	R	LS	S	DIVE	3	S	LS.05	S								
289	6515	SC	05	S0510520	R	LS	S	DIVE	3	S	LS.05	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
290	6516	SC	05	S0510530	BA	ES	S	DYNA	2	S	ES.03	S								
291	6446	SC	05	S0510540	R	ES	S	DYNA	2	S	ES.03	S								
292	6447	SC	05	S0510590	BA	LS	S	DIVE	3	S	LS.05	S								
293	6448	SC	05	S0510600	BA	ES	S	DYNA	1	S	ES.01	S								
294	6449	SC	05	S0510610	R	ES	S	DYNA	1	S	ES.01	S								
295	6517	SC	05	S0510620	R	ES	S	DYNA	2	S	ES.03	S	PS	S	MATT	2	S	PS.02	S	Rating assumes that evaporation is included in DYNA-ES.02.03.
296	6518	SC	05	S0510630	BA	ES	S	DYNA	2	S	ES.03	S								
297	6519	SC	05	S0510640	BA	ES	S	DYNA	2	S	ES.03	S								
298	6520	SC	05	S0510650	BA	PS	S	FORC	3	S	PS.04	S								
299	6521	SC	05	S0510660	BA	PS	S	FORC	3	S	PS.04	S								
300	6450	SC	05	S0510670	BA	PS	S	FORC	3	S	PS.04	S								
301	6451	SC	05	S0510680	BA	PS	S	FORC	3	S	PS.04	S								
302	6452	SC	05	S0510770	R	LS	S	ORGA	1	S	LS.02	S								
303	6522	SC	05	S0510780	BA	LS	S	DIVE	3	S	LS.05	S								
304	6523	SC	05	S0510790	BA	LS	S	DIVE	3	S	LS.05	S								
305	6524	SC	05	S0510800	BA	LS	S	DIVE	3	S	LS.05	S								
306	6453	SC	05	S0511210	R	LS	S	ORGA	1	S	LS.02	S								
307	6454	SC	05	S0511220	R	LS	S	ORGA	1	S	LS.02	S								
308	6455	SC	05	S0511250	BA	ES	S	DYNA	2	S	ES.02	P	PS	S	MATT	2	S	PS.02	S	Rating assumes that condensation is part of DYNA.02. Partial match to PS.02. See Decision Rule #1.
309	6456	SC	05	S0511280	BA	LS	S	DIVE	4	S	LS.06	S			HERE	2	S	LS.04	S	
310	6457	SC	05	S0511320	R	ES	S	DYNA	2	S	LS.03	S								
311	6458	SC	05	S0511380	R	ES	S	DYNA	2	S	LS.03	S								
312	6459	SC	05	S0511400	BA	PS	S	FORC	3	S	PS.04	S			MATT	1	S	PS.01	S	Rating assumes MATT-Standard 1, benchmark PS.01 includes classifying properties of matter as magnetic or non-magnetic.
313	6460	SC	05	S0511590	BA	ES	S	DYNA	1	S	ES.01	S								
314	6532	SC	05	S0512200	R	LS	S	DIVE	3	S	LS.05	S								
315	6533	SC	05	S0512340	BA	LS	S	DIVE	3	S	LS.05	S								
316	6534	SC	05	S0512350	BA	LS	S	DIVE	3	S	LS.05	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
317	6535	SC	05	S0512380	R	LS	S	DIVE	3	S	LS.05	S	ES	S	DYNA	1	P	ES.01	P	Item tests understanding the role of decomposers. Item also refers to soil components, (DYNA-ES.01.02), but only tests that concept superficially.
318	6536	SC	05	S0512400	BA	LS	S	ORGA	1	S	LS.01	S			DIVE	3	S	LS.05	S	For ORGA-LS.01.01, item aligns to language of benchmark standard, but not to any specific eligible content.
319	6461	SC	05	S0516040	BA	PS	S	ENER	4	S	PS.05	S						PS.06	S	For ENER-PS.04.05, item aligns to language of benchmark standard, but not to any specific eligible content.
320	6566	SC	05	S0516220	BA	LS	S	DIVE	3	S	LS.05	S								
321	6567	SC	05	S0516230	BA	LS	S	ORGA	1	S	LS.01	S	LS	S	DIVE	3	S	LS.05	S	
322	6546	SC	05	S0516240	BA	PS	S	FORC	3	S	PS.04	S								
323	6547	SC	05	S0516250	BA	PS	S	FORC	3	S	PS.04	S								
324	6548	SC	05	S0516260	BA	PS	S	FORC	3	S	PS.04	S								
325	6462	SC	05	S0516320	R	PS	S	ENER	4	S	PS.06	S								
326	6463	SC	05	S0516360	BA	LS	S	DIVE	3	S	LS.05	S								
327	6464	SC	05	S0516370	BA	LS	S	DIVE	3	S	LS.05	S			HERE	2	S	LS.04	S	
328	6465	SC	05	S0516380	BA	ES	S	DYNA	1	S	ES.01	S								
329	6466	SC	05	S0516460	BA	ES	S	DYNA	2	S	ES.03	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
330	6467	SC	05	S0516610	BA	LS	S	DIVE	3	S	LS.05	S								
331	6549	SC	05	S0516620	BA	ES	S	DYNA	2	S	ES.02	S								
332	6550	SC	05	S0516630	BA	ES	S	DYNA	2	S	ES.02	S								
333	6551	SC	05	S0516660	BA	ES	S	DYNA	2	S	ES.02	S								
334	6552	SC	05	S0516670	BA	ES	S	DYNA	2	S	ES.02	S								
335	6468	SC	05	S0516680	BA	ES	S	DYNA	1	S	ES.01	S								
336	6469	SC	05	S0516710	ST	LS	S	DIVE	3	S	LS.05	S								
337	6470	SC	05	S0516720	BA	LS	S	DIVE	3	S	LS.05	S				4	S	LS.06	S	
338	6471	SC	05	S0608100	BA	PS	S	ENER	4	S	PS.06	S								
339	6472	SC	05	S0608630	BA	PS	S	FORC	3	S	PS.04	S						PS.03	S	
340	6473	SC	05	S0608640	BA	PS	S	FORC	3	S	PS.04	S								
341	6571	SC	05	S0612010	BA	PS	S	ENER	4	S	PS.05	S			MATT	1	S	N/A	N	
342	6568	SC	05	S0613170	ST	PS	S	ENER	4	S	PS.05	S								
343	6569	SC	05	S0613190	ST	PS	S	ENER	4	S	PS.05	S								Assuming ENER-PS.04.05 includes wavelength and it's relationship to sound. Item also appears to test scientific inquiry content.
344	6570	SC	05	S0613200	ST	PS	S	ENER	4	S	PS.05	S								Assuming ENER-PS.04.05 includes wavelength and it's relationship to sound. Item also appears to test scientific inquiry content.
345	6572	SC	05	S0613580	BA	PS	S	ENER	4	S	PS.05	S						PS.06	S	
346	6573	SC	05	S0613590	BA	PS	S	ENER	4	S	PS.05	S						PS.06	S	
347	6574	SC	05	S0613600	BA	PS	S	ENER	4	S	PS.05	S						PS.06	S	
348	6474	SC	05	S9905420	BA	ES	S	DYNA	2	S	ES.02	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
2	6576	SC	08	S0002431	BA	ES	S	DYNA	2	S	ES.03	S								
3	6577	SC	08	S0002881	R	ES	S	DYNA	2	S	ES.03	S								
4	6578	SC	08	S0003440	R	LS	S	HERE	2	S	LS.03	S								
5	6579	SC	08	S0003661	BA	PS	S	MATT	1	S	PS.01	S								
6	6580	SC	08	S0003690	BA	PS	S	MATT	2	S	PS.02	S								
7	6581	SC	08	S0004220	ST	PS	S	FORC	3	S	PS.04	S								
8	6582	SC	08	S0004280	BA	PS	S	MATT	1	S	PS.01	S								
9	6583	SC	08	S0100011	BA	ES	S	DYNA	2	S	ES.02	S								
10	6584	SC	08	S0100030	R	ES	S	DYNA	2	S	ES.03	S								
11	6585	SC	08	S0100910	BA	PS	S	MATT	2	S	PS.02	S								
12	6586	SC	08	S0101371	BA	LS	S	HERE	2	S	LS.03	S			DIVE	4	S	LS.05	S	
13	6587	SC	08	S0102450	R	ES	S	DYNA	2	S	ES.02	S								
14	6588	SC	08	S0104000	BA	PS	S	ENER	4	S	PS.06	S								
15	6589	SC	08	S0105521	BA	LS	S	DIVE	4	S	LS.05	S								
16	6590	SC	08	S0106981	ST	PS	S	MATT	1	S	PS.01	S								
17	6838	SC	08	S0107440	ST	PS	S	ENER	4	S	PS.06	S			FORC	3	S	PS.03	S	
18	6591	SC	08	S0109240	R	LS	S	DIVE	3	S	LS.04	S								
19	6839	SC	08	S0200630	BA	LS	S	DIVE	3	S	LS.04	S								
20	6592	SC	08	S0202500	BA	LS	S	DYNA	2	S	ES.02	S								
21	6840	SC	08	S0202540	BA	ES	S	DYNA	2	S	ES.02	S								
22	6593	SC	08	S0202880	BA	PS	S	MATT	1	S	PS.01	S								
23	6594	SC	08	S0202930	BA	LS	S	HERE	2	S	LS.03	S								
24	6841	SC	08	S0203020	BA	LS	S	DIVE	3	S	LS.04	S								
25	6842	SC	08	S0203030	BA	LS	S	DIVE	3	S	LS.04	S								
26	6843	SC	08	S0203060	BA	LS	S	DIVE	3	S	LS.04	S								
27	6595	SC	08	S0203600	BA	PS	S	MATT	1	S	PS.01	S								
28	6596	SC	08	S0203890	BA	PS	S	MATT	2	S	PS.02	S								
29	6597	SC	08	S0204170	BA	LS	S	ORGA	1	S	LS.01	S								
30	6598	SC	08	S0204370	R	ES	S	EART	3	S	ES.04	S								
31	6599	SC	08	S0204390	R	ES	S	DYNA	2	S	ES.03	S								
32	6600	SC	08	S0204430	BA	ES	S	DYNA	2	S	ES.03	S								
33	6601	SC	08	S0204440	BA	PS	S	MATT	1	S	PS.01	S								
34	6602	SC	08	S0204480	R	ES	S	DYNA	2	S	ES.02	S								
35	6844	SC	08	S0205820	BA	PS	S	MATT	2	S	PS.02	S								Rating assumes that evaporation is part of MATT-PS.02.
36	6845	SC	08	S0205830	BA	PS	S	MATT	2	S	PS.02	S								Rating assumes that condensation is part of MATT-PS.02.

