

## Alignment of Kentucky Core Content Test (KCCT) Items to the Common Core State Standards

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*Prepared for:* Kentucky Department of Education

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**ALIGNMENT OF COMMONWEALTH ACCOUNTABILITY STANDARDIZED TEST  
(KCCT) ITEMS TO THE COMMON CORE STATE STANDARDS**

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## **ALIGNMENT OF KENTUCKY CORE CONTENT TEST (KCCT) ITEMS TO THE COMMON CORE STATE STANDARDS**

### **Introduction**

The National Governor’s Association (NGA), in collaboration with the Council of Chief State School Officers (CCSSO), recently released the Common Core State Standards. This document came about as part of an initiative to establish consistent, high-quality educational standards delineating what students are expected to learn in Kindergarten through Grade 12. The Common Core Standards were derived from existing exemplary state standards from across the country as well as standards from other countries. The Common Core Standards are not mandatory for states and are not intended as a “national curriculum”; instead, these standards represent an effort to create clear, coherent goals and expectations as a guide for classroom teachers.

Kentucky is one of the 51 states and territories who has pledged to adopt the Common Core Standards. As with all other states, this commitment requires a comprehensive review of the current assessment system to determine how closely the Kentucky state standards and standardized assessments (required by the No Child Left Behind Act) marry with the Common Core expectations. As an initial evaluation, the Kentucky Department of Education (KDE) established a contract with the Human Resources Research Organization (HumRRO) to independently review the existing item pool of the Kentucky Core Content Test (KCCT) for Grades 6, 7, and 8 Reading and Mathematics. HumRRO conducted a test-to-standards alignment study to make this evaluation. This report includes the findings from that alignment study.

### **Method**

HumRRO staff experienced with alignment research performed the item review and analyses. Staff reviewed the content area (Reading or Math) in which they hold the most expertise. The review consisted of an evaluation of KCCT items in Reading and Mathematics for each of Grades 6, 7, and 8 relative to the new Common Core Standards in the respective content areas.

#### ***Alignment Method***

HumRRO evaluated alignment of KCCT Reading and Mathematics items to the Common Core State Standards by performing several tasks common to alignment methodologies. For the standards documents, reviewers collaboratively examined individual standards to determine the depth of knowledge (DOK) expected for students to demonstrate content proficiency. For assessment items, reviewers rated items independently on two dimensions: (a) standard match to identify primary content targeted by item, and (b) DOK to determine the extent of processing needed to respond successfully to items.

**Materials**

HumRRO used the following documents to conduct the alignment review.

**Test Items**

KDE requested an item review of the current item pool for Reading and Mathematics in Grades 6, 7, and 8. Table 1 and Table 2 present the general composition of each item pool per grade<sup>1</sup>.

**Table 1. Reading Test Item Characteristics per Grade**

Grade	Total Items	Total Passages	Multiple Choice	Open Response
6	314	25	274	40
7	444	46	397	47
8	290	24	252	38
Total	1048	95	923	125

**Table 2. Mathematics Test Item Characteristics per Grade**

Grade	Total Items	Multiple Choice	Open Response
6	179	156	23
7	180	156	24
8	233	204	29
Total	592	516	76

**Standards**

HumRRO compared test items to the Common Core State Standards released June 2, 2010 in Reading and in Mathematics. These standards also can be found on the web at: <http://www.corestandards.org/>.

Table 3 and Table 4 display the content organization of the Common Core Standards for Reading and for Mathematics. Within each of these domains, the content expectations form a hierarchy of strands, substrands, and standards. The standards specify what students should be able to know and do (see Column 4 in tables for examples). Test items should target the content statements of the standards; hence, HumRRO matched KCCT items to the standards per strand.

Reading is divided into two strands based on type of text: Literature and Informational Text. Within both strands, four substrands further identify different aspects of reading. Several content statements (standards) each define the specific expectations under each substrand.

<sup>1</sup> One Grade 8 form (5A) was not included in the item set that HumRRO received. This caused the omission of one passage and seven items from the Grade 8 item pool (items 105357, 105336, 105351, 105354, 105353, 105333, and 106113 were omitted).

**Table 3. Content Categories for Common Core Reading Standards**

Grades	Strand	Substrand	Number of Standards per Substrand	Example Standards
6, 7, 8	Literature	Key Ideas and Details	3	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6, 7, 8		Craft and Structure	3	Analyze how a drama’s or a poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6, 7, 8		Integration of Knowledge and Ideas	3	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
6, 7, 8		Range of Reading and Level of Text Complexity	1	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently.
6, 7, 8	Informational Text	Key Ideas and Details	3	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
6, 7, 8		Craft and Structure	3	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
6, 7, 8		Integration of Knowledge and Ideas	3	Evaluate the advantages and disadvantages of using different mediums (e.g., print, digital text, video, multimedia) to present a particular topic or idea.
6, 7, 8		Range of Reading and Level of Text Complexity	1	By the end of the year, read and comprehend literary nonfiction t the high end of the grades 6-8 text complexity band independently and proficiently.

The organization of the Mathematics Standards parallels the structure of Reading; however, math content is divided into more strands and substrands with greater content variability between grade levels (see

Table 4).

**Table 4. Content Categories for Common Core Mathematics Standards**

Grades	Strand	Substrand (content varies per grade)	Number of Standards per Substrand	Example Standard
6, 7	Ratios and Proportions	1	3	Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>
6, 7, 8	Number System	3, 1, 1	8, 3, 2	Fluently divide multi-digit numbers using the standard algorithm.
6, 7, 8	Expressions and Equations	3, 2, 3	9, 4, 8	Know and apply the properties of integer exponents to generate equivalent expressions. <i>Example: <math>3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27</math>.</i>
6, 7, 8	Geometry	1, 2, 3	4, 6, 9	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
6, 7, 8	Statistics and Probability	2, 3, 1	5, 8, 4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
8	Functions	1	5	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.

