## Proposed Sources of Cognitive Complexity for Items and Tasks: ELA/Literacy (Summary)

The goals and uses of cognitive complexity are:

- Provide a systematic, replicable method of determining item cognitive complexity
- Provide measurement precision at all levels of the test score scales

## Command of Textual Evidence (45% of Processing Complexity Score) The amount of text a student must process in order to respond correctly to an item **Processing Complexity** Response Mode (50% of score) (45% of Processing Complexity Score) Combines the sources of Textual The way in which students are expected Evidence, Response Mode, and Sources of to complete assessment activities **Processing Demand** Cognitive Complexity **Processing Demands Text Complexity** (10% of Processing Complexity Score) (50% of score) The linguistic demands and reading load - Readily Accessible in item stems, instructions, and response - Moderately Complex options - Very Complex