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
37	6846	SC	08	S0205840	BA	ES	S	DYNA	2	S	ES.02	S								
38	6603	SC	08	S0209890	R	PS	S	MATT	2	S	PS.02	S								
39	6604	SC	08	S0210720	BA	PS	S	MATT	2	S	PS.02	S								
40	6605	SC	08	S0210760	BA	PS	S	ENER	4	S	PS.05	S								
41	6606	SC	08	S0210770	R	LS	S	ORGA	1	S	LS.02	S								
42	6607	SC	08	S0210790	R	PS	S	MATT	2	S	PS.02	S								
43	6608	SC	08	S0210810	BA	ES	S	DYNA	2	S	ES.02	S								
44	6609	SC	08	S0210870	BA	LS	S	HERE	2	S	LS.03	S								
45	6610	SC	08	S0210880	BA	LS	S	DIVE	4	S	LS.05	S								
46	6611	SC	08	S0210910	BA	LS	S	HERE	2	S	LS.03	S								
47	6612	SC	08	S0210930	R	ES	S	DYNA	2	S	ES.02	S								
48	6613	SC	08	S0210940	BA	PS	S	MATT	2	S	PS.02	S								
49	6614	SC	08	S0210990	R	PS	S	MATT	1	S	PS.01	S								
50	6615	SC	08	S0211100	R	ES	S	EART	3	S	ES.04	S								
51	6616	SC	08	S0211110	R	ES	S	DYNA	2	S	ES.02	S								
52	6617	SC	08	S0211230	BA	ES	S	DYNA	2	S	ES.02	S								
53	6618	SC	08	S0211240	R	LS	S	ORGA	1	S	LS.01	S								
54	6619	SC	08	S0211410	R	ES	S	DYNA	2	S	ES.02	S								
55	6620	SC	08	S0211480	BA	PS	S	MATT	1	S	PS.01	S								
56	6621	SC	08	S0211710	BA	PS	S	MATT	1	S	PS.01	S								
57	6622	SC	08	S0211720	R	PS	S	MATT	2	S	PS.02	S								
58	6623	SC	08	S0212480	R	LS	S	ORGA	1	S	LS.02	S								
59	6624	SC	08	S0212520	R	LS	S	DIVE	3	S	LS.04	S								
60	6625	SC	08	S0212640	BA	PS	S	MATT	2	S	PS.02	S								
61	6626	SC	08	S0212660	BA	PS	S	FORC	3	S	PS.03	S								
62	6627	SC	08	S0212670	BA	ES	S	DYNA	2	S	ES.03	S								
63	6628	SC	08	S0212820	BA	ES	S	DYNA	2	S	ES.03	S								
64	6629	SC	08	S0212840	BA	LS	S	HERE	2	S	LS.03	S								
65	6630	SC	08	S0213480	BA	LS	S	DIVE	3	S	LS.04	S								
66	6631	SC	08	S0213510	R	PS	S	FORC	3	S	PS.03	S								
67	6632	SC	08	S0213560	BA	PS	S	MATT	1	S	PS.01	S								
68	6633	SC	08	S0214380	BA	PS	S	ENER	4	S	PS.06	S								
69	6634	SC	08	S0215210	R	LS	S	DIVE	3	S	LS.04	S								
70	6635	SC	08	S0215250	R	PS	S	MATT	2	S	PS.02	S	ES	S	DYNA	2	S	ES.02	S	
71	6636	SC	08	S0215290	BA	LS	S	DIVE	4	S	LS.05	S								
72	6637	SC	08	S0215420	BA	PS	S	MATT	1	S	PS.01	S								
73	6638	SC	08	S0215850	BA	LS	S	DIVE	3	S	LS.04	S								
74	6639	SC	08	S0215860	R	LS	S	DIVE	3	S	LS.04	S								
75	6640	SC	08	S0215920	R	LS	S	ORGA	1	S	LS.02	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
76	6641	SC	08	S0215960	BA	ES	S	DYNA	2	S	ES.02	S								
77	6642	SC	08	S0216180	BA	PS	S	MATT	2	S	PS.02	S								
78	6643	SC	08	S0216200	BA	PS	S	MATT	2	S	PS.02	S								
79	6847	SC	08	S0216220	BA	PS	S	MATT	1	S	PS.01	S								
80	6848	SC	08	S0216230	BA	PS	S	MATT	1	S	PS.01	S								
81	6644	SC	08	S0216280	R	ES	S	EART	3	S	ES.04	S								
82	6645	SC	08	S0216480	ST	LS	S	HERE	2	S	LS.03	S								
83	6646	SC	08	S0216490	R	LS	S	HERE	2	S	LS.03	S								
84	6647	SC	08	S0216510	BA	LS	S	ORGA	1	S	LS.01	S								
85	6648	SC	08	S0216560	BA	LS	S	DIVE	4	S	LS.05	S								
86	6649	SC	08	S0216950	BA	ES	S	DYNA	2	S	ES.03	S								
87	6650	SC	08	S0217040	BA	ES	S	DYNA	2	S	ES.03	S								
88	6651	SC	08	S0217600	R	PS	S	FORC	3	S	PS.03	S								
89	6652	SC	08	S0217720	BA	PS	S	ENER	4	S	PS.05	S								
90	6653	SC	08	S0217770	R	LS	S	DIVE	3	S	LS.04	S								
91	6654	SC	08	S0217810	R	LS	S	ORGA	1	S	LS.02	S								
92	6655	SC	08	S0217820	BA	LS	S	ORGA	1	S	LS.02	S								
93	6656	SC	08	S0217850	R	LS	S	ORGA	1	S	LS.02	S								
94	6657	SC	08	S0217880	R	ES	S	DYNA	2	S	ES.02	S								
95	6658	SC	08	S0220110	R	LS	S	DIVE	3	S	LS.04	S								
96	6659	SC	08	S0220120	R	PS	S	MATT	1	S	PS.01	S								
97	6660	SC	08	S0220180	BA	PS	S	FORC	3	S	PS.04	S								
98	6661	SC	08	S0220230	BA	ES	S	DYNA	2	S	ES.02	S								
99	6662	SC	08	S0220450	BA	LS	S	HERE	2	S	LS.03	S								
100	6663	SC	08	S0220500	BA	PS	S	MATT	2	S	PS.02	S								
101	6664	SC	08	S0220530	R	LS	S	HERE	2	S	LS.03	S								
102	6665	SC	08	S0220570	BA	PS	S	MATT	2	S	PS.02	S								
103	6666	SC	08	S0220580	BA	ES	S	DYNA	2	S	ES.03	S								
104	6667	SC	08	S0221970	BA	PS	S	MATT	2	S	PS.02	S								
105	6668	SC	08	S0222160	BA	ES	S	DYNA	2	S	ES.02	S								
106	6669	SC	08	S0222190	BA	LS	S	DIVE	4	S	LS.05	S								
107	6670	SC	08	S0222230	R	LS	S	ORGA	1	S	LS.02	S								
108	6671	SC	08	S0222280	BA	LS	S	DIVE	3	S	LS.04	S								
109	6672	SC	08	S0222330	BA	ES	S	DYNA	2	S	ES.03	S								
110	6673	SC	08	S0222730	BA	LS	S	DIVE	3	S	LS.04	S								
111	6674	SC	08	S0222740	BA	ES	S	DYNA	2	S	ES.03	S								
112	6675	SC	08	S0222830	R	PS	S	MATT	2	S	PS.02	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
113	6676	SC	08	S0222840	BA	PS	S	ENER	4	S	PS.06	S	ES	S	DYNA	1	S	ES.01	S	Addresses content of both PS.06 and ES.01, as it is about both understanding technological advances in energy use and waste disposal.
114	6677	SC	08	S0224140	BA	LS	S	ORGA	1	S	LS.01	S								
115	6678	SC	08	S0224300	BA	ES	S	EART	3	S	ES.04	S								
116	6679	SC	08	S0224310	BA	ES	S	DYNA	2	S	ES.02	S								
117	6680	SC	08	S0224600	BA	LS	S	ORGA	1	S	LS.02	S			DIVE	3	S	LS.04	S	
118	6681	SC	08	S0224610	BA	LS	S	DIVE	3	S	LS.04	S								
119	6682	SC	08	S0226050	R	LS	S	ORGA	1	S	LS.02	S								
120	6683	SC	08	S0226310	BA	LS	S	DIVE	4	S	LS.05	S								
121	6684	SC	08	S0401850	BA	PS	S	MATT	2	S	PS.02	S								
122	6685	SC	08	S0405800	BA	PS	S	MATT	2	S	PS.02	S								
123	6899	SC	08	S0405820	R	LS	S	ORGA	1	S	LS.02	S								
124	6686	SC	08	S0412460	BA	PS	S	ENER	4	S	PS.05	S								
125	6687	SC	08	S0412530	R	LS	S	ORGA	1	S	LS.02	S								
126	6688	SC	08	S0412620	BA	PS	S	FORC	3	S	PS.03	S								
127	6689	SC	08	S0412640	R	LS	S	ORGA	1	S	LS.02	S								
128	6690	SC	08	S0412720	BA	PS	S	FORC	3	S	PS.03	S								
129	6691	SC	08	S0412760	R	LS	S	ORGA	1	S	LS.02	S								
130	6692	SC	08	S0412800	BA	LS	S	DIVE	4	S	LS.05	S								
131	6693	SC	08	S0414750	BA	LS	S	HERE	2	S	LS.03	S								
132	6870	SC	08	S0415360	BA	PS	S	FORC	3	S	PS.03	S								
133	6694	SC	08	S0415520	BA	PS	S	MATT	2	S	PS.02	S								
134	6695	SC	08	S0415530	R	PS	S	MATT	2	S	PS.02	S								
135	6696	SC	08	S0415540	BA	PS	S	FORC	3	S	PS.03	S								
136	6697	SC	08	S0415570	BA	PS	S	FORC	3	S	PS.03	S								
137	6698	SC	08	S0415600	BA	PS	S	FORC	3	S	PS.03	S								
138	6699	SC	08	S0415610	BA	PS	S	FORC	3	S	PS.04	S								
139	6700	SC	08	S0415630	R	PS	S	ENER	4	s	PS.05	S								
140	6871	SC	08	S0415660	R	PS	S	FORC	3	S	PS.04	S						PS.03	S	Item aligns to both PS.04.01 (effect of gravity on objects on Earth) and PS.03.02 (predicting change in direction or speed of an object).
141	6872	SC	08	S0415680	BA	PS	S	ENER	4	S	PS.05	S								

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
142	6873	SC	08	S0415720	BA	PS	S	ENER	4	S	PS.05	S								
143	6701	SC	08	S0415740	BA	PS	S	MATT	2	S	PS.02	S								
144	6702	SC	08	S0415750	BA	PS	S	MATT	2	S	PS.02	S								
145	6703	SC	08	S0416040	ST	ES	S	DYNA	2	S	ES.02	S								
146	6704	SC	08	S0416050	R	ES	S	DYNA	2	S	ES.03	S								
147	6855	SC	08	S0416090	BA	PS	S	MATT	1	S	PS.01	S								
148	6856	SC	08	S0416100	BA	PS	S	MATT	1	S	PS.01	S								
149	6857	SC	08	S0416110	BA	PS	S	MATT	1	S	PS.01	S								
150	6858	SC	08	S0416240	R	ES	S	DYNA	2	S	ES.03	S								
151	6859	SC	08	S0416250	BA	ES	S	DYNA	2	S	ES.03	S								
152	6860	SC	08	S0416260	BA	ES	S	DYNA	2	S	ES.03	S								
153	6705	SC	08	S0416320	R	PS	S	MATT	2	S	PS.02	S								
154	6706	SC	08	S0416340	R	ES	S	DYNA	1	S	ES.01	S								
155	6707	SC	08	S0416810	BA	PS	S	MATT	2	S	PS.02	S								
156	6708	SC	08	S0416820	BA	PS	S	MATT	2	S	PS.02	S								
157	6709	SC	08	S0416840	R	LS	S	ORGA	1	S	LS.01	S								
158	6710	SC	08	S0416860	BA	PS	S	MATT	2	S	PS.02	S								
159	6854	SC	08	S0416880	BA	PS	S	MATT	1	S	PS.01	S								
160	6711	SC	08	S0416930	R	LS	S	ORGA	1	S	LS.02	S			DIVE	3	S	LS.04	S	
161	6883	SC	08	S0416980	BA	LS	S	DIVE	3	S	LS.04	S								
162	6884	SC	08	S0416990	BA	LS	S	DIVE	3	S	LS.04	S								
163	6712	SC	08	S0417010	BA	LS	S	DIVE	3	S	LS.04	S								
164	6885	SC	08	S0417020	BA	PS	S	MATT	2	S	PS.02	S	ES	S	DYNA	2	S	ES.02	S	Rating assumes condensation is part of MATT-2.PS.02.
165	6886	SC	08	S0417030	BA	PS	S	MATT	1	S	PS.01	S								
166	6887	SC	08	S0417040	BA	PS	S	MATT	1	S	PS.01	S								
167	6888	SC	08	S0417050	BA	PS	S	MATT	1	S	PS.01	S								
168	6889	SC	08	S0417060	ST	LS	S	DIVE	3	S	LS.04	S								
169	6890	SC	08	S0417070	ST	LS	S	DIVE	3	S	LS.04	S								
170	6891	SC	08	S0417080	ST	LS	S	DIVE	3	S	LS.04	S								
171	6713	SC	08	S0417120	BA	ES	S	DYNA	2	S	ES.02	S								
172	6714	SC	08	S0417130	BA	ES	S	DYNA	2	S	ES.02	S								
173	6715	SC	08	S0417170	BA	LS	S	ORGA	1	S	LS.02	S								
174	6903	SC	08	S0417180	BA	LS	S	ORGA	1	S	LS.01	S								
175	6716	SC	08	S0417350	BA	ES	S	DYNA	1	S	ES.01	S								
176	6852	SC	08	S0417610	BA	LS	S	HERE	2	S	LS.03	S								
177	6853	SC	08	S0417620	BA	LS	S	HERE	2	S	LS.03	S								
178	6717	SC	08	S0417630	BA	PS	S	MATT	1	S	PS.01	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
179	6718	SC	08	S0417810	BA	PS	S	FORC	3	S	PS.03	S								
180	6719	SC	08	S0418070	BA	ES	S	DYNA	2	S	ES.03	S								
181	6892	SC	08	S0418500	R	LS	S	ORGA	1	S	LS.01	S								
182	6893	SC	08	S0418690	BA	LS	S	ORGA	1	S	LS.01	S								
183	6894	SC	08	S0418900	BA	LS	S	ORGA	1	S	LS.01	S								
184	6720	SC	08	S0419000	R	PS	S	MATT	1	S	PS.01	S								
185	6895	SC	08	S0419090	BA	LS	S	ORGA	1	S	LS.01	S								
186	6849	SC	08	S0419230	BA	LS	S	HERE	2	S	LS.03	S								
187	6850	SC	08	S0419240	BA	LS	S	HERE	2	S	LS.03	S								
188	6851	SC	08	S0419250	ST	PS	S	MATT	1	S	PS.01	S								
189	6721	SC	08	S0419720	BA	ES	S	DYNA	2	S	ES.02	S								
190	6882	SC	08	S0420160	N/A	N/A	N	N/A	N/A	N	N/A	N								Item content (molecular structure) not found in any 8th grade standard
191	6722	SC	08	S0420320	BA	LS	S	HERE	2	S	LS.03	S								
192	6723	SC	08	S0420410	BA	ES	S	DYNA	1	S	ES.01	S								
193	6724	SC	08	S0420420	R	ES	S	DYNA	2	S	ES.02	S								
194	6725	SC	08	S0420470	BA	ES	S	DYNA	2	S	ES.03	S								
195	6726	SC	08	S0420830	BA	ES	S	DYNA	2	S	ES.03	S								
196	6727	SC	08	S0420880	R	LS	S	ORGA	1	S	LS.02	S								
197	6728	SC	08	S0420910	R	ES	S	DYNA	2	S	ES.03	S								
198	6729	SC	08	S0420930	BA	PS	S	ENER	4	S	PS.06	S								
199	6730	SC	08	S0420960	BA	LS	S	DIVE	3	S	LS.04	S								
200	6731	SC	08	S0420990	BA	LS	S	ORGA	1	S	LS.01	S								
201	6732	SC	08	S0421020	BA	LS	S	HERE	2	S	LS.03	S								
202	6733	SC	08	S0421060	R	LS	S	ORGA	1	S	LS.02	S								
203	6734	SC	08	S0421710	BA	PS	S	MATT	2	S	PS.02	S								
204	6863	SC	08	S0421870	BA	LS	S	DIVE	3	S	LS.04	S								
205	6864	SC	08	S0421890	BA	LS	S	DIVE	3	S	LS.04	S								
206	6865	SC	08	S0421900	BA	LS	S	DIVE	3	S	LS.04	S								
207	6866	SC	08	S0421920	R	LS	S	DIVE	3	S	LS.04	S								
208	6874	SC	08	S0421930	BA	ES	S	DYNA	2	S	ES.02	S								
209	6875	SC	08	S0421940	BA	ES	S	DYNA	2	S	ES.02	S								
210	6876	SC	08	S0421950	BA	ES	S	DYNA	2	S	ES.02	S								
211	6877	SC	08	S0421960	BA	ES	S	DYNA	2	S	ES.02	S						ES.03	S	Item relates to both water cycle (ES.02) and identification of effects of rapid changes to Earth's surface.