**Ratings**

HumRRO reviewers used electronic spreadsheets to apply item ratings. Content ratings involved entering a 3-digit code representing the grade, strand, and standard corresponding with the selected content statement. If no match could be found for an individual item, reviewers entered a code of 999.

Reviewers applied a 4-point Likert scale to make DOK ratings using the scale values in Table 5. Reviewers had access to more in-depth explanation of each scale, including examples, if needed (see Appendix A).

**Table 5. Depth-of-Knowledge Definitions**

DOK Level	Definition
Level 1 (Simple Recall)	- Recognition (i.e., facts or terms); more automatic; sequencing.
Level 2 (Skills/Concepts)	- Beyond habitual response; applying concepts; problem-solving.
Level 3 (Strategic Thinking)	- Requires students to reason, plan, use evidence, synthesize.
Level 4 (Extended Thinking)	- Evaluation of multiple sources, often over extended time.

Examples of rating forms can be found in Appendix A.

### **Procedures**

HumRRO conducted an alignment study of KCCT items using HumRRO alignment researchers experienced in the methodology and in the content areas under review. Reviewers initially performed the DOK analysis of the Common Core State Standards per content area through a consensus process. Following this task, reviewers worked independently to perform the item evaluations. The item analysis required reviewers first to determine the target of assessment for each item and locate the Common Core standard most closely reflecting this target. To do so, reviewers examined standards corresponding with the grade level of the item first to select a match; however, if no match was identified within grade, reviewers moved to the other two grade level standards. Reviewers could assign additional standards if the item assessed other standards *equally* to the primary standard selected. Conversely, reviewers assigned a rating of “no match” when none of the content standards across grades could be matched to items. Reviewers made notations on items in cases where no match could be found, or when a standard was selected but only loosely related to the item. Finally, reviewers determined the level of processing (DOK) required of students to respond to the item using a 4-point scale.

### **Results**

In this section, we present findings on item content match and depth-of-knowledge (primarily based on frequency distributions) relative to the Common Core Standards. Analyses focused on revealing any content clusters or gaps among KCCT items by examining patterns across and within grade-level items.

We include summary level results for content alignment analyses within this section in the form of figures to facilitate observation of data patterns. These results are based on the total items matched to each standard summed per strand. Findings for each KCCT grade-level item pool are presented first by Common Core strand/substrand irrespective of intended grade. We then separate the grade-level item distributions by grade-level strands. Finally, we identify Common Core standards per strand and grade not matched to any items. Item-level results, including those items not matched to any standards, can be found in Appendix B.

In addition to content alignment results, we present findings on depth-of-knowledge ratings. HumRRO analyzed the DOK level of items relative to the Common Core standards for degree of consistency.

For each set of findings, we present results for Mathematics first, followed by Reading, to maintain uniformity.

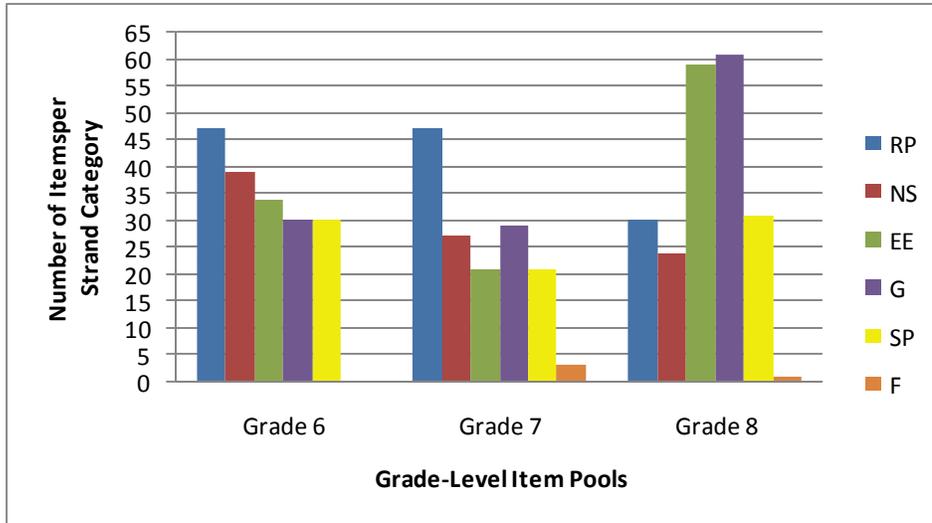
### *Mathematics Findings*

#### *Standard Match*

Figure 1 through Figure 4 includes graphic displays of math item distributions per math content strands. Strand abbreviations used in the figures are as follows:

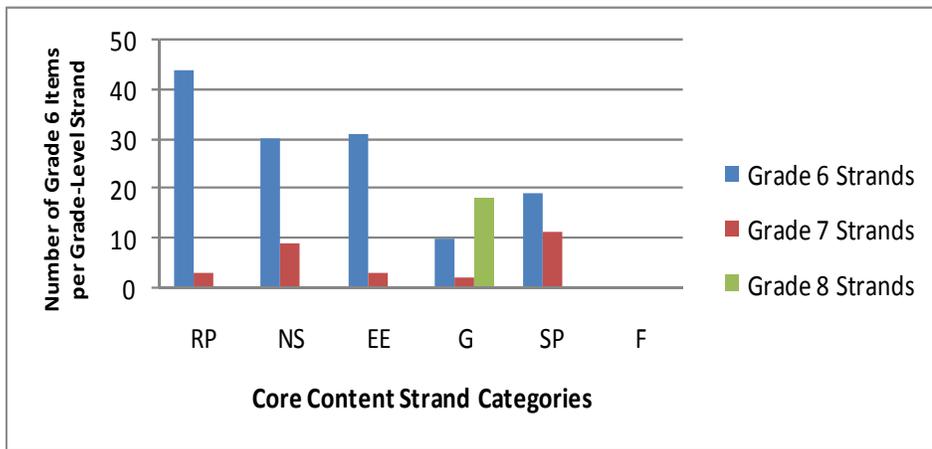
1	Ratios and Proportions	RP
2	Number Systems	NS
3	Expressions and Equations	EE
4	Geometry	G
5	Statistics and Probability	SP
6	Functions	F

Figure 1 displays the distribution of grade-level math items per Common Core strand (irrespective of grade content). Results indicate that items assess the Common Core strands in a relatively even manner for Grades 6 and 7, while Grade 8 items cluster more around Equations and Expressions as well as Geometry. Two strands are grade-specific: Ratios and Proportions is included only in the Grade 6 and Grade 7 Common Core standards and Functions is included only in the Grade 8 Common Core standards. However, reviewers considered several items in Grade 7 as matched to Functions, and they matched multiple items in Grade 8 to Ratios and Proportions. These results suggest that some KCCT math items assess content above and below the grade-level Common Core standards. Those items rated as above and below grade level relative to the Common Core can be found in Appendix B.

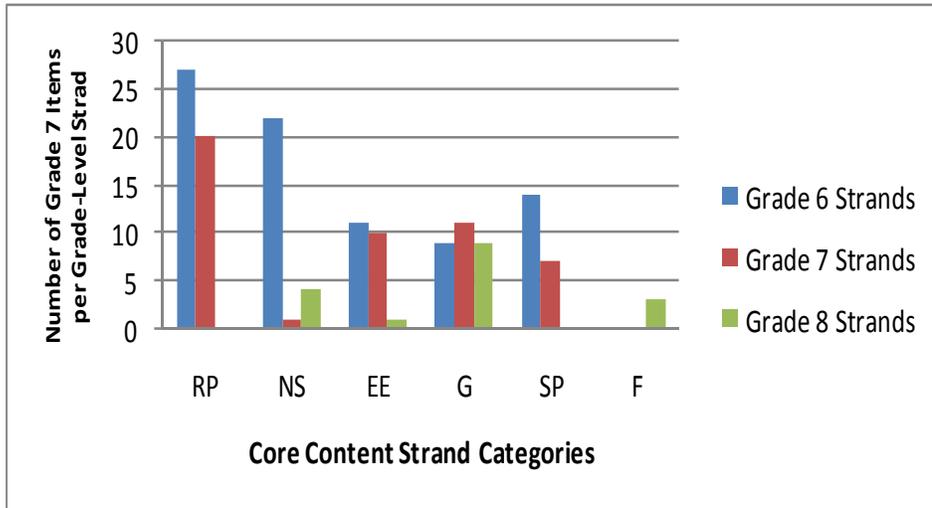


**Figure 1. Frequency of Grade-Level Items per Common Core Strand**

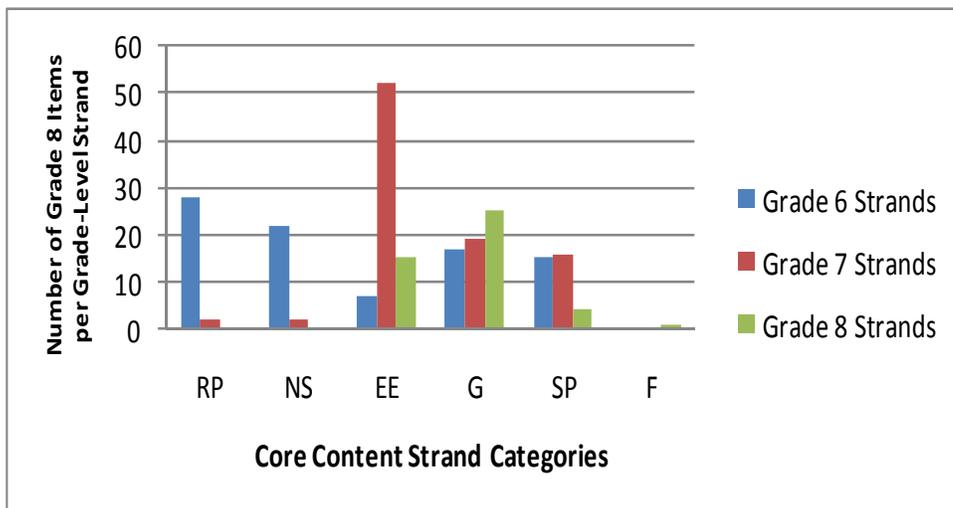
Figure 2 through Figure 4 presents the grade-level items by grade-level Common Core strands. When items are split by grade, it is clear that items target content related to Number Systems most heavily in Grades 6 and 7, and that the reviewers matched the Grade 6 Number System strand in particular to Grades 6 and 7 items most often. Another noteworthy feature of the results, evident in Figure 4, is that Grade 8 items were matched more frequently to Common Core standards under Grades 6 and 7 than to the Grade 8 standards.



**Figure 2. Frequency of Grade 6 KCCT Items Matched to Grade-Level Content Standards**



**Figure 3. Frequency of Grade 7 KCCT Items Matched to Grade-Level Common Core Standards**



**Figure 4. Frequency of Grade 8 KCCT Items Matched to Grade-Level Common Core Standards**

Some math standards per strand could not be linked to any KCCT items. We list these grade-level standards in Table 6 by strand and standard number (i.e., RP2= Ratios and Proportions, standard 2).

**Table 6. Common Core Mathematics Standards Not Matched to Any KCCT Items**

Grade 6	Grade 7	Grade 8
RP2	EE2	EE3
NS2	G3	EE4
NS5	G6	EE6
EE4	SP1	EE8
EE8	SP2	G5
EE9	SP3	G6
G4	SP4	G8
SP1	SP5	SP2
SP2		SP3
		F1
		F2
		F3

Conversely, reviewers found a small number of math items per grade that did not align well to any Common Core standard. The proportion of unmatched items per grade is presented in Table 7. The specific items rated as unmatched can be found in Appendix B.

**Table 7. Number of KCCT Math Items per Grade Unmatched to Common Core Standards**

Grade	Number of Items	Number of Items Matched to Standards	Number of Unmatched Items	Percent of Unmatched Items
6	179	161	18	11%
7	180	133	47	35%
8	233	218	15	7%

**Depth-of-Knowledge Match**

Reviewers rated each math item on the level of processing required to demonstrate content knowledge. Item DOK ratings were compared to standard DOK ratings to determine whether students are assessed at the level of processing expected in the Common Core standards. Table 8 displays the percentage of items rated at the same DOK level as the corresponding standard, as well as the percentage of items rated below or above the matched standard, per grade level.

As evident in the table, reviewers found that the majority of items assessed students at the same depth of processing as expected in the Common Core standards. The largest exception to this pattern occurred among items matched to Grade 7 Statistics and Probability standards. In this case, 76% of items matched to the Statistics and Probability strand assessed students at a DOK level below the expectation of the corresponding standard. Of the 32 items matched to the Grade 7 Statistics and Probability standards, only a small number actually are Grade 7 items (Grade 6=11 items; Grade 7=5 items; Grade 8=16 items). However, four of the five of the Grade 7 statistics items fell below the DOK level of the corresponding Statistics and Probability standard.

**Table 8. Percentage of Math Items with DOK Below, At, or Above the Matched Standard**

Strand Grade Level	Strand Title	Below	Same	Above
6	Ratios and Proportions	13%	74%	13%
6	Number Sense	9%	49%	42%
6	Expressions and Equations	10%	65%	24%
6	Geometry	11%	83%	6%
6	Statistics and Probability	31%	60%	8%
7	Ratios and Proportions	4%	92%	4%
7	Number Sense	8%	75%	17%
7	Expressions and Equations	5%	78%	17%
7	Geometry	22%	72%	6%
7	Statistics and Probability	76%	21%	3%
8	Number Sense	0%	50%	50%
8	Expressions and Equations	0%	25%	75%
8	Geometry	29%	65%	6%
8	Statistics and Probability	25%	75%	0%
8	Functions	0%	75%	25%

In Table 9, we present the distribution of items by DOK level based on HumRRO ratings compared with the DOK assigned to items by WestED. While the specific number of items per DOK level differ between HumRRO and WestED, the distributions are proportionally similar.

For Grade 6, HumRRO reviewers found that a large number of items required students to demonstrate knowledge at DOK level 1 (basic recall), followed by DOK level 2 (skills/concepts). For Grades 7 and 8, the vast majority of items were rated at DOK level 2. Reviewers considered only a small number of items per grade to assess student knowledge at DOK level 3, and no items assessed student knowledge at DOK level 4.

**Table 9. Comparison of HumRRO and WestED DOK Item Distributions**

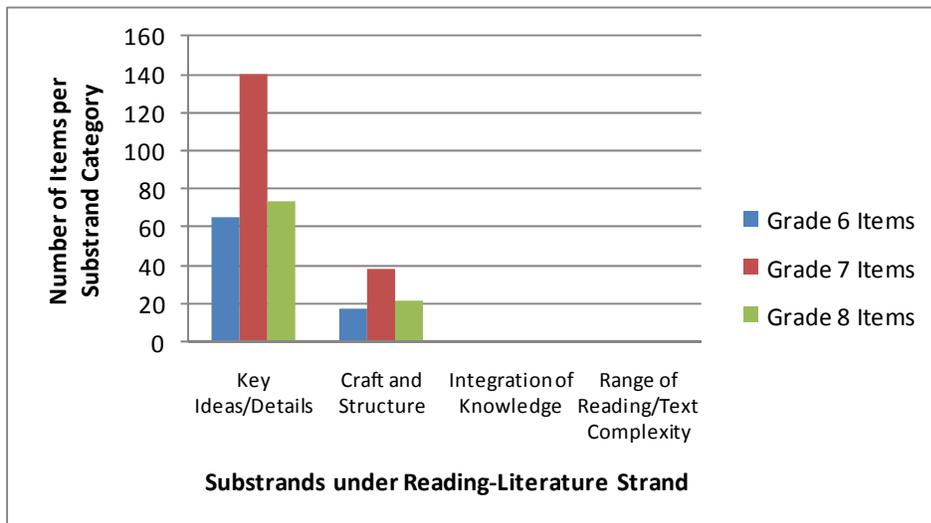
Item Grade Level	HumRRO Item DOK				WestED Item DOK			
	1	2	3	4	1	2	3	4
6	95	82	2	0	94	81	4	0
7	41	133	6	0	77	100	3	0
8	47	160	26	0	93	137	3	0

**Reading Findings**

Reading results are presented by substrand per strand due to the structure of the Common Core Reading Standards. Only two strands (Literary Text and Informational Text) exist within the Reading content area, and all substrands are exactly the same within each strand across grades. Separating the results into two sets of figures and tables corresponding with each of these strands will distinguish between the content matched to standards more easily.