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
212	6867	SC	08	S0421970	BA	LS	S	DIVE	3	S	LS.04	S								
213	6868	SC	08	S0421980	BA	LS	S	DIVE	3	S	LS.04	S								
214	6869	SC	08	S0422000	BA	LS	S	DIVE	3	S	LS.04	S								
215	6878	SC	08	S0422020	R	ES	S	DYNA	2	S	ES.02	S								
216	6896	SC	08	S0422070	R	ES	S	DYNA	2	S	ES.03	S								
217	6735	SC	08	S0422080	BA	ES	S	DYNA	2	S	ES.02	S								
218	6897	SC	08	S0422090	BA	ES	S	DYNA	2	S	ES.03	S								
219	6898	SC	08	S0422100	BA	ES	S	DYNA	2	S	ES.03	S								
220	6736	SC	08	S0422420	R	LS	S	ORGA	1	S	LS.02	S								
221	6737	SC	08	S0422440	BA	LS	S	ORGA	1	S	LS.02	S								
222	6861	SC	08	S0422450	BA	LS	S	HERE	2	S	LS.03	S								
223	6862	SC	08	S0422460	BA	LS	S	HERE	2	S	LS.03	S								
224	6738	SC	08	S0422490	R	LS	S	ORGA	1	S	LS.02	S								
225	6739	SC	08	S0422640	BA	PS	S	MATT	2	S	PS.02	S								
226	6740	SC	08	S0422650	BA	LS	S	DIVE	4	S	LS.05	S								
227	6741	SC	08	S0422760	BA	PS	S	MATT	2	S	PS.02	S								
228	6742	SC	08	S0422810	BA	PS	S	MATT	2	S	PS.02	S								
229	6743	SC	08	S0422840	BA	PS	S	ENER	4	S	PS.06	S								
230	6744	SC	08	S0423210	BA	ES	S	DYNA	2	S	ES.02	S								
231	6745	SC	08	S0423250	BA	ES	S	DYNA	2	S	ES.03	S								
232	6746	SC	08	S0423280	R	ES	S	EART	3	S	ES.04	S								
233	6747	SC	08	S0423390	R	ES	S	EART	3	S	ES.04	S								
234	6748	SC	08	S0423680	R	ES	S	DYNA	2	S	ES.03	S								
235	6900	SC	08	S0423710	R	ES	S	DYNA	2	S	ES.02	S								
236	6901	SC	08	S0423730	BA	ES	S	DYNA	2	S	ES.02	S								
237	6902	SC	08	S0423740	BA	ES	S	DYNA	2	S	ES.02	S								
238	6749	SC	08	S0423820	R	PS	S	ENER	4	S	PS.06	S								
239	6750	SC	08	S0424090	BA	LS	S	HERE	2	S	LS.03	S								
240	6751	SC	08	S0424130	BA	PS	S	MATT	1	S	PS.01	S								
241	6752	SC	08	S0424140	R	ES	S	DYNA	2	S	ES.03	S								
242	6753	SC	08	S0424240	BA	PS	S	FORC	3	S	PS.03	S								
243	6754	SC	08	S0424250	BA	PS	S	FORC	3	S	PS.04	S								
244	6755	SC	08	S0424260	R	PS	S	FORC	3	S	PS.04	S								
245	6756	SC	08	S0424280	BA	LS	S	DIVE	3	S	LS.04	S								
246	6757	SC	08	S0424300	R	ES	S	DYNA	1	S	ES.01	S								
247	6758	SC	08	S0424810	R	LS	S	ORGA	1	S	LS.02	S								
248	6759	SC	08	S0424840	BA	LS	S	HERE	2	S	LS.03	S								
249	6879	SC	08	S0424910	BA	PS	S	ENER	4	S	PS.06	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
250	6880	SC	08	S0424920	BA	PS	S	ENER	4	S	PS.05	S						PS.06	S	Must understand both various forms of energy (PS.05.01) and flow of energy transformations in a system (PS.06.01) to answer item.
251	6881	SC	08	S0424930	BA	PS	S	ENER	4	S	PS.06	S								
252	6760	SC	08	S0425100	BA	PS	S	ENER	4	S	PS.06	S								
253	6761	SC	08	S0425200	BA	PS	S	MATT	2	S	PS.02	S								
254	6762	SC	08	S0425620	BA	LS	S	DIVE	4	S	PS.05	S								
255	6763	SC	08	S0425630	R	LS	S	DIVE	3	S	LS.04	S								
256	6764	SC	08	S0425680	R	LS	S	ORGA	1	S	LS.02	S								
257	6765	SC	08	S0425690	BA	ES	S	DYNA	2	S	ES.03	S								
258	6766	SC	08	S0434730	R	PS	S	MATT	2	S	PS.02	S								
259	6767	SC	08	S0439550	BA	PS	S	MATT	2	S	PS.02	S								
260	6768	SC	08	S0500410	BA	ES	S	DYNA	2	S	ES.03	S								
261	6769	SC	08	S0500420	R	ES	S	DYNA	2	S	ES.03	S								
262	6943	SC	08	S0500490	R	LS	S	DIVE	3	S	LS.04	S								
263	6770	SC	08	S0500650	BA	LS	S	ORGA	1	S	LS.02	S								
264	6771	SC	08	S0500670	BA	LS	S	HERE	2	S	LS.03	S								
265	6772	SC	08	S0500720	R	ES	S	DYNA	2	S	ES.03	S								
266	6773	SC	08	S0500740	R	ES	S	DYNA	2	S	ES.03	S								
267	6774	SC	08	S0500750	R	ES	S	DYNA	2	S	ES.03	S								
268	6775	SC	8	S0501220	R	LS	S	ORGA	1	S	LS.02	P								Item more appropriate to 3rd grade benchmark standard, so only partial DoR to LS.02
269	6776	SC	08	S0501380	BA	PS	S	MATT	2	S	PS.02	S								
270	6777	SC	08	S0501560	BA	LS	S	HERE	2	S	LS.03	S								
271	6778	SC	08	S0501570	BA	ES	S	DYNA	1	S	ES.01	S								
272	6779	SC	08	S0502850	BA	ES	S	DYNA	2	S	ES.02	S								See Decision Rule #1.
273	6780	SC	08	S0502930	R	LS	S	DIVE	3	S	LS.04	S	ES	S	DYNA	1	S	ES.01	S	See Decision Rule #3.
274	6781	SC	08	S0502940	R	ES	S	DYNA	1	S	ES.01	S	LS	S	DIVE	3	S	LS.04	S	See Decision Rule #3.
275	6782	SC	08	S0502950	BA	LS	S	DIVE	3	S	LS.04	S								
276	6783	SC	08	S0502970	BA	LS	S	DIVE	4	S	LS.05	S								
277	6907	SC	08	S0502980	BA	LS	S	DIVE	3	S	LS.04	S								
278	6908	SC	08	S0502990	ST	LS	S	DIVE	3	S	LS.04	S								
279	6909	SC	08	S0503000	BA	LS	S	DIVE	3	S	LS.04	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
																				Superficial alignment to content of the benchmark standard.
280	6910	SC	08	S0503010	BA	LS	S	DIVE	4	S	LS.05	P								
281	6911	SC	08	S0503020	BA	LS	S	DIVE	3	S	LS.04	S								
282	6784	SC	08	S0503080	BA	ES	S	DYNA	1	S	ES.01	S								
283	6904	SC	08	S0503120	BA	LS	S	DIVE	3	S	LS.04	S								
284	6905	SC	08	S0503130	BA	LS	S	DIVE	4	S	LS.05	S								
285	6906	SC	08	S0503140	BA	LS	S	DIVE	3	S	LS.04	S								
286	6785	SC	08	S0503150	ST	LS	S	ORGA	1	S	LS.02	S								
287	6786	SC	08	S0503160	BA	LS	S	ORGA	1	S	LS.02	S								
288	6787	SC	08	S0503230	R	ES	S	DYNA	2	S	ES.02	S								
289	6788	SC	08	S0503240	BA	ES	S	DYNA	2	S	ES.02	S								
290	6789	SC	08	S0503250	R	ES	S	DYNA	2	S	ES.02	S								
291	6790	SC	08	S0503260	BA	LS	S	HERE	2	S	LS.03	S								
292	6791	SC	08	S0503610	BA	ES	S	DYNA	2	S	ES.02	S								
293	6792	SC	08	S0503660	BA	ES	S	DYNA	2	S	ES.02	S								
294	6793	SC	08	S0503680	BA	LS	S	DIVE	3	S	LS.04	S								
295	6794	SC	08	S0503690	BA	LS	S	DIVE	3	S	LS.04	S								
296	6936	SC	08	S0503910	R	LS	S	DIVE	3	S	LS.04	S								
297	6932	SC	08	S0503920	BA	PS	S	ENER	4	S	PS.05	S								
298	6937	SC	08	S0503930	BA	LS	S	DIVE	3	S	LS.04	S								
299	6933	SC	08	S0503940	BA	PS	S	FORC	3	S	PS.03	S								
300	6934	SC	08	S0503950	BA	PS	S	FORC	3	S	PS.03	S								
301	6935	SC	08	S0503960	BA	PS	S	ENER	4	S	PS.05	S								
302	6795	SC	08	S0504500	R	PS	S	FORC	3	S	PS.03	S								
303	6796	SC	08	S0504550	R	LS	S	HERE	2	S	LS.03	S								
304	6914	SC	08	S0504700	BA	PS	S	FORC	3	S	PS.04	S								
305	6915	SC	08	S0504710	BA	PS	S	FORC	3	S	PS.04	S								
306	6797	SC	08	S0504720	BA	PS	S	MATT	2	S	PS.02	S								
307	6938	SC	08	S0505290	BA	PS	S	FORC	3	S	PS.03	S								
308	6939	SC	08	S0505300	BA	PS	S	ENER	4	S	PS.05	S								
309	6940	SC	08	S0505320	BA	PS	S	FORC	3	S	PS.03	S								
310	6928	SC	08	S0505390	BA	PS	S	ENER	4	S	PS.05	S								
311	6929	SC	08	S0505400	BA	PS	S	FORC	3	S	PS.03	S								
312	6941	SC	08	S0505410	BA	PS	S	FORC	3	S	PS.03	S								
313	6942	SC	08	S0505420	BA	PS	S	FORC	3	S	PS.03	S								
314	6798	SC	08	S0505450	BA	ES	S	DYNA	2	S	ES.02	S								
315	6799	SC	08	S0505480	BA	PS	S	FORC	3	S	PS.04	S								
316	6800	SC	08	S0505490	BA	LS	S	ORGA	1	S	LS.01	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
317	6916	SC	08	S0505550	BA	PS	S	FORC	3	S	LS.03	S								
318	6801	SC	08	S0505570	R	ES	S	DYNA	2	S	ES.02	S								
319	6930	SC	08	S0506200	R	ES	S	DYNA	2	S	ES.03	S								
320	6931	SC	08	S0506210	R	ES	S	DYNA	2	S	ES.03	S								
321	6802	SC	08	S0506220	BA	ES	S	DYNA	2	S	ES.03	S	PS	S	FORC	3	S	PS.04	S	Item evokes knowledge of both gravitational force and erosion.
322	6803	SC	08	S0506230	BA	PS	S	FORC	3	S	PS.03	S								
323	6912	SC	08	S0506240	R	ES	S	DYNA	1	S	ES.01	S	LS	S	DIVE	3	S	LS.04	S	
324	6913	SC	08	S0506250	BA	ES	S	DYNA	1	S	ES.01	S								
325	6920	SC	08	S0506900	BA	ES	S	DYNA	2	S	ES.03	S								
326	6921	SC	08	S0506910	R	ES	S	DYNA	2	S	ES.03	S								See Decision Rule #3.
327	6922	SC	08	S0506920	R	ES	S	DYNA	2	S	ES.03	S								See Decision Rule #3.
328	6923	SC	08	S0506930	R	ES	S	DYNA	2	S	ES.03	S								See Decision Rule #3.
329	6804	SC	08	S0506950	ST	LS	S	HERE	2	S	LS.03	S								
330	6805	SC	08	S0506990	BA	ES	S	DYNA	2	S	ES.03	S								
331	6806	SC	08	S0507050	BA	ES	S	DYNA	2	S	ES.03	S								
332	6807	SC	08	S0507060	ST	LS	S	ORGA	1	S	LS.02	S								
333	6925	SC	08	S0507100	R	ES	S	DYNA	2	S	ES.03	S								
334	6926	SC	08	S0507110	R	ES	S	DYNA	2	S	ES.03	S								
335	6927	SC	08	S0507120	R	ES	S	DYNA	2	S	ES.03	S								
336	6924	SC	08	S0507130	R	ES	S	DYNA	2	S	ES.03	S								
337	6808	SC	08	S0507700	R	LS	S	ORGA	1	S	LS.02	S								
338	6809	SC	08	S0507750	BA	ES	S	EART	3	S	ES.04	S								
339	6810	SC	08	S0507890	BA	PS	S	MATT	1	S	PS.01	S								
340	6811	SC	08	S0507900	BA	PS	S	MATT	1	S	PS.01	S			FORC	3	S	PS.03	S	
341	6812	SC	08	S0507910	BA	PS	S	MATT	1	S	PS.01	S								
342	6813	SC	08	S0507920	BA	LS	S	ORGA	1	S	LS.01	S								
343	6814	SC	08	S0507940	R	ES	S	DYNA	2	S	ES.02	S								
344	6815	SC	08	S0508650	BA	ES	S	DYNA	1	S	ES.01	S								
345	6816	SC	08	S0515210	BA	LS	S	HERE	2	S	LS.03	S								
346	6817	SC	08	S0515250	BA	LS	S	DIVE	3	S	LS.04	S								
347	6818	SC	08	S0515280	BA	LS	S	DIVE	3	S	LS.05	S								
348	6918	SC	08	S0515530	ST	PS	S	MATT	2	S	PS.02	S				1	S	PS.01	S	
349	6919	SC	08	S0515540	BA	PS	S	MATT	2	S	PS.02	S								
350	6819	SC	08	S0515680	BA	PS	S	FORC	3	S	PS.03	S								
351	6820	SC	08	S0515790	R	LS	S	HERE	2	S	LS.03	S								
352	6821	SC	08	S0515800	R	LS	S	HERE	2	S	LS.03	S								
353	6822	SC	08	S0515820	ST	PS	S	FORC	3	S	PS.03	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
354	6823	SC	08	S0515830	BA	PS	S	MATT	1	S	PS.01	S								
355	6824	SC	08	S0515840	R	PS	S	MATT	2	S	PS.02	S								
356	6917	SC	08	S0515860	BA	PS	S	MATT	2	S	PS.02	S								
357	6825	SC	08	S0605860	BA	ES	S	DYNA	2	S	ES.03	S								
358	6826	SC	08	S0605870	BA	ES	S	DYNA	2	S	ES.03	S								
359	6827	SC	08	S0605890	BA	ES	S	DYNA	1	S	ES.01	S								
360	6828	SC	08	S0605900	BA	ES	S	DYNA	1	S	ES.01	S	LS	S	DIVE	3	S	LS.04	S	
361	6829	SC	08	S0605920	BA	ES	S	DYNA	1	S	ES.01	S	LS	S	DIVE	3	S	LS.04	S	
362	6830	SC	08	S0606020	BA	ES	S	DYNA	1	S	ES.01	S								
363	6831	SC	08	S0606260	BA	ES	S	DYNA	2	S	ES.03	S								
364	6944	SC	08	S0606390	ST	ES	S	DYNA	2	S	ES.03	S								
365	6832	SC	08	S0606430	BA	LS	S	HERE	2	S	LS.03	S								
366	6833	SC	08	S0606580	ST	LS	S	DIVE	4	S	LS.05	S								
367	6834	SC	08	S0606800	R	LS	S	HERE	2	S	LS.03	P								Item superficially aligned to content of the benchmark standard.
368	6835	SC	08	S0606810	BA	LS	S	ORGA	1	S	LS.02	S								
369	6945	SC	08	S0606900	R	LS	S	HERE	2	S	LS.03	S								
370	6946	SC	08	S0606910	R	LS	S	HERE	2	S	LS.03	S								
371	6947	SC	08	S0606920	R	LS	S	HERE	2	S	LS.03	S								
372	6836	SC	08	S0607600	BA	LS	S	HERE	2	S	LS.03	S								
373	6837	SC	08	S0607940	BA	LS	S	HERE	2	S	LS.03	S								
374																				