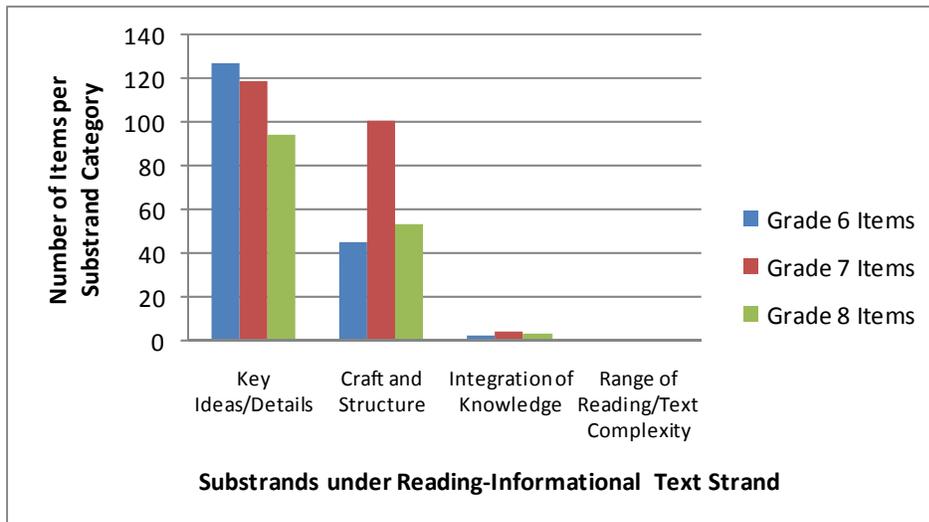
**Standard Match**

Figure 5 and Figure 6 display the distribution of grade-level math items per Common Core substrand (irrespective of grade content) for the Literature and Informational Reading strands. For Literature, Figure 5 indicates that the majority of items assess students on their ability to identify main ideas (Key Ideas and Details), especially among Grade 7 items. Reviewers found few items matched to the substrand on Integration of Knowledge, which emphasizes students’ ability to make comparisons between texts and types of media. The substrand on Range of Reading and Text Complexity is unique because it consists of a process standard (specifying the level of knowledge students should be able to demonstrate) as well as listing the types of text students should be capable of reviewing. The process component is not easily matched to items since it serves as a general expectation. In addition, only a few KCCT items assess students on discriminating between types of text.



**Figure 5. Frequency of Grade-Level KCCT Items in Literature Substrand**

As with the strand for Literature, Figure 6 suggests that many items targeting Informational Text assess students on their ability to identify key details. Reviewers also found a number of items matched to content on Craft and Structure, which includes standards on content such as interpreting words and phrases, analyzing text structure, and explaining an author’s point of view.



**Figure 6. Frequency of Grade-Level KCCT Items in Informational Text Substrand**

Figure 7 through Figure 12 present the grade-level item distributions by grade-level substrands and strands. As noted in Figure 6, reviewers found that the majority of items matched to the standards in the Key Ideas and Details substrand for both Literary Text and Informational Text. The Grade 6 and 7 items both were matched more often to Grade 6 Common Core standards, while Grade 8 items matched to on-grade standards more frequently. This outcome likely is due to the way that several standards are written. For example, standard 1 under the Grade 6 Literary strand (Key Details and Ideas substrand) states, “Cite textual evidence to support...”, and standard 1 under the Grade 8 Literary strand states, “Cite the textual evidence that most strongly supports...”. In comparison, standard 1 under the Grade 7 Literary strand asks students for more information: “Cite several pieces of textual evidence to support...”. Most KCCT items assessing this type of content knowledge focus on identifying a single specific piece of evidence, at least in multiple choice items.