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
2	6948	SC	10	S0005210	R	ES	S	DYNA	2	S	ES.03	S								
3	6949	SC	10	S0005800	BA	LS	S	HERE	2	S	LS.02	S								
4	6950	SC	10	S0005821	BA	ES	S	DYNA	2	S	ES.02	S								
5	7305	SC	10	S0005890	R	LS	S	ORGA	1	S	LS.01	S								
6	7306	SC	10	S0005910	R	LS	S	ORGA	1	S	LS.01	S								
7	6951	SC	10	S0006100	R	ES	S	DYNA	2	S	ES.02	S								
8	7304	SC	10	S0006171	R	PS	S	FORC	3	S	PS.03	S								
9	7307	SC	10	S0006210	R	PS	S	MATT	1	S	PS.01	S								
10	7308	SC	10	S0006220	R	PS	S	MATT	1	S	PS.01	S								
11	6952	SC	10	S0006640	R	LS	S	ORGA	1	S	LS.01	S								
12	6953	SC	10	S0006660	BA	ES	S	DYNA	2	P	ES.02	S								
13	6954	SC	10	S0100670	R	LS	S	HERE	2	S	LS.02	S								
14	6955	SC	10	S0101830	BA	ES	S	DYNA	2	S	ES.02	S								
15	6956	SC	10	S0101850	BA	ES	S	DYNA	2	S	ES.02	S								
16	6957	SC	10	S0104720	BA	LS	S	DIVE	3	S	LS.03	S								
17	6958	SC	10	S0105340	BA	LS	S	DIVE	3	S	LS.04	S								
18	6959	SC	10	S0105430	R	LS	S	HERE	2	S	LS.02	S								
19	6960	SC	10	S0105490	R	LS	S	DIVE	3	S	LS.03	S								
20	7309	SC	10	S0107040	R	PS	S	FORC	3	S	PS.06	S								
21	7310	SC	10	S0107080	R	PS	S	ENER	4	S	PS.06	S								
22	6961	SC	10	S0107110	R	PS	S	ENER	4	S	PS.06	P								EXAMPLE OF MECHANICAL ENERGY - NO APPLICATION TO CONSERVATION OF ENERGY.
23	6962	SC	10	S0108090	R	PS	S	ENER	4	S	PS.06	S								
24	6963	SC	10	S0108700	R	PS	S	ENER	4	S	PS.05	S								
25	6964	SC	10	S0109350	R	PS	S	ENER	4	S	PS.06	S								
26	6965	SC	10	S0109460	R	LS	S	HERE	2	S	LS.04	S								
27	6966	SC	10	S0200010	BA	ES	S	DYNA	2	S	ES.03	S								
28	7311	SC	10	S0200050	R	ES	S	EART	3	S	ES.04	S								
29	6967	SC	10	S0200300	BA	PS	S	FORC	3	S	PS.03	S								
30	7312	SC	10	S0200320	BA	ES	S	DYNA	2	S	ES.02	S								DIFFERENTIAL HEATING OF EARTH, MATCHES BENCHMARK, NOT SPECIFIC CONTENT

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
31	7313	SC	10	S0200340	R	ES	S	DYNA	2	S	ES.02	S								DIFFERENTIAL HEATING OF EARTH, MATCHES BENCHMARK, NOT SPECIFIC CONTENT
32	7314	SC	10	S0200380	BA	LS	S	DIVE	3	S	LS.03	S								
33	7315	SC	10	S0200390	ST	LS	S	DIVE	3	S	LS.03	S								
34	6968	SC	10	S0200490	R	ES	S	DYNA	2	S	ES.03	S								
35	7317	SC	10	S0200530	R	PS	S	ENER	4	S	PS.06	S								
36	7318	SC	10	S0200540	R	PS	S	ENER	4	S	PS.06	S								
37	7319	SC	10	S0200550	R	PS	S	ENER	4	S	PS.06	S								
38	7320	SC	10	S0200560	R	PS	S	ENER	4	S	PS.06	S								
39	6969	SC	10	S0200581	R	PS	S	ENER	4	S	PS.06	S								
40	6970	SC	10	S0200590	R	ES	S	DYNA	2	S	ES.03	S								
41	6971	SC	10	S0200610	BA	PS	S	FORC	3	S	PS.03	S								
42	6972	SC	10	S0200620	R	PS	S	FORC	3	S	PS.03	S								
43	6973	SC	10	S0201190	R	LS	S	ORGA	1	S	LS.01	S								
44	6974	SC	10	S0201360	R	LS	S	HERE	2	P	LS.02	P								SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
45	6975	SC	10	S0201470	R	PS	S	MATT	2	S	PS.03	S								
46	6976	SC	10	S0201490	R	LS	S	HERE	2	P	LS.02	P								SINGLE TERM OF ONE PART OF BENCHMARK
47	6977	SC	10	S0201500	BA	PS	S	MATT	2	S	PS.02	S								
48	6978	SC	10	S0204010	R	PS	S	FORC	3	S	PS.03	S								
49	6979	SC	10	S0206510	BA	LS	S	DIVE	3	S	LS.03	S								
50	6980	SC	10	S0206890	BA	LS	S	DIVE	3	S	LS.03	S								
51	6981	SC	10	S0209230	R	LS	S	DIVE	3	S	LS.03	S								
52	6982	SC	10	S0210010	R	LS	S	DIVE	3	S	LS.04	P								SIMPLE IDENTIFICATION OF TERM. SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
53	6983	SC	10	S0210130	R	ES	S	DYNA	1	P	ES.01	P								SUPERFICIAL/TANGENTIAL COVERAGE OF BENCHMARK.
54	6984	SC	10	S0210211	R	PS	S	ENER	4	S	PS.05	S								
55	6985	SC	10	S0210390	R	LS	S	ORGA	1	S	LS.01	P								SUPERFICIAL ALIGNMENT TO CONTENT.
56	6986	SC	10	S0210430	R	LS	S	ORGA	1	S	LS.01	S								
57	6987	SC	10	S0210450	R	LS	S	HERE	2	S	LS.02	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
58	6988	SC	10	S0210460	R	LS	S	DIVE	3	S	LS.04	S								
59	6989	SC	10	S0210480	R	PS	S	MATT	1	S	PS.01	S								
60	6990	SC	10	S0210531	R	PS	S	MATT	1	S	PS.01	S								
61	6991	SC	10	S0210920	R	LS	S	HERE	2	S	LS.02	P								TANGENTIAL COVERAGE OF CONTENT IN BENCHMARK STANDARDS.
62	6992	SC	10	S0211300	R	ES	S	DYNA	2	S	ES.03	S								
63	6993	SC	10	S0211840	R	ES	S	DYNA	2	S	ES.03	S								
64	6994	SC	10	S0211870	R	ES	S	DYNA	2	S	ES.03	S								
65	6995	SC	10	S0211890	R	ES	S	DYNA	2	S	ES.03	S								
66	6996	SC	10	S0211910	R	PS	S	MATT	2	S	PS.02	S								
67	6997	SC	10	S0211950	R	ES	S	DYNA	1	S	ES.01	S								
68	6998	SC	10	S0211960	BA	PS	S	MATT	2	S	PS.02	S								
69	6999	SC	10	S0212040	R	LS	S	HERE	2	S	LS.02	S								
70	7000	SC	10	S0212060	R	PS	S	FORC	3	S	PS.04	S								
71	7001	SC	10	S0212070	BA	PS	S	FORC	3	S	PS.04	S								
72	7002	SC	10	S0212110	BA	PS	S	FORC	3	S	PS.03	S								
73	7003	SC	10	S0212120	R	PS	S	MATT	2	S	PS.02	S								
74	7004	SC	10	S0212140	BA	ES	S	EART	3	S	ES.04	S								
75	7005	SC	10	S0212150	R	LS	S	ORGA	1	S	LS.01	S								
76	7006	SC	10	S0212180	R	ES	S	EART	3	S	ES.04	S								
77	7007	SC	10	S0212210	R	LS	S	HERE	2	S	LS.02	S								
78	7008	SC	10	S0212220	R	ES	S	EART	3	S	LS.03	S								
79	7009	SC	10	S0212300	BA	LS	S	DIVE	3	S	LS.03	S								
80	7010	SC	10	S0212410	R	LS	S	ORGA	1	S	LS.01	S								
81	7011	SC	10	S0212430	R	LS	S	ORGA	1	S	LS.01	S								
82	7012	SC	10	S0212440	R	LS	S	ORGA	1	S	LS.01	S								
83	7013	SC	10	S0212450	BA	ES	S	DYNA	2	S	ES.03	S								
84	7014	SC	10	S0212910	R	ES	S	DYNA	2	S	ES.03	S								
85	7015	SC	10	S0212970	R	ES	S	EART	3	S	ES.04	S								
86	7016	SC	10	S0212990	R	ES	S	EART	3	S	ES.04	S								
87	7017	SC	10	S0213000	R	ES	S	EART	3	S	ES.04	S								
88	7018	SC	10	S0213020	R	LS	S	HERE	2	S	LS.02	S								
89	7019	SC	10	S0213040	R	LS	S	ORGA	1	S	LS.01	S								
90	7020	SC	10	S0213100	R	LS	S	ORGA	1	S	LS.01	S								
91	7021	SC	10	S0213200	BA	PS	S	FORC	3	S	PS.03	S								
92	7022	SC	10	S0213270	R	LS	S	ORGA	1	S	LS.01	S								
93	7023	SC	10	S0213320	BA	PS	S	FORC	3	S	PS.03	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
94	7024	SC	10	S0213350	R	PS	S	ENER	4	S	PS.05	S								
95	7025	SC	10	S0213410	R	LS	S	ORGA	1	S	LS.01	S								
96	7026	SC	10	S0214430	R	PS	S	MATT	1	S	PS.01	S								
97	7027	SC	10	S0214441	ST	PS	S	MATT	2	S	PS.02	S								
98	7028	SC	10	S0214500	R	PS	S	ENER	4	S	PS.06	S								
99	7029	SC	10	S0214550	R	ES	S	DYNA	2	S	ES.03	S								
100	7030	SC	10	S0214640	R	PS	S	MATT	2	S	PS.02	S								
101	7031	SC	10	S0214650	R	PS	S	MATT	2	S	PS.02	S								
102	7032	SC	10	S0214680	BA	LS	S	HERE	2	S	LS.02	S								
103	7033	SC	10	S0214690	R	ES	S	DYNA	2	S	ES.02	S								
104	7034	SC	10	S0214750	R	ES	S	DYNA	2	S	ES.03	S								
105	7035	SC	10	S0214770	R	ES	S	DYNA	2	S	ES.03	S								
106	7036	SC	10	S0214850	R	ES	S	DYNA	2	S	ES.03	S								
107	7037	SC	10	S0214900	BA	LS	S	DIVE	3	S	LS.03	S								
108	7038	SC	10	S0214930	R	LS	S	ORGA	1	S	LS.01	S								
109	7039	SC	10	S0214940	BA	PS	S	MATT	2	S	PS.02	S								
110	7040	SC	10	S0216630	BA	PS	S	FORC	3	S	PS.03	S								
111	7041	SC	10	S0217930	R	PS	S	MATT	2	S	PS.02	S								
112	7042	SC	10	S0217970	BA	ES	S	DYNA	2	S	ES.02	S								
113	7043	SC	10	S0217990	R	ES	S	DYNA	2	S	ES.03	S								
114	7044	SC	10	S0218000	R	PS	S	MATT	1	S	PS.01	S								
115	7045	SC	10	S0218060	R	LS	S	ORGA	1	S	LS.01	S								
116	7046	SC	10	S0218070	BA	PS	S	ENER	4	S	PS.06	S								
117	7047	SC	10	S0218080	BA	PS	S	ENER	4	S	PS.06	S								
118	7048	SC	10	S0218130	R	LS	S	ORGA	1	S	LS.01	S								
119	7049	SC	10	S0218140	R	LS	S	HERE	2	S	LS.02	S								
120	7050	SC	10	S0218150	R	LS	S	ORGA	1	S	LS.01	S								
121	7051	SC	10	S0218190	BA	ES	S	DYNA	2	S	ES.03	S								
122	7052	SC	10	S0218220	R	LS	S	ORGA	1	S	LS.01	S								
123	7053	SC	10	S0218250	R	LS	S	ORGA	1	S	LS.01	S								
124	7054	SC	10	S0218260	R	ES	S	DYNA	2	S	ES.03	S								
125	7055	SC	10	S0218270	R	ES	S	DYNA	2	S	ES.03	S								
126	7056	SC	10	S0218290	R	ES	S	DYNA	2	S	ES.02	S								
127	7057	SC	10	S0218310	R	ES	S	DYNA	2	S	ES.03	S								
128	7058	SC	10	S0218330	BA	LS	S	DIVE	3	S	LS.04	S								
129	7059	SC	10	S0218360	R	LS	S	HERE	2	S	LS.02	S								
130	7060	SC	10	S0218380	BA	ES	S	DYNA	2	S	ES.03	S								
131	7061	SC	10	S0218390	BA	ES	S	EART	3	S	ES.04	S								
132	7062	SC	10	S0218400	R	PS	S	MATT	2	S	PS.02	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
133	7063	SC	10	S0218430	BA	PS	S	MATT	2	S	PS.02	S								
134	7064	SC	10	S0218450	R	LS	S	DIVE	3	S	LS.03	S								
135	7065	SC	10	S0218470	R	LS	S	ORGA	1	S	LS.01	S								
136	7066	SC	10	S0218490	BA	LS	S	HERE	2	S	LS.02	S								
137	7067	SC	10	S0218590	R	LS	S	DIVE	3	S	LS.04	S								
138	7068	SC	10	S0218610	R	LS	S	HERE	2	S	LS.02	S								
139	7069	SC	10	S0218620	R	LS	S	HERE	2	S	LS.02	S								
140	7070	SC	10	S0218630	BA	PS	S	FORC	3	S	PS.03	S								
141	7071	SC	10	S0218640	R	PS	S	MATT	2	S	PS.02	S								
142	7072	SC	10	S0220660	R	PS	S	MATT	1	S	PS.01	S								ALIGNS TO LANGUAGE OF BENCHMARK STANDARD, BUT NOT TO SPECIFIC ELIGIBLE CONTENT.
143	7073	SC	10	S0220760	R	PS	S	MATT	1	S	PS.01	S								
144	7074	SC	10	S0220790	R	PS	S	MATT	2	S	PS.02	S								
145	7075	SC	10	S0220820	R	PS	S	MATT	2	S	PS.02	S								
146	7076	SC	10	S0220860	R	PS	S	MATT	1	S	PS.01	P								SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
147	7077	SC	10	S0220870	R	PS	S	MATT	2	S	PS.02	S								
148	7078	SC	10	S0220920	R	PS	S	MATT	2	S	PS.02	S								
149	7079	SC	10	S0220940	R	PS	S	MATT	2	S	PS.02	S								
150	7080	SC	10	S0220980	R	LS	S	ORGA	1	S	LS.01	S								
151	7081	SC	10	S0221000	R	LS	S	ORGA	1	S	LS.01	S								
152	7082	SC	10	S0221040	BA	LS	S	DIVE	3	S	LS.04	S								
153	7083	SC	10	S0221120	BA	PS	S	MATT	2	S	PS.02	S								
154	7084	SC	10	S0221200	ST	LS	S	DIVE	3	S	LS.04	S								
155	7085	SC	10	S0221310	R	LS	S	HERE	2	S	LS.02	S								
156	7086	SC	10	S0221330	R	ES	S	DYNA	2	S	ES.03	S								
157	7087	SC	10	S0221370	R	LS	S	DIVE	3	S	LS.04	P								SUPERFICIAL/TANGENTIAL COVERAGE OF BENCHMARK.
158	7088	SC	10	S0221410	R	ES	S	DYNA	2	S	ES.03	S								
159	7089	SC	10	S0221430	BA	ES	S	DYNA	2	S	ES.02	S								
160	7090	SC	10	S0221470	R	PS	S	MATT	1	S	PS.01	S								
161	7091	SC	10	S0221480	ST	PS	S	ENER	4	S	PS.05	P								SUPERFICIAL/TANGENTIAL COVERAGE OF BENCHMARK.
162	7092	SC	10	S0221530	R	PS	S	MATT	2	S	PS.02	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
163	7093	SC	10	S0221540	BA	LS	S	ORGA	1	S	LS.01	S								
164	7094	SC	10	S0221660	BA	PS	S	FORC	3	S	PS.03	S								
165	7095	SC	10	S0221740	BA	PS	S	FORC	3	S	PS.04	S								
166	7096	SC	10	S0221760	BA	PS	S	FORC	3	S	PS.04	S								
167	7097	SC	10	S0221780	R	PS	S	MATT	2	S	PS.02	S								
168	7098	SC	10	S0221790	BA	LS	S	DIVE	3	S	LS.03	S								
169	7099	SC	10	S0221820	R	PS	S	ENER	4	S	PS.05	S								
170	7100	SC	10	S0221850	R	ES	S	EART	3	S	ES.04	S								MATCHES BENCHMARK, NOT DIRECTLY TIED TO ELIGIBLE CONTENT
171	7101	SC	10	S0221900	R	LS	S	ORGA	1	S	LS.01	S								
172	7102	SC	10	S0223000	BA	LS	S	DIVE	3	S	LS.04	S								
173	7103	SC	10	S0223010	R	LS	S	DIVE	3	S	LS.04	S								
174	7104	SC	10	S0223120	R	PS	S	ENER	4	S	PS.06	S								
175	7105	SC	10	S0223220	R	PS	S	ENER	4	S	PS.06	S								
176	7106	SC	10	S0223290	R	PS	S	MATT	2	S	PS.02	S								
177	7107	SC	10	S0223320	R	LS	S	HERE	2	S	LS.02	S								
178	7108	SC	10	S0223340	R	PS	S	MATT	1	S	PS.01	S								
179	7109	SC	10	S0223360	BA	ES	S	DYNA	2	S	ES.03	S								
180	7110	SC	10	S0223860	BA	PS	S	MATT	2	S	PS.02	S								
181	7111	SC	10	S0225640	BA	LS	S	ORGA	1	S	LS.01	S								
182	7112	SC	10	S0225680	R	LS	S	ORGA	1	S	LS.01	S								
183	7113	SC	10	S0225720	BA	LS	S	ORGA	1	S	LS.01	S								
184	7114	SC	10	S0225820	R	PS	S	FORC	3	S	PS.03	P								SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
185	7115	SC	10	S0226910	R	LS	S	ORGA	1	S	LS.01	S								
186	7116	SC	10	S0226920	R	LS	S	ORGA	1	S	LS.01	S								
187	7117	SC	10	S0227070	R	ES	S	EART	3	S	ES.04	S	PS	S	FORC	3	S	PS.04	S	
188	7118	SC	10	S0227080	R	ES	S	DYNA	1	S	ES.01	S								
189	7119	SC	10	S0227090	R	LS	S	ORGA	1	S	LS.01	S								
190	7120	SC	10	S0227100	R	ES	S	DYNA	1	S	ES.01	P								SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
191	7121	SC	10	S0227390	R	ES	S	DYNA	1	S	ES.01	S								
192	7122	SC	10	S0227520	BA	ES	S	DYNA	2	S	ES.03	S								
193	7123	SC	10	S0227790	R	LS	S	HERE	2	S	LS.02	S								
194	7124	SC	10	S0228630	BA	ES	S	DYNA	2	S	ES.03	S								
195	7125	SC	10	S0228780	BA	PS	S	MATT	2	S	PS.02	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
196	7126	SC	10	S0229170	BA	LS	S	HERE	2	S	LS.02	S								
197	7127	SC	10	S0229310	R	LS	S	HERE	2	S	LS.02	S								
198	7327	SC	10	S0229480	ST	PS	S	FORC	3	S	PS.03	S								
199	7328	SC	10	S0229500	BA	PS	S	ENER	4	S	PS.05	S								
200	7325	SC	10	S0229691	R	PS	S	ENER	4	S	PS.06	P								SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
201	7326	SC	10	S0229870	R	PS	S	FORC	3	S	PS.03	S								
202	7321	SC	10	S0229880	BA	LS	S	DIVE	3	S	LS.03	S								
203	7322	SC	10	S0229890	BA	LS	S	DIVE	3	S	LS.03	S								
204	7323	SC	10	S0229900	BA	LS	S	DIVE	3	S	LS.03	S								
205	7324	SC	10	S0229910	ST	LS	S	DIVE	3	S	LS.03	S								
206	7128	SC	10	S0237960	R	PS	S	MATT	1	S	PS.01	S								
207	7129	SC	10	S0237980	R	PS	S	MATT	1	S	PS.01	S								
208	7316	SC	10	S0239001	BA	LS	S	DIVE	3	S	LS.03	S								
209	7130	SC	10	S0401690	BA	PS	S	FORC	3	S	PS.03	S								
210	7131	SC	10	S0433320	R	ES	S	DYNA	2	S	ES.02	S								
211	7132	SC	10	S0433380	R	ES	S	DYNA	2	S	ES.03	S								
212	7133	SC	10	S0433550	R	ES	S	DYNA	2	S	ES.03	S								
213	7134	SC	10	S0433580	R	PS	S	MATT	2	S	PS.02	S								
214	7135	SC	10	S0433690	R	ES	S	DYNA	2	S	ES.03	P								
215	7136	SC	10	S0433710	R	ES	S	DYNA	2	S	ES.03	S								
216	7341	SC	10	S0433750	BA	LS	S	HERE	2	S	LS.02	S								
217	7137	SC	10	S0433930	BA	PS	S	ENER	4	S	PS.05	S								
218	7138	SC	10	S0433950	R	PS	S	ENER	4	S	PS.06	P								SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
219	7351	SC	10	S0433960	BA	LS	S	HERE	2	S	LS.02	S								
220	7352	SC	10	S0434080	BA	LS	S	DIVE	3	S	LS.03	S								
221	7139	SC	10	S0434100	BA	ES	S	DYNA	2	S	ES.02	S								
222	7140	SC	10	S0434150	R	PS	S	MATT	2	S	PS.02	S								
223	7353	SC	10	S0434210	ST	LS	S	DIVE	3	S	LS.03	S								
224	7141	SC	10	S0434220	BA	PS	S	ENER	4	S	PS.06	S								
225	7142	SC	10	S0434280	R	ES	S	DYNA	2	S	ES.03	S								
226	7143	SC	10	S0434310	R	LS	S	HERE	2	S	LS.02	S								
227	7144	SC	10	S0434330	R	LS	S	DIVE	3	S	LS.04	S								
228	7145	SC	10	S0434340	BA	LS	S	DIVE	3	S	LS.04	S								
229	7146	SC	10	S0434370	R	ES	S	DYNA	2	S	ES.03	S								
230	7147	SC	10	S0434410	R	LS	S	ORGA	1	S	LS.01	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
231	7148	SC	10	S0434420	R	LS	S	ORGA	1	S	LS.01	S								
232	7149	SC	10	S0434440	R	PS	S	MATT	1	S	PS.01	S								
233	7150	SC	10	S0434490	R	LS	S	ORGA	1	S	LS.01	S								
234	7342	SC	10	S0434540	BA	LS	S	DIVE	3	S	LS.03	S								
235	7151	SC	10	S0434570	BA	PS	S	MATT	2	S	PS.02	S								
236	7152	SC	10	S0434580	R	PS	S	MATT	2	S	PS.02	S								
237	7153	SC	10	S0434590	R	LS	S	HERE	2	S	LS.02	S								
238	7154	SC	10	S0434650	R	PS	S	MATT	2	S	PS.02	S								
239	7349	SC	10	S0434660	BA	PS	S	MATT	2	S	PS.02	S								
240	7155	SC	10	S0434690	R	PS	S	MATT	1	S	PS.01	S								
241	7329	SC	10	S0435240	BA	PS	S	MATT	2	S	PS.02	S								
242	7330	SC	10	S0435260	ST	LS	S	ORGA	1	S	LS.01	S								
243	7331	SC	10	S0435280	R	LS	S	ORGA	1	S	LS.01	S								
244	7156	SC	10	S0435290	R	LS	S	ORGA	1	S	LS.01	S								
245	7338	SC	10	S0435330	R	PS	S	ENER	4	S	PS.06	S								
246	7337	SC	10	S0435340	R	PS	S	ENER	4	S	PS.05	P								SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
247	7339	SC	10	S0435380	R	PS	S	ENER	4	S	PS.06	S								
248	7157	SC	10	S0435440	R	ES	S	DYNA	2	S	ES.02	S								
249	7340	SC	10	S0435710	R	ES	S	DYNA	2	S	ES.02	P								SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
250	7158	SC	10	S0436000	R	LS	S	ORGA	1	S	LS.01	S								
251	7159	SC	10	S0436040	R	LS	S	ORGA	1	S	LS.01	S								
252	7160	SC	10	S0436050	R	LS	S	ORGA	1	S	LS.01	S								
253	7161	SC	10	S0436090	R	LS	S	ORGA	1	S	LS.01	S								
254	7162	SC	10	S0436260	R	ES	S	DYNA	1	S	ES.01	S								
255	7163	SC	10	S0436300	R	ES	S	EART	3	S	ES.04	S								
256	7164	SC	10	S0436330	R	ES	S	DYNA	2	S	ES.02	S								
257	7165	SC	10	S0436400	R	PS	S	FORC	3	S	PS.03	S								
258	7166	SC	10	S0436410	R	ES	S	DYNA	2	S	ES.03	S								
259	7167	SC	10	S0436460	R	PS	S	ENER	4	S	PS.06	S								
260	7168	SC	10	S0436470	R	ES	S	DYNA	2	S	ES.02	S								
261	7169	SC	10	S0436510	R	PS	S	MATT	1	S	PS.01	S								
262	7170	SC	10	S0436580	R	PS	S	ENER	4	S	PS.06	S								
263	7171	SC	10	S0436640	R	PS	S	ENER	4	S	PS.05	S								
264	7172	SC	10	S0436670	BA	ES	S	DYNA	2	S	ES.02	S								
265	7173	SC	10	S0436680	R	ES	S	DYNA	2	S	ES.03	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
266	7174	SC	10	S0436760	BA	PS	S	ENER	4	S	PS.06	S								
267	7175	SC	10	S0436830	R	LS	S	ORGA	1	S	LS.01	S								
268	7176	SC	10	S0436880	BA	LS	S	HERE	2	S	LS.02	S								
269	7177	SC	10	S0437210	R	LS	S	HERE	2	S	LS.02	S								
270	7178	SC	10	S0437290	R	LS	S	HERE	2	S	LS.02	S								
271	7354	SC	10	S0437320	BA	PS	S	ENER	4	S	PS.06	S								
272	7355	SC	10	S0437330	R	PS	S	MATT	2	S	PS.02	S								
273	7356	SC	10	S0437350	R	PS	S	MATT	2	S	PS.02	S								
274	7179	SC	10	S0437540	R	ES	S	DYNA	2	S	ES.02	S								
275	7180	SC	10	S0437640	R	PS	S	MATT	2	S	PS.02	S								ALIGNS TO LANGUAGE OF BENCHMARK STANDARD, BUT NOT TO SPECIFIC ELIGIBLE CONTENT.
276	7343	SC	10	S0437720	R	LS	S	HERE	2	S	LS.02	S								
277	7350	SC	10	S0437780	BA	ES	S	DYNA	2	S	ES.03	S								
278	7181	SC	10	S0438590	R	ES	S	DYNA	2	S	ES.03	S								
279	7182	SC	10	S0438730	R	ES	S	DYNA	2	S	ES.03	S								
280	7183	SC	10	S0438760	BA	LS	S	HERE	2	S	LS.02	S								
281	7332	SC	10	S0439250	R	LS	S	HERE	2	S	LS.02	S								
282	7333	SC	10	S0439260	R	LS	S	HERE	2	S	LS.02	S								
283	7334	SC	10	S0439270	R	LS	S	HERE	2	S	LS.02	S								
284	7184	SC	10	S0439360	BA	LS	S	ORGA	1	S	LS.01	S								
285	7185	SC	10	S0439480	R	PS	S	ENER	4	S	PS.06	S								
286	7186	SC	10	S0439740	R	PS	S	MATT	2	S	PS.02	S								
287	7187	SC	10	S0439770	BA	LS	S	DIVE	3	S	LS.03	S								
288	7188	SC	10	S0440010	R	PS	S	MATT	1	S	PS.01	S								
289	7335	SC	10	S0440070	R	PS	S	ENER	4	S	PS.05	P								SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
290	7336	SC	10	S0440110	R	PS	S	ENER	4	S	PS.05	P								SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
291	7189	SC	10	S0440120	R	ES	S	DYNA	2	S	ES.03	S								
292	7190	SC	10	S0440260	R	LS	S	HERE	2	S	LS.02	S								
293	7191	SC	10	S0440270	R	LS	S	HERE	2	S	LS.02	S								
294	7192	SC	10	S0440350	R	ES	S	DYNA	2	S	ES.02	S								
295	7193	SC	10	S0440360	R	ES	S	DYNA	2	S	ES.02	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
																				SUPERFICIAL COVERAGE OF BENCHMARK STANDARD.
296	7344	SC	10	S0440450	BA	LS	S	DIVE	3	S	LS.04	P								
297	7345	SC	10	S0440460	BA	LS	S	DIVE	3	S	LS.04	S								
298	7346	SC	10	S0440470	BA	LS	S	DIVE	3	S	LS.04	S								
299	7194	SC	10	S0440490	R	ES	S	DYNA	2	S	ES.02	S								
300	7195	SC	10	S0440500	BA	ES	S	DYNA	2	S	ES.02	S								
301	7348	SC	10	S0440510	BA	LS	S	DIVE	3	S	LS.04	S								
302	7196	SC	10	S0440530	BA	ES	S	DYNA	2	S	ES.03	S								
303	7197	SC	10	S0440560	R	PS	S	MATT	2	S	PS.02	S								
304	7198	SC	10	S0440580	R	PS	S	MATT	2	S	PS.02	S								
305	7199	SC	10	S0440660	R	ES	S	DYNA	2	S	ES.03	S								
306	7200	SC	10	S0440750	BA	PS	S	MATT	2	S	PS.02	S								
307	7201	SC	10	S0441120	BA	ES	S	DYNA	2	S	ES.02	S								
308	7202	SC	10	S0441320	R	ES	S	EART	3	S	ES.04	S	PS	S	FORC	3	S	PS.04	S	
309	7347	SC	10	S0441610	BA	LS	S	DIVE	3	S	LS.03	S								
310	7203	SC	10	S0441620	R	PS	S	FORC	3	S	PS.03	S								
311	7204	SC	10	S0441760	R	ES	S	EART	3	S	ES.04	S								
312	7205	SC	10	S0442410	R	ES	S	EART	3	S	ES.04	S	PS	S	FORC	3	S	PS.04	S	
313	7206	SC	10	S0442490	R	LS	S	ORGA	1	S	LS.01	S								
314	7207	SC	10	S0442530	R	ES	S	DYNA	2	S	ES.02	S								
315	7357	SC	10	S0442630	BA	LS	S	DIVE	3	S	LS.04	S								
316	7358	SC	10	S0442650	BA	LS	S	DIVE	3	S	LS.04	S								
317	7359	SC	10	S0442660	BA	LS	S	DIVE	3	S	LS.04	S								
318	7360	SC	10	S0442670	R	LS	S	DIVE	3	S	LS.04	S								
319	7208	SC	10	S0443210	BA	LS	S	DIVE	3	S	LS.04	S								
320	7209	SC	10	S0500010	R	ES	S	EART	3	S	ES.04	S	PS	S	FORC	3	S	PS.04	S	
321	7210	SC	10	S0500050	BA	LS	S	DIVE	3	S	LS.04	S								
322	7211	SC	10	S0500060	R	LS	S	DIVE	3	S	LS.04	S								
323	7212	SC	10	S0500070	R	PS	S	ENER	4	S	PS.06	S								
324	7213	SC	10	S0500080	R	PS	S	ENER	4	S	PS.06	S								
325	7214	SC	10	S0500090	BA	LS	S	DIVE	3	S	LS.03	S	PS	S	ENER	4	S	PS.06	S	
326	7215	SC	10	S0500100	BA	LS	S	DIVE	3	S	LS.03	S								
327	7216	SC	10	S0500110	BA	LS	S	DIVE	3	S	LS.04	S								
328	7217	SC	10	S0500130	R	LS	S	HERE	2	S	LS.02	S								
329	7218	SC	10	S0500160	R	LS	S	ORGA	1	S	LS.01	S								
330	7219	SC	10	S0500170	R	PS	S	MATT	1	S	PS.01	S								
331	7220	SC	10	S0500200	R	LS	S	ORGA	1	S	LS.01	S								
332	7400	SC	10	S0500220	R	ES	S	DYNA	2	S	ES.03	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
333	7221	SC	10	S0500230	BA	ES	S	DYNA	1	S	ES.01	S								
334	7222	SC	10	S0500240	R	PS	S	MATT	1	S	PS.01	S								
335	7223	SC	10	S0500260	R	LS	S	ORGA	1	S	LS.01	S								
336	7224	SC	10	S0500270	BA	LS	S	HERE	2	S	LS.02	S								
337	7225	SC	10	S0500300	R	PS	S	ENER	4	S	PS.06	S								
338	7226	SC	10	S0500310	R	ES	S	DYNA	2	S	ES.03	S								
339	7227	SC	10	S0500330	R	PS	S	FORC	3	S	PS.03	S								
340	7228	SC	10	S0500340	R	PS	S	FORC	3	S	PS.03	S								
341	7229	SC	10	S0500370	R	LS	S	ORGA	1	S	LS.01	S								
342	7230	SC	10	S0500390	BA	ES	S	DYNA	2	S	ES.02	S								
343	7397	SC	10	S0500400	R	PS	S	MATT	2	S	PS.02	S								
344	7231	SC	10	S0500810	R	LS	S	HERE	2	S	LS.02	S								
345	7362	SC	10	S0500820	R	LS	S	DIVE	3	S	LS.03	S								
346	7363	SC	10	S0500830	BA	LS	S	DIVE	3	S	LS.03	S								
347	7364	SC	10	S0500840	R	LS	S	DIVE	3	S	LS.03	S								
348	7232	SC	10	S0500850	R	ES	S	EART	3	S	ES.03	S								
349	7233	SC	10	S0500860	R	LS	S	ORGA	1	S	LS.01	S								
350	7234	SC	10	S0500870	R	LS	S	ORGA	1	S	LS.01	S								
351	7388	SC	10	S0508430	BA	ES	S	DYNA	2	S	ES.03	S								
352	7235	SC	10	S0508440	BA	LS	S	DIVE	3	S	LS.04	S								
353	7236	SC	10	S0508450	R	LS	S	DIVE	3	S	LS.04	S								
354	7237	SC	10	S0508460	BA	LS	S	ORGA	1	S	LS.01	S								
355	7238	SC	10	S0508470	BA	LS	S	HERE	2	S	LS.02	S								
356	7398	SC	10	S0508480	R	LS	S	ORGA	1	S	LS.01	S								
357	7399	SC	10	S0508490	BA	LS	S	HERE	2	S	LS.02	S								
358	7239	SC	10	S0508540	R	PS	S	MATT	1	S	PS.01	S								
359	7240	SC	10	S0508560	R	LS	S	ORGA	1	S	LS.01	S								
360	7241	SC	10	S0508570	R	LS	S	ORGA	1	S	LS.01	S								
361	7242	SC	10	S0509230	BA	ES	S	DYNA	2	S	ES.02	S								
362	7243	SC	10	S0509240	R	PS	S	MATT	1	S	PS.01	S								
363	7389	SC	10	S0509260	BA	PS	S	ENER	4	S	PS.05	S								
364	7390	SC	10	S0509270	BA	PS	S	ENER	4	S	PS.05	S								
365	7391	SC	10	S0509380	BA	ES	S	EART	3	S	ES.04	S	PS	S	FORC	3	S	PS.04	S	
366	7392	SC	10	S0509390	R	ES	S	EART	3	S	ES.04	S								
367	7393	SC	10	S0509400	BA	PS	S	ENER	4	S	PS.06	S								
368	7394	SC	10	S0509420	BA	PS	S	FORC	3	S	PS.03	S								
369	7395	SC	10	S0509430	BA	PS	S	MATT	2	S	PS.02	S								
370	7396	SC	10	S0509440	R	PS	S	MATT	2	S	PS.02	S								
371	7244	SC	10	S0509460	BA	PS	S	MATT	2	S	PS.02	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
372	7361	SC	10	S0509500	BA	PS	S	FORC	3	S	PS.03	S								
373	7365	SC	10	S0509520	BA	PS	S	FORC	3	S	PS.03	S								
374	7366	SC	10	S0509530	R	PS	S	FORC	3	S	PS.04	S								
375	7245	SC	10	S0509550	R	PS	S	FORC	3	S	PS.04	S								
376	7246	SC	10	S0509560	R	PS	S	ENER	4	S	PS.05	S								
377	7247	SC	10	S0509600	BA	PS	S	FORC	3	S	PS.04	S								
378	7248	SC	10	S0510020	R	ES	S	DYNA	2	S	ES.02	P								ITEM ALIGNS TO GRADE 8 STANDARD AND BENCHMARK 3. BELOW GRADE LEVEL.
379	7249	SC	10	S0510040	R	PS	S	ENER	4	S	PS.05	S								
380	7250	SC	10	S0510050	R	ES	S	DYNA	2	S	ES.02	S								
381	7251	SC	10	S0510060	R	PS	S	ENER	4	S	PS.05	S								
382	7252	SC	10	S0510070	R	PS	S	MATT	1	S	PS.01	S								
383	7253	SC	10	S0510080	R	PS	S	MATT	1	S	PS.01	S								
384	7254	SC	10	S0510100	R	LS	S	HERE	2	S	LS.02	S								
385	7255	SC	10	S0510120	R	LS	S	DIVE	3	S	LS.04	S								
386	7256	SC	10	S0510130	R	LS	S	DIVE	3	S	LS.04	S								
387	7257	SC	10	S0510140	R	LS	S	DIVE	3	S	LS.04	S								
388	7258	SC	10	S0510150	R	LS	S	DIVE	3	S	LS.04	S								
389	7259	SC	10	S0510160	R	LS	S	HERE	2	S	LS.02	S								
390	7260	SC	10	S0510180	R	PS	S	ENER	4	S	PS.06	S								
391	7261	SC	10	S0510210	R	PS	S	ENER	4	S	PS.06	S								
392	7262	SC	10	S0510220	R	ES	S	DYNA	1	S	ES.01	S								
393	7263	SC	10	S0510230	R	ES	S	DYNA	1	S	ES.01	S								
394	7264	SC	10	S0510240	R	ES	S	DYNA	1	S	ES.01	S								
395	7265	SC	10	S0510260	R	ES	S	DYNA	2	S	ES.02	S								
396	7266	SC	10	S0510280	BA	PS	S	MATT	1	S	PS.01	S								
397	7267	SC	10	S0510310	R	LS	S	ORGA	1	S	LS.01	S								
398	7268	SC	10	S0510360	R	LS	S	ORGA	1	S	LS.01	S								
399	7269	SC	10	S0510370	BA	LS	S	DIVE	3	S	LS.04	S								
400	7270	SC	10	S0510400	R	ES	S	DYNA	2	S	ES.02	S								
401	7367	SC	10	S0510810	R	ES	S	DYNA	2	S	ES.02	S								
402	7368	SC	10	S0510820	R	ES	S	DYNA	2	S	ES.02	S								
403	7369	SC	10	S0510830	R	ES	S	DYNA	2	S	ES.02	S								
404	7370	SC	10	S0510840	R	ES	S	DYNA	2	S	ES.02	S								
405	7271	SC	10	S0510850	R	PS	S	MATT	1	S	PS.01	S								
406	7272	SC	10	S0510860	R	PS	S	MATT	1	S	PS.01	S								
407	7273	SC	10	S0510870	R	LS	S	ORGA	1	S	LS.01	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
408	7274	SC	10	S0510910	R	LS	S	ORGA	1	S	LS.01	S								
409	7275	SC	10	S0510920	R	LS	S	ORGA	1	S	LS.01	S								
410	7276	SC	10	S0510970	BA	LS	S	ORGA	1	S	LS.01	S								
411	7371	SC	10	S0511000	R	LS	S	ORGA	1	S	LS.01	S								
412	7372	SC	10	S0511010	R	LS	S	ORGA	1	S	LS.01	S								
413	7373	SC	10	S0511040	R	LS	S	ORGA	1	S	LS.01	S								
414	7374	SC	10	S0511060	R	LS	S	ORGA	1	S	LS.01	S								
415	7375	SC	10	S0511070	R	LS	S	ORGA	1	S	LS.01	S								
416	7376	SC	10	S0511080	R	LS	S	HERE	2	S	LS.02	S								
417	7377	SC	10	S0511090	R	LS	S	HERE	2	S	LS.02	S								
418	7378	SC	10	S0511110	R	LS	S	HERE	2	S	LS.02	S								
419	7277	SC	10	S0511120	R	LS	S	HERE	2	S	LS.02	S								
420	7278	SC	10	S0511130	R	LS	S	HERE	2	S	LS.02	S								
421	7279	SC	10	S0511610	R	LS	S	HERE	2	S	LS.02	S								
422	7280	SC	10	S0511620	R	ES	S	DYNA	2	S	ES.03	S								