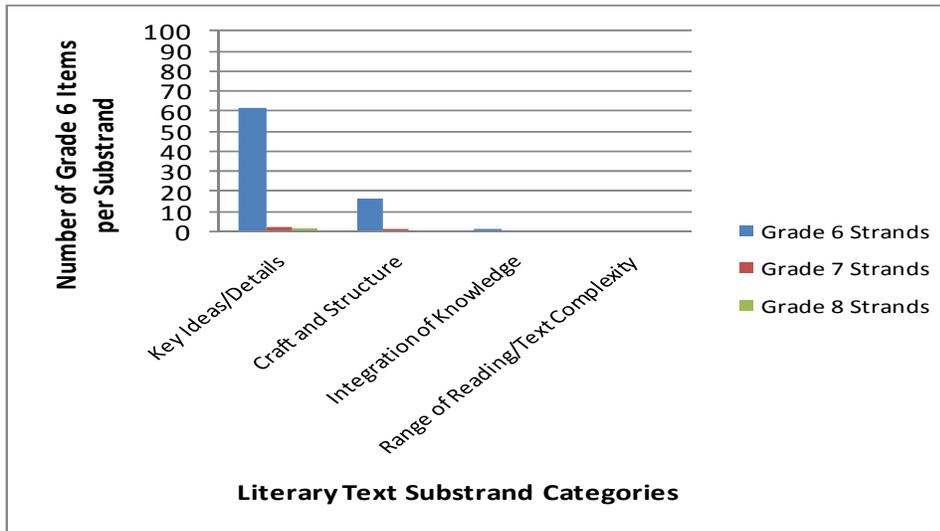


Figure 7. Frequency of Grade 6 KCCT Items Matched to Literary Text Substrands

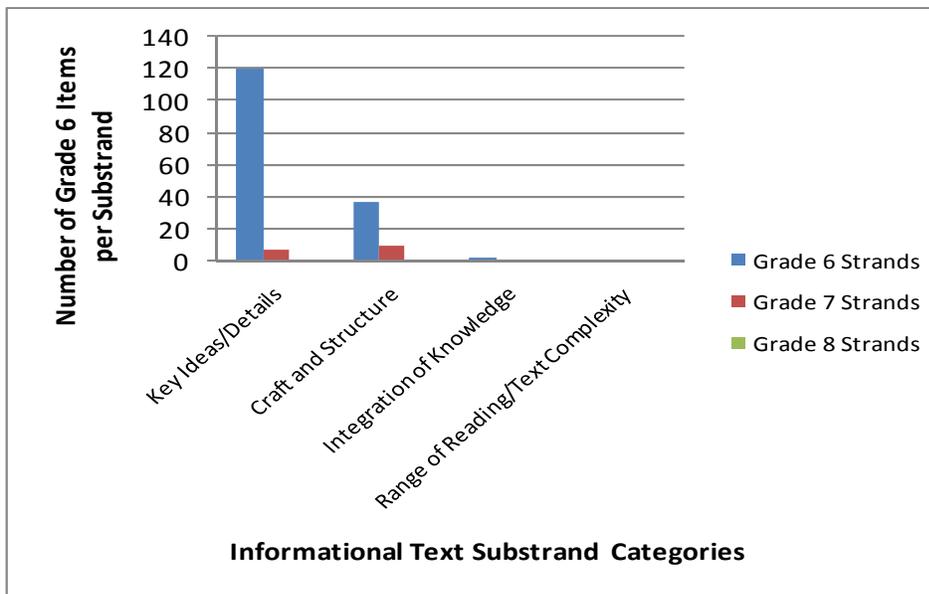


Figure 8. Frequency of Grade 6 KCCT Items Matched to Informational Text Substrands

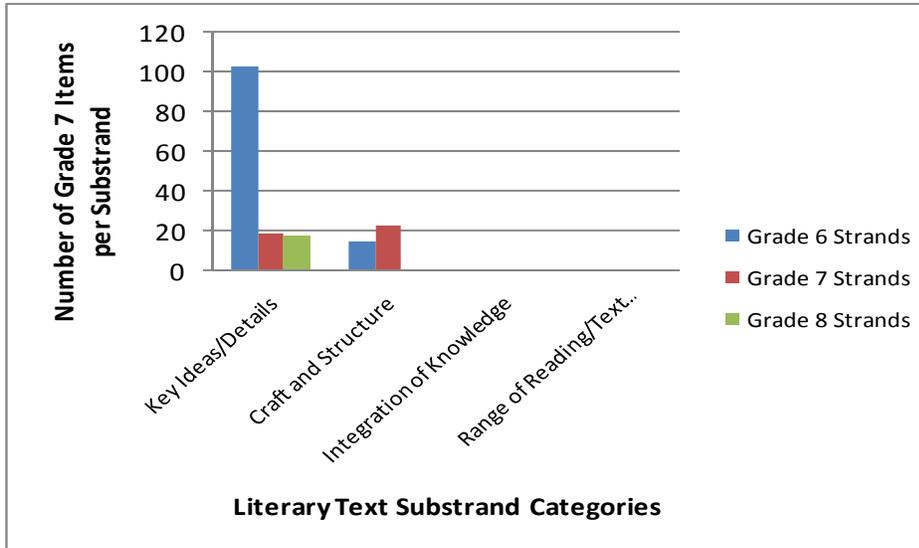


Figure 9. Frequency of Grade 7 KCCT Items Matched to Literary Text Substrands

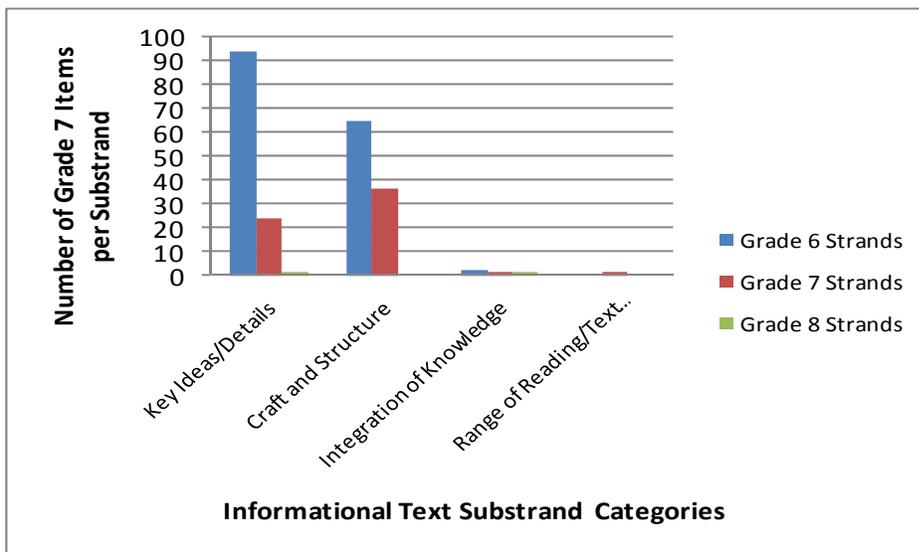


Figure 10. Frequency of Grade 7 KCCT Items Matched to Informational Text Substrands