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**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
423	7281	SC	10	S0511690	R	ES	S	EART	3	S	ES.04	S	PS	S	ENER	4	S	PS.04	S	
424	7282	SC	10	S0511700	R	ES	S	EART	3	S	ES.04	S								
425	7283	SC	10	S0511720	BA	ES	S	DYNA	1	S	ES.01	S								
426	7379	SC	10	S0511730	BA	ES	S	EART	3	S	ES.04	S								
427	7380	SC	10	S0511740	R	PS	S	FORC	3	S	PS.04	S	ES	S	EART	3	S	ES.04	S	
428	7381	SC	10	S0511750	R	ES	S	DYNA	2	S	ES.03	S								
429	7382	SC	10	S0511760	BA	ES	S	DYNA	2	S	ES.02	S								
430	7284	SC	10	S0511780	R	ES	S	DYNA	2	S	ES.03	S								
431	7383	SC	10	S0511820	BA	PS	S	ENER	4	S	PS.05	S								
432	7384	SC	10	S0511830	R	PS	S	ENER	4	S	PS.05	S								
433	7385	SC	10	S0511840	R	PS	S	ENER	4	S	PS.05	S								
434	7386	SC	10	S0511850	BA	PS	S	ENER	4	S	PS.05	S								
435	7387	SC	10	S0511860	R	PS	S	ENER	4	S	PS.05	S								
436	7285	SC	10	S0512420	R	ES	S	DYNA	2	S	ES.03	S								
437	7286	SC	10	S0512460	R	PS	S	MATT	1	S	PS.01	S								
438	7287	SC	10	S0512500	BA	ES	S	EART	3	S	ES.04	S								
439	7288	SC	10	S0512540	BA	ES	S	DYNA	2	S	ES.03	S								
440	7289	SC	10	S0512560	R	LS	S	ORGA	1	S	LS.01	S								
441	7290	SC	10	S0512570	R	PS	S	MATT	1	S	PS.01	S								
442	7291	SC	10	S0512580	BA	PS	S	FORC	3	S	PS.03	S								
443	7292	SC	10	S0512600	R	LS	S	ORGA	1	S	LS.01	S								
444	7293	SC	10	S0512630	BA	LS	S	DIVE	3	S	LS.04	S								
445	7294	SC	10	S0512650	BA	PS	S	ENER	4	S	PS.05	S								
446	7295	SC	10	S0512660	BA	ES	S	DYNA	2	S	ES.02	S								
447	7296	SC	10	S0512670	BA	PS	S	FORC	3	S	PS.03	S								
448	7297	SC	10	S0512680	BA	PS	S	FORC	3	S	PS.03	S								
449	7401	SC	10	S0512730	R	ES	S	DYNA	2	S	ES.03	S								
450	7298	SC	10	S0512740	R	ES	S	DYNA	2	S	ES.03	S								
451	7299	SC	10	S0512750	BA	PS	S	ENER	4	S	PS.06	S								
452	7300	SC	10	S0514810	BA	ES	S	DYNA	1	S	ES.01	S								
453	7402	SC	10	S0602240	R	PS	S	ENER	4	S	PS.05	S								
454	7403	SC	10	S0604470	R	ES	S	DYNA	2	S	ES.03	S								
455	7404	SC	10	S9802500	R	ES	S	DYNA	2	S	ES.03	S								
456	7301	SC	10	S9906530	R	ES	S	DYNA	2	S	ES.02	S								
457	7302	SC	10	S9906540	R	ES	S	DYNA	2	S	ES.02	S								
458	7303	SC	10	S9906890	BA	LS	S	DIVE	3	S	ES.03	S								

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ID	Subject	Grade	Item ID	DoK*	First Strand	First Strand- DoR**	First CCG	First Standard	First Standard- DoR**	First Benchmark	First Benchmark- DoR**	Second Strand	Second Strand- DoR**	Second CCG	Second Standard	Second Standard- DoR**	Second Benchmark	Second Benchmark- DoR**	Comments
459	7405	SC	10	S9906990	R	ES	S	DYNA	2	S	ES.02	P								ITEM ALIGNS TO GRADE 8 STANDARD AND BENCHMARK 3. BELOW GRADE LEVEL.

*Depth of Knowledge (DoK): R-Recall; BA-Basic Application; ST-Strategic Thinking; ET-Extended Thinking

**Degree of Relationship (DoR): S-Strong; P-Partial; N-No Relationship

Subject: Science**Adopted:** April 2001**Accountability:** Student accountability on statewide assessments for these standards began in 2002-03.