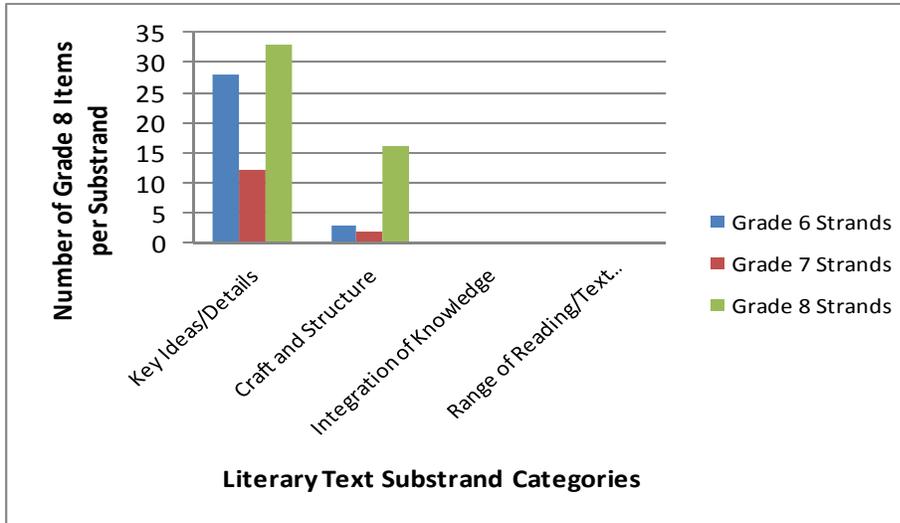


Figure 11. Frequency of Grade 8 KCCT Items Matched to Literary Text Substrands

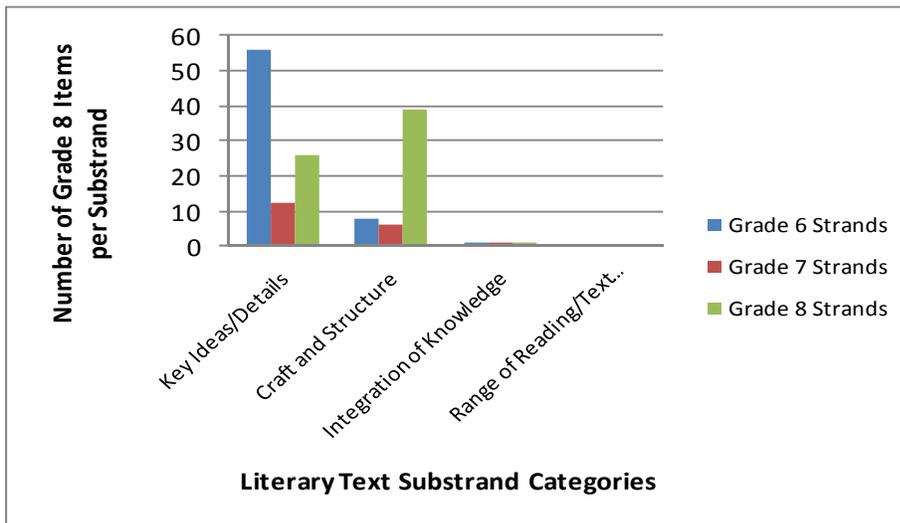


Figure 12. Frequency of Grade 8 KCCT Items Matched to Informational Text Substrands

Some Reading standards per strand could not be linked to any KCCT items. We list these grade-level standards in by strand and standard number (i.e., LitText6.1=Literary Text strand, Grade 6, standard1).

**Table 10. Common Core Reading Standards Not Matched to Any KCCT Items**

Grade 6	Grade 7	Grade 8
LitText6.8	LitText7.5	LitText8.5
LitText6.9	LitText7.7	LitText8.6
LitText6.10	LitText7.8	LitText8.7
InfoText6.9	LitText7.9	LitText8.8
InfoText6.10	LitText7.10	LitText8.9
	InfoText7.4	LitText8.10
	InfoText7.7	InfoText8.3
		InfoText8.7
		InfoText8.9
		InfoText8.10

As with Mathematics items, reviewers found some Reading items per grade that did not align well to any Common Core standard. The proportion of unmatched items per grade is presented in Table 11. The specific items rated as unmatched can be found in Appendix B.

**Table 11. Number of KCCT Reading Items per Grade Unmatched to Common Core Standards**

Grade	Number of Items	Number of Items Matched to Standards	Number of Unmatched Items	Percent of Unmatched Items
6	314	256	58	18%
7	444	395	49	11%
8	290	243	47	16%

**Depth-of-Knowledge Match**

Table 12 displays the percentage of items rated at the same DOK level as the corresponding standard, as well as the percentage of items rated below or above the matched standard, per grade level. These results are presented at the strand level.

In contrast to math items, a substantial number of KCCT reading items were rated as below the DOK level of the corresponding standard. In most cases, these discrepancies involved adjacent mismatches (i.e., item DOK=1, standard DOK=2); however, approximately 30 items in Grade 7 were rated as two levels (i.e., item DOK=1, standard DOK=3) to three levels (i.e., item DOK=1, standard DOK=4) below the corresponding standards.