Subject Name	Strand Name	CCG Name	Content Standard Name	Third Grade	Fifth Grade	Eighth Grade	CIM
Science	Physical Science	Matter: Understand structure and properties of matter.	Understand structure and properties of matter.	SC.03.PS.01 Describe objects according to their physical properties.	SC.05.PS.01 Identify substances as they exist in different states of matter.	SC.08.PS.01 Compare properties of specific substances.	SC.CM.PS.01 Describe properties of elements and their relationship to the periodic table.
Science	Physical Science	Matter: Understand structure and properties of matter.	Understand structure and properties of matter.		SC.05.PS.01.01 Distinguish among solids, liquids, and gases.	SC.08.PS.01.01 <i>Describe how to measure characteristic properties including boiling and melting points, solubility, and density.</i>	SC.CM.PS.01.01 <i>Explain atoms and their base components (protons, neutrons, and electrons) as a basis for all matter.</i>
Science	Physical Science	Matter: Understand structure and properties of matter.	Understand structure and properties of matter.		SC.05.PS.01.02 Identify unique properties of each state of matter.	SC.08.PS.01.02 Recognize that substances may be grouped by their physical properties.	SC.CM.PS.01.02 Read and interpret the periodic table, recognizing the relationship of the chemical and physical properties of the elements to their position on the periodic table.
Science	Physical Science	Matter: Understand structure and properties of matter.	Understand structure and properties of matter.			SC.08.PS.01.03 Use the concept of density to evaluate which objects will float or sink in water.	SC.CM.PS.01.03 Recognize that the historical development of atomic theory demonstrates how scientific knowledge changes over time, and how those changes have had an impact on society.
Science	Physical Science	Matter: Understand chemical and physical changes.	Describe and analyze chemical and physical changes.	SC.03.PS.02 Describe changes that occur in matter.	SC.05.PS.02 Describe the ability of matter to change state by heating and cooling.	SC.08.PS.02 Compare physical and chemical changes.	SC.CM.PS.02 Analyze the effects of various factors on physical changes and chemical reactions.
Science	Physical Science	Matter: Understand chemical and physical changes.	Describe and analyze chemical and physical changes.		SC.05.PS.02.01 Recognize that heating and cooling cause changes in states of matter.	SC.08.PS.02.01 Distinguish between examples of chemical changes and physical changes.	SC.CM.PS.02.01 Describe how transformations among solids, liquids, and gases occur (change of state).
Science	Physical Science	Matter: Understand chemical and physical changes.	Describe and analyze chemical and physical changes.		SC.05.PS.02.02 Identify changes in states of matter seen in the environment.	SC.08.PS.02.02 Describe processes that will separate the components of physical mixtures.	SC.CM.PS.02.02 Identify factors that can influence change of state, including temperature, pressure, and concentration.

Subject Name	Strand Name	CCG Name	Content Standard Name	Third Grade	Fifth Grade	Eighth Grade	CIM
Science	Physical Science	Matter: Understand chemical and physical changes.	Describe and analyze chemical and physical changes.			SC.08.PS.02.03 <i>Describe events that accompany chemical changes, but not physical changes.</i>	SC.CM.PS.02.03 <i>Describe chemical reactions in terms of reactants and products.</i>
Science	Physical Science	Matter: Understand chemical and physical changes.	Describe and analyze chemical and physical changes.			SC.08.PS.02.04 <i>Explain how our understanding of the nature of matter and chemical reactions has changed over time.</i>	SC.CM.PS.02.04 <i>Describe the factors that affect the rate of chemical reactions.</i>
Science	Physical Science	Matter: Understand chemical and physical changes.	Describe and analyze chemical and physical changes.				SC.CM.PS.02.05 <i>Recognize examples that show when substances combine or break apart in a chemical reaction, the total mass remains the same (conservation of mass).</i>
Science	Physical Science	Force: Understand fundamental forces, their forms, and their effects on motion.	Describe fundamental forces and the motions resulting from them.	SC.03.PS.03 Describe an object's position and how to affect its movement.	SC.05.PS.03 Describe and compare the motion of objects.	SC.08.PS.03 Explain interactions between force and matter and relationships among force, mass, and motion.	SC.CM.PS.03 Describe and explain the effects of multiple forces acting on an object.
Science	Physical Science	Force: Understand fundamental forces, their forms, and their effects on motion.	Describe fundamental forces and the motions resulting from them.		SC.05.PS.03.01 <i>Recognize and describe the motion of an object in terms of one or more forces acting on it.</i>	SC.08.PS.03.01 <i>Recognize and describe the motion of an object based on its mass and the force exerted on it.</i>	SC.CM.PS.03.01 <i>Understand and apply the relationship $F=ma$ in situations in which one force acts on an object.</i>
Science	Physical Science	Force: Understand fundamental forces, their forms, and their effects on motion.	Describe fundamental forces and the motions resulting from them.		SC.05.PS.04 Identify examples of magnetism and gravity exerting force on an object.	SC.08.PS.03.02 <i>Predict the change in direction or speed of an object by changing the forces acting on it.</i>	SC.CM.PS.03.02 <i>Recognize that equal and opposite forces occur when one object exerts a force on another.</i>
Science	Physical Science	Force: Understand fundamental forces, their forms, and their effects on motion.	Describe fundamental forces and the motions resulting from them.		SC.05.PS.04.01 <i>Recognize that magnets attract and repel each other and other materials.</i>	SC.08.PS.03.03 <i>Explain inertia.</i>	SC.CM.PS.03.03 <i>Describe the forces acting on an object, based on the motion of that object.</i>
Science	Physical Science	Force: Understand fundamental forces, their forms, and their effects on motion.	Describe fundamental forces and the motions resulting from them.		SC.05.PS.04.02 <i>Recognize that things on or near Earth are pulled toward it by Earth's gravity.</i>	SC.08.PS.04 Recognize that every object exerts gravitational force on every other object.	SC.CM.PS.04 Recognize that gravity is a universal force.
Science	Physical Science	Force: Understand fundamental forces, their forms, and their effects on motion.	Describe fundamental forces and the motions resulting from them.			SC.08.PS.04.01 <i>Describe the effect of gravitational force on objects at the Earth's surface.</i>	SC.CM.PS.04.01 <i>Describe the relationship of mass and distance to gravitational force.</i>

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Subject Name	Strand Name	CCG Name	Content Standard Name	Third Grade	Fifth Grade	Eighth Grade	CIM
Science	Physical Science	Energy: Understand energy, its transformations, and interactions with matter.	Explain and analyze the interaction of energy and matter.	SC.03.PS.04 Identify common types and uses of energy.	SC.05.PS.05 Identify forms of various types of energy and their effects on matter.	SC.08.PS.05 Compare forms and behaviors of various types of energy.	SC.CM.PS.05 Describe differences and similarities between kinds of waves, including sound, seismic, and electromagnetic, as a means of transmitting energy.
Science	Physical Science	Energy: Understand energy, its transformations, and interactions with matter.	Explain and analyze the interaction of energy and matter.		SC.05.PS.05.01 <i>Identify various forms of energy including heat, light, sound, and electricity.</i>	SC.08.PS.05.01 <i>Distinguish between the forms of energy including heat, chemical, mechanical, and gravitational potential energy.</i>	SC.CM.PS.05.01 <i>Recognize that waves of all kinds have energy that can be transferred when the waves interact with matter.</i>
Science	Physical Science	Energy: Understand energy, its transformations, and interactions with matter.	Explain and analyze the interaction of energy and matter.		SC.05.PS.06 Describe examples of energy transfer.	SC.08.PS.06 Describe and explain various energy transfers and resulting transformations.	SC.CM.PS.05.02 <i>Apply the concepts of frequency, wavelength, amplitude, and energy to electromagnetic and mechanical waves.</i>
Science	Physical Science	Energy: Understand energy, its transformations, and interactions with matter.	Explain and analyze the interaction of energy and matter.		SC.05.PS.06.01 <i>Identify the direction of heat transfer on a diagram showing objects at different temperatures.</i>	SC.08.PS.06.01 <i>Trace the flow of energy transformations in a system.</i>	SC.CM.PS.06 Describe and analyze examples of conservation of energy.
Science	Physical Science	Energy: Understand energy, its transformations, and interactions with matter.	Explain and analyze the interaction of energy and matter.		SC.05.PS.06.02 <i>Identify ways to produce heat including light, burning, electricity, friction, and as a by-product of mechanical and electrical machines.</i>	SC.08.PS.06.02 <i>Explain the principle that energy is conserved, neither created nor destroyed.</i>	SC.CM.PS.06.01 <i>Recognize that heat energy is a by-product of most energy transformations.</i>
Science	Physical Science	Energy: Understand energy, its transformations, and interactions with matter.	Explain and analyze the interaction of energy and matter.		SC.05.PS.06.03 <i>Identify examples of energy transfer in the environment.</i>	SC.08.PS.06.03 <i>Identify how technological advances have changed humankind's use of energy.</i>	SC.CM.PS.06.02 <i>Describe ways in which energy can be transferred, including chemical reactions, nuclear reactions, and light waves.</i>
Science	Physical Science	Energy: Understand energy, its transformations, and interactions with matter.	Explain and analyze the interaction of energy and matter.				SC.CM.PS.06.03 <i>Explain the difference between potential and kinetic energy.</i>
Science	Physical Science	Energy: Understand energy, its transformations, and interactions with matter.	Explain and analyze the interaction of energy and matter.				SC.CM.PS.06.04 <i>Analyze the flow of energy through a system by applying the law of conservation of energy.</i>

Subject Name	Strand Name	CCG Name	Content Standard Name	Third Grade	Fifth Grade	Eighth Grade	CIM
Science	Life Science	Organisms: Understand the characteristics, structure, and functions of organisms.	Describe the characteristics, structure, and functions of organisms.	SC.03.LS.01 Recognize characteristics that are similar and different between organisms.	SC.05.LS.01 Group or classify organisms based on a variety of characteristics.	SC.08.LS.01 Describe and explain the relationship and interaction of organ systems.	SC.CM.LS.01 Describe, explain, and compare the structure and functions of cells in organisms.
Science	Life Science	Organisms: Understand the characteristics, structure, and functions of organisms.	Describe the characteristics, structure, and functions of organisms.	SC.03.LS.02 Describe the basic needs of living things.	SC.05.LS.01.01 <i>Classify a variety of living things into groups using various characteristics.</i>	SC.08.LS.01.01 <i>Identify organ systems at work during a particular activity and describe their effect on each other.</i>	SC.CM.LS.01.01 <i>Describe how biological systems can maintain equilibrium (homeostasis).</i>
Science	Life Science	Organisms: Understand the characteristics, structure, and functions of organisms.	Describe the characteristics, structure, and functions of organisms.		SC.05.LS.02 Describe the function of organ systems.	SC.08.LS.02 Describe and explain the structure and functions of an organism in terms of cells, tissues, and organs.	SC.CM.LS.01.02 <i>Identify unique structures in cells from plants, animals, and prokaryotes.</i>
Science	Life Science	Organisms: Understand the characteristics, structure, and functions of organisms.	Describe the characteristics, structure, and functions of organisms.		SC.05.LS.02.01 <i>Classify organs by the system to which they belong.</i>	SC.08.LS.02.01 <i>Identify differences and similarities between plant and animal cells.</i>	SC.CM.LS.01.03 <i>Identify cell organelles and state how their activities contribute to a particular type of cell carrying out its functions.</i>
Science	Life Science	Organisms: Understand the characteristics, structure, and functions of organisms.	Describe the characteristics, structure, and functions of organisms.		SC.05.LS.03 Describe basic plant and animal structures and their functions.	SC.08.LS.02.02 <i>Recognize how structural differences among organisms at the cellular, tissue, and organ level are related to their habitat and life requirements.</i>	SC.CM.LS.01.04 <i>Explain the role of the cell membrane in cell transport.</i>
Science	Life Science	Organisms: Understand the characteristics, structure, and functions of organisms.	Describe the characteristics, structure, and functions of organisms.		SC.05.LS.03.01 <i>Associate specific structures with their functions in the survival of the organism.</i>	SC.08.LS.02.03 <i>Identify photosynthesis as the process by which plants use the energy from light to make sugars out of carbon dioxide and water, and that this food can be used immediately for fuel or materials or it may be stored for later use.</i>	SC.CM.LS.01.05 <i>Distinguish between active and passive transport, including diffusion and osmosis, explaining the mechanics of each.</i>
Science	Life Science	Organisms: Understand the characteristics, structure, and functions of organisms.	Describe the characteristics, structure, and functions of organisms.			SC.08.LS.02.04 <i>Explain how our understanding of cells and microbes has changed over time.</i>	SC.CM.LS.01.06 <i>Describe photosynthesis as a chemical process and part of the carbon cycle.</i>

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Subject Name	Strand Name	CCG Name	Content Standard Name	Third Grade	Fifth Grade	Eighth Grade	CIM
Science	Life Science	Organisms: Understand the characteristics, structure, and functions of organisms.	Describe the characteristics, structure, and functions of organisms.				SC.CM.LS.01.07 <i>Explain how the development of tools and technology, including microscopes, has aided in the understanding of cells and microbes.</i>
Science	Life Science	Heredity: Understand the transmission of traits in living things.	Understand the transmission of traits in living things.	SC.03.LS.03 Describe how related plants and animals have similar characteristics.	SC.05.LS.04 Describe the life cycle of an organism.	SC.08.LS.03 Describe how the traits of an organism are passed from generation to generation.	SC.CM.LS.02 Explain laws of heredity and their relationship to the structure and function of DNA.
Science	Life Science	Heredity: Understand the transmission of traits in living things.	Understand the transmission of traits in living things.		SC.05.LS.04.01 <i>Describe the life cycle of common organisms.</i>	SC.08.LS.03.01 <i>Distinguish between asexual and sexual reproduction.</i>	SC.CM.LS.02.01 <i>Describe the structure of DNA and the way that DNA functions to control protein synthesis.</i>
Science	Life Science	Heredity: Understand the transmission of traits in living things.	Understand the transmission of traits in living things.		SC.05.LS.04.02 <i>Recognize that organisms are produced by living organisms of similar kind, and do not appear spontaneously from inanimate materials.</i>	SC.08.LS.03.02 <i>Identify traits inherited through genes and those resulting from interactions with the environment.</i>	SC.CM.LS.02.02 <i>Recognize and understand the differences between meiosis and mitosis in cellular reproduction.</i>
Science	Life Science	Heredity: Understand the transmission of traits in living things.	Understand the transmission of traits in living things.			SC.08.LS.03.03 <i>Use simple laws of probability to predict patterns of heredity with the use of Punnett squares.</i>	SC.CM.LS.02.03 <i>Recognize that changes in DNA (mutations) and anomalies in chromosomes create changes in organisms.</i>
Science	Life Science	Heredity: Understand the transmission of traits in living things.	Understand the transmission of traits in living things.			SC.08.LS.03.04 <i>Explain how our understanding of heredity has changed over time.</i>	SC.CM.LS.02.04 <i>Apply concepts of inheritance of traits, including Mendel's laws, Punnett squares, and pedigrees, to determine the characteristics of offspring.</i>
Science	Life Science	Heredity: Understand the transmission of traits in living things.	Understand the transmission of traits in living things.				SC.CM.LS.02.05 <i>Recognize the existence of technology that can alter and/or determine inherited traits.</i>
Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Explain and analyze the interdependence of organisms in their natural environment.	SC.03.LS.04 Describe a habitat and the organisms that live there.	SC.05.LS.05 Describe the relationship between characteristics of specific habitats and the organisms that live there.	SC.08.LS.04 Identify and describe the factors that influence or change the balance of populations in their environment.	SC.CM.LS.03 Describe and analyze the effect of species, including humans, on an ecosystem.

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Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Explain and analyze the interdependence of organisms in their natural environment.		SC.05.LS.05.01 <i>Use drawings or models to represent a series of food chains for specific habitats.</i>	SC.08.LS.04.01 <i>Identify that sunlight is the major source of energy in most ecosystems and that energy then passes from organism to organism in food webs.</i>	SC.CM.LS.03.01 <i>Predict outcomes of changes in resources and energy flow in an ecosystem.</i>
Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Explain and analyze the interdependence of organisms in their natural environment.		SC.05.LS.05.02 <i>Identify the producers, consumers, and decomposers in a given habitat.</i>	SC.08.LS.04.02 <i>Identify populations of organisms within an ecosystem by the function that they serve.</i>	SC.CM.LS.03.02 <i>Explain how humans and other species can impact an ecosystem.</i>
Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Explain and analyze the interdependence of organisms in their natural environment.		SC.05.LS.05.03 <i>Recognize how all animals depend upon plants whether or not they eat the plants directly.</i>	SC.08.LS.04.03 <i>Differentiate between relationships among organisms including predator-prey, producer-consumer, and parasite-host.</i>	SC.CM.LS.03.03 <i>Explain how the balance of resources will change with the introduction or loss of a new species within an ecosystem.</i>
Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Explain and analyze the interdependence of organisms in their natural environment.		SC.05.LS.05.04 <i>Explain the relationship between animal behavior and species survival.</i>	SC.08.LS.04.04 <i>Explain the importance of niche to an organism's ability to avoid direct competition for resources.</i>	
Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Explain and analyze the interdependence of organisms in their natural environment.		SC.05.LS.05.05 <i>Describe the living and nonliving resources in a specific habitat and the adaptations of organisms to that habitat.</i>		
Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Describe and analyze diversity of species, natural selection, and adaptations.	SC.03.LS.05 <i>Identify how some animals gather and store food, defend themselves, and find shelter.</i>	SC.05.LS.06 <i>Describe how adaptations help a species survive.</i>	SC.08.LS.05 <i>Describe and explain the theory of natural selection as a mechanism for evolution.</i>	SC.CM.LS.04 <i>Analyze how living things have changed over geological time, using fossils and other scientific evidence.</i>
Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Describe and analyze diversity of species, natural selection, and adaptations.		SC.05.LS.06.01 <i>Describe changes to the environment that have caused the population of some species to change.</i>	SC.08.LS.05.01 <i>Identify and explain how random variations in species can be preserved through natural selection.</i>	SC.CM.LS.04.01 <i>Recognize that, over time, natural selection may result in development of a new species or subspecies.</i>

Subject Name	Strand Name	CCG Name	Content Standard Name	Third Grade	Fifth Grade	Eighth Grade	CIM
Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Describe and analyze diversity of species, natural selection, and adaptations.		SC.05.LS.06.02 <i>Identify conditions that might cause a species to become endangered or extinct.</i>	SC.08.LS.05.02 <i>Describe how animal and plant structures adapt to environmental change.</i>	SC.CM.LS.04.02 <i>Recognize that natural selection and its evolutionary consequences provide an explanation for the fossil record as well as an explanation for the molecular similarities among varied species.</i>
Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Describe and analyze diversity of species, natural selection, and adaptations.				SC.CM.LS.04.03 <i>Explain how biological evolution can account for the diversity of species developed over time.</i>
Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Describe and analyze diversity of species, natural selection, and adaptations.				SC.CM.LS.04.04 <i>Explain the relationship between genetics, mutations, and biological evolution.</i>
Science	Life Science	Diversity/Interdependence: Understand the relationships among living things and between living things and their environments.	Describe and analyze diversity of species, natural selection, and adaptations.				SC.CM.LS.04.05 <i>Explain how our understanding of evolution has changed over time.</i>
Science	Earth and Space Science	The Dynamic Earth: Understand the properties and limited availability of the materials which make up the Earth.	Identify the structure of the Earth system and the availability and use of the materials that make up that system.	SC.03.ES.01 Recognize physical differences in Earth materials.	SC.05.ES.01 Identify properties and uses of Earth materials.	SC.08.ES.01 Recognize that Earth materials are limited, and explore strategies for addressing this problem.	SC.CM.ES.01 Describe how the importance and use of resources has changed over time with changes in economic and technological systems.
Science	Earth and Space Science	The Dynamic Earth: Understand the properties and limited availability of the materials which make up the Earth.	Identify the structure of the Earth system and the availability and use of the materials that make up that system.		SC.05.ES.01.01 <i>Recognize that Earth materials are used in different ways based on differences in their physical and chemical properties.</i>	SC.08.ES.01.01 <i>Identify ways in which various resources can be recycled and reused.</i>	SC.CM.ES.01.01 <i>Predict consequences of increased consumption of renewable and non-renewable resources.</i>
Science	Earth and Space Science	The Dynamic Earth: Understand the properties and limited availability of the materials which make up the Earth.	Identify the structure of the Earth system and the availability and use of the materials that make up that system.		SC.05.ES.01.02 <i>Recognize that soils vary in color, texture, components, reaction to water, and ability to support the growth of plants.</i>		

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Subject Name	Strand Name	CCG Name	Content Standard Name	Third Grade	Fifth Grade	Eighth Grade	CIM
Science	Earth and Space Science	The Dynamic Earth: Understand the properties and limited availability of the materials which make up the Earth.	Identify the structure of the Earth system and the availability and use of the materials that make up that system.		SC.05.ES.01.03 <i>Recognize that the supply of many resources is limited, and that resources can be extended through recycling and decreased use.</i>		
Science	Earth and Space Science	The Dynamic Earth: Understand the properties and limited availability of the materials which make up the Earth.	Identify the structure of the Earth system and the availability and use of the materials that make up that system.		SC.05.ES.01.04 <i>Recognize that discarded products contribute to the problem of waste disposal.</i>		
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	SC.03.ES.02 Identify daily and seasonal weather changes.	SC.05.ES.02 Describe patterns of seasonal weather.	SC.08.ES.02 Explain the water cycle and its relationship to weather and climatic patterns.	SC.CM.ES.02 Analyze the relationship between global energy transfer and climate.
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.		SC.05.ES.02.01 <i>Describe weather in measurable quantities including temperature, wind direction, wind speed, and precipitation.</i>	SC.08.ES.02.01 <i>Explain the water cycle.</i>	SC.CM.ES.02.01 <i>Describe the effect of various gases in the atmosphere on the amount of energy retained by the Earth system.</i>
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.		SC.05.ES.02.02 <i>Interpret data over a period of time and use information to describe changes in weather from day to day, week to week, and season to season.</i>	SC.08.ES.02.02 <i>Identify factors that cause or affect weather patterns.</i>	SC.CM.ES.02.02 <i>Describe how solar radiation and the amount that reaches Earth is affected by stratospheric ozone.</i>
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.		SC.05.ES.03 Identify causes of Earth surface changes.	SC.08.ES.02.03 <i>Identify factors that affect the rate of evaporation, condensation, and cloud formation.</i>	SC.CM.ES.02.03 <i>Describe how differential heating of the Earth's surface, atmosphere, and oceans produces wind and ocean currents.</i>

Subject Name	Strand Name	CCG Name	Content Standard Name	Third Grade	Fifth Grade	Eighth Grade	CIM
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.		SC.05.ES.03.01 <i>Identify effects of wind and water on Earth materials using appropriate models.</i>	SC.08.ES.02.04 <i>Identify the difference between weather and climate.</i>	SC.CM.ES.03 Analyze evidence of ongoing evolution of the Earth system.
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.		SC.05.ES.03.02 <i>Identify effects of rapid changes on Earth's surface features including earthquakes and volcanoes.</i>	SC.08.ES.02.05 <i>Explain how geography affects climate.</i>	SC.CM.ES.03.01 <i>Describe methods of determining ages of rocks and fossils.</i>
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.			SC.08.ES.03 Describe the Earth's structure and how it changes over time.	SC.CM.ES.03.02 <i>Use rock sequences and fossil evidence to determine geologic history.</i>
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.			SC.08.ES.03.01 <i>Recognize the solid Earth is layered with a lithosphere, a hot convecting mantle, and a dense metallic core.</i>	SC.CM.ES.03.03 <i>Describe and analyze theories of Earth's origin and early history using scientific evidence.</i>
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.			SC.08.ES.03.02 <i>Identify the processes that result in different kinds of landforms.</i>	SC.CM.ES.03.04 <i>Describe how earthquakes, volcanic eruptions, mountain building, and continental movements result from slow plate motions.</i>
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.			SC.08.ES.03.03 <i>Identify factors affecting water flow, soil erosion, and deposition.</i>	SC.CM.ES.03.05 <i>Describe how the evolution of life caused dramatic changes in the composition of the Earth's atmosphere, which did not originally contain oxygen.</i>

Subject Name	Strand Name	CCG Name	Content Standard Name	Third Grade	Fifth Grade	Eighth Grade	CIM
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.			SC.08.ES.03.04 Give examples of landform changes that occur at different rates.	SC.CM.ES.03.06 Identify how volcanic eruptions and impacts of huge rocks from space can cause widespread effects on climate.
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.			SC.08.ES.03.05 Describe the evidence for and the development of the theory of plate tectonics.	
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.			SC.08.ES.03.06 Explain the rock cycle in terms of constructive (crustal deformation, volcanic eruption, and sediment deposition) and destructive (weathering and erosion) forces in land formation.	
Science	Earth and Space Science	The Dynamic Earth: Understand changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.	Explain and analyze changes occurring within the lithosphere, hydrosphere, and atmosphere of the Earth.			SC.08.ES.03.07 Describe that the total amount of Earth material stays the same as its forms change in the rock cycle.	
Science	Earth and Space Science	The Earth in Space: Understand the Earth's place in the solar system and the universe.	Explain relationships among the Earth, sun, moon, and the solar system.	SC.03.ES.03 Identify and trace the movement of objects in the sky.	SC.05.ES.04 Describe the Earth's place in the solar system and the patterns of movement of objects within the solar system using pictorial models.	SC.08.ES.04 Explain the relationship of the Earth's motion to the day, season, year, phases of the moon, and eclipses.	SC.CM.ES.04 Explain how mass and distance affect the interaction between Earth and other objects in space.
Science	Earth and Space Science	The Earth in Space: Understand the Earth's place in the solar system and the universe.	Explain relationships among the Earth, sun, moon, and the solar system.		SC.05.ES.04.01 Describe Earth's position and movement in the solar system.	SC.08.ES.04.01 Explain the relationship between the cycle of seasons and the tilt of the Earth on its axis.	SC.CM.ES.04.01 Recognize that the sun's gravitational pull holds the Earth and other planets in their orbits, just as the planets' gravitational pull keeps their moons in orbit around them.

Subject Name	Strand Name	CCG Name	Content Standard Name	Third Grade	Fifth Grade	Eighth Grade	CIM
Science	Earth and Space Science	The Earth in Space: Understand the Earth's place in the solar system and the universe.	Explain relationships among the Earth, sun, moon, and the solar system.		SC.05.ES.04.02 <i>Recognize that the rotation of the Earth on its axis every 24 hours produces the night-and-day cycle.</i>		SC.CM.ES.04.02 <i>Explain that the force of gravity between Earth and other objects in space depends only upon their masses and the distances between them.</i>
Science	Earth and Space Science	The Universe: Describe natural objects, events, and processes outside the Earth, both past and present.					
Science	Scientific Inquiry	Forming the Question/Hypothesis: Formulate and express scientific questions or hypotheses to be investigated.	Make observations. Formulate and express scientific questions or hypotheses to be investigated based on the observations.	SC.03.SI.01 Make observations. Based on these observations, ask questions or form hypotheses, which can be explored through simple investigations.	SC.05.SI.01 Make observations. Ask questions or form hypotheses based on those observations, which can be explored through scientific investigations.	SC.08.SI.01 Based on observations and scientific concepts, ask questions or form hypotheses that can be explored through scientific investigations.	SC.CM.SI.01 Based on observations and scientific concepts, ask questions or form hypotheses that can be answered or tested through scientific investigations.
Science	Scientific Inquiry	Designing the Investigation: Design safe and ethical scientific investigations to address questions or hypotheses.	Design scientific investigations to address and explain questions or hypotheses.	SC.03.SI.02 Plan a simple investigation.	SC.05.SI.02 Design a simple scientific investigation to answer questions or test hypotheses.	SC.08.SI.02 Design a scientific investigation to answer questions or test hypotheses.	SC.CM.SI.02 Design a scientific investigation that provides sufficient data to answer a question or test a hypothesis.
Science	Scientific Inquiry	Collecting and Presenting Data: Conduct procedures to collect, organize, and display scientific data.	Collect, organize, and display scientific data.	SC.03.SI.03 Collect data from an investigation.	SC.05.SI.03 Collect, organize, and summarize data from investigations.	SC.08.SI.03 Collect, organize, and display sufficient data to support analysis.	SC.CM.SI.03 Collect, organize, and display sufficient data to facilitate scientific analysis and interpretation.
Science	Scientific Inquiry	Analyzing Data and Interpreting Results: Analyze scientific information to develop and present conclusions.	Analyze scientific information to develop and present conclusions.	SC.03.SI.04 Use the data collected from an investigation to explain the results.	SC.05.SI.04 Summarize, analyze, and interpret data from investigations.	SC.08.SI.04 Summarize and analyze data including possible sources of error. Explain results and offer reasonable and accurate interpretations and implications.	SC.CM.SI.04 Summarize and analyze data, evaluating sources of error or bias. Propose explanations that are supported by data and knowledge of scientific terminology.
Science	Unifying Concepts and Processes	Understand that any collection of things that have an influence on one another can be thought of as a system.					

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Science	Unifying Concepts and Processes	Understand that a model is a tentative scheme or structure with explanatory power.					
Science	Unifying Concepts and Processes	Understand that both patterns of change and stability are important in the natural world.					
Science	Unifying Concepts and Processes	Understand that changes in scale influence the characteristics, properties, and relationships within a system.					
Science	History and Nature of Science	Understand that science is a human endeavor practiced by individuals from many different cultures.					
Science	History and Nature of Science	Understand that scientific knowledge is subject to change based on new findings and results of scientific observation and experimentation.					
Science	History and Nature of Science	Understand that scientific knowledge distinguishes itself through the use of empirical standards, logical arguments and skepticism.					
Science	Science in Personal and Social Perspectives	Describe the role of science and technology in local, national and global issues.					
Science	Science in Personal and Social Perspectives	Describe how daily choices of individuals, taken together, affect global resource cycles, ecosystems and natural resource supplies.					

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Science	Science in Personal and Social Perspectives	Explain risks and benefits in personal and community health from a science perspective.					
Science	Science and Technology	Understand the relationship that exists between science and technology.					
Science	Science and Technology	Understand the process of technological design to solve problems and meet needs.					

Alignment of Oregon Content Standards and Assessments

Glossary of Terms

Alignment: The relationship between items and standards, based on content (e.g., skills, concepts, complexity).

Balance of representation: Refers to the relative emphasis of strands, CCGs, and benchmark standards in the item pool vis-à-vis the emphasis reflected in the content standards as well as in the State's test blueprints.

Categorical concurrence: Refers to the strength of alignment or relationship between items and standards and is categorized as *Strong*, *Partial*, or *No Relationship*.

Decision rules: Guidelines developed and agreed upon by content analysts. These guidelines are related to the application of the alignment criteria and the interpretation of standards, constructs, pieces of content, or skills (i.e., its operational definition). Decision rules are established in order to ensure accuracy and consistency across analysts and their evaluations.

Depth of knowledge: Refers to the level of complexity of an item or standard and is categorized as *Recall*, *Basic Application*, *Strategic Thinking*, or *Extended Thinking*.

Range of knowledge: Refers to the degree to which the assessment items assess the breadth of content covered (comprehensiveness of content coverage) vis-à-vis the State content standards and test blueprints.

Range of depth of knowledge: Reflects the degree to which items reflect various levels of complexity (i.e., Recall, Basic Application, Strategic Thinking, Extended Thinking).