**Table 12. Percentage of Reading Items with DOK Below, At, or Above the Matched Standard**

Grade	Strand	Below	Same	Above
6	Literary Text	51%	43%	7%
6	Informational Text	43%	50%	7%
7	Literary Text	50%	30%	20%
7	Informational Text	28%	39%	33%
8	Literary Text	60%	38%	1%
8	Informational Text	62%	32%	6%

Table 13 displays the distribution of Reading items by DOK level based on HumRRO ratings compared with the DOK assigned to items by WestED. As for math items, the majority of items for Reading were rated as DOK level 1 or 2 by HumRRO. Furthermore, while the specific number of items falling into each category differed between HumRRO and WestED, the outcomes are proportionally similar.

**Table 13. Comparison of HumRRO and WestED Item DOK Distributions**

Item Grade Level	HumRRO Item DOK				WestED Item DOK			
	1	2	3	4	1	2	3	4
6	61	204	48	1	56	230	29	0
7	219	199	26	0	125	281	38	0
8	47	205	38	0	55	204	31	0

## Discussion

HumRRO conducted a test item alignment review of the KCCT items in Grades 6, 7, and 8 to the Common Core State Standards in Mathematics and Reading for KDE. The purpose of this study was to evaluate where the current KCCT items fall relative to the Common Core standards. The alignment review examined the degree of match to content categories, as well as depth of knowledge, expected in the Common Core standards. Results can be used to inform item development as Kentucky attempts to align the assessment system with Common Core.

Regarding content match, overall the results indicate that the KCCT items in both Mathematics and Reading assess a variety of the Common Core standards. Items do tend to cluster around some content more than others; thus, the range of content assessed relative to the Common Core standards is somewhat narrow. In addition, while no Common Core strands or substrands are omitted entirely, some specific standards could not be linked to any KCCT items; conversely, some KCCT items did not match any Common Core standards.

Although content clustering and omission are concerns if Kentucky wishes to make use of the current item pools while connecting to the Common Core standards, no *major* gaps exist. Furthermore, some of the discrepancies found between the item pools and content standards simply stem from the organization selected (i.e., where content expectations are placed) for the Common Core standards document, which differs some from the organization of the Kentucky Core Content standards and that of many other states. For example, vocabulary knowledge and literary devices can be found in the Common Core English Language Arts standards; however, they exist under Language and Writing standards instead of Reading.

For both Reading and Mathematics, a sizeable number of items were matched to Grade 6 Common Core standards, even for Grade 7 and Grade 8 KCCT items. While this outcome does not necessarily indicate that Grades 7 and 8 curricula focus more on Common Core standards from Grade 6, Kentucky should be aware of this feature of the Common Core State Standards.

In addition to evaluating content categories assessed, HumRRO examined the depth of processing in KCCT items relative to the level of processing expected in the Common Core standards. The results for Mathematics suggest that the consistency between the KCCT and Common Core standards is good because reviewers determined that many items assessed students at the same cognitive level as the corresponding standards. Math items matched to content expectations within several substrands did fall below standard, which may prompt Kentucky to review and potentially increase DOK for these items. For example, reviewers determined that the majority of items matched to the Statistics and Probability strand assessed students below the standard. However, some of the items were matched to standards above the grade level of the item, which may not be as critical as for on-grade items matched to on-grade standards. In addition, almost all discrepancies identified count as adjacent mismatches (i.e., item rated as DOK 1 and standard rated as DOK 2). In comparison, approximately half of KCCT reading items at each grade were rated at a different level than expected in the Common Core standards.

One consideration for Kentucky in general regarding item-level depth-of-knowledge is to consider increasing the number of items assessing higher-order thinking (DOK levels 3 and 4) on the assessment. Working towards items assessing students at a higher cognitive level has been a national trend in the last several years beyond the Common Core State Standards effort.

**References**

Common Core State Standards. (June 2010).

No Child Left Behind Act of 2001. Public Law 107-110.

**Appendix A**  
**Rating Materials**

*Example Rating Form*

Reviewers entered ratings into electronic spreadsheets. The following form is an example of the spreadsheet format used for Mathematics and for Reading.

ItemNo	Primary Content Rating	Secondary Content Rating	DOK Rating	Notes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

## ***DOK Definitions***

Reviewers received a DOK instruction sheet as a reference guide for making DOK ratings on standards and items. The instructions for Mathematics and for Reading are included here.

### **Mathematics DOK Levels**

*Level 1 (Recall)* includes the recall of information such as a fact, definition, term, or a simple procedure, as well as performing a simple algorithm or applying a formula. That is, in mathematics, a one-step, well-defined, and straight algorithmic procedure should be included at this lowest level. Other key words that signify Level 1 include “identify,” “recall,” “recognize,” “use,” and “measure.” Verbs such as “describe” and “explain” could be classified at different levels, depending on what is to be described and explained.

*Level 2 (Skill/Concept)* includes the engagement of some mental processing beyond an habitual response. A Level 2 assessment item requires students to make some decisions as to how to approach the problem or activity, whereas Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps. Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step. For example, to compare data requires first identifying characteristics of objects or phenomena and then grouping or ordering the objects. Some action verbs, such as “explain,” “describe,” or “interpret,” could be classified at different levels depending on the object of the action. For example, interpreting information from a simple graph, or reading information from the graph, also are at Level 2. Interpreting information from a complex graph that requires some decisions on what features of the graph need to be considered and how information from the graph can be aggregated is at Level 3. Level 2 activities are not limited only to number skills, but may involve visualization skills and probability skills. Other Level 2 activities include noticing or describing non-trivial patterns, explaining the purpose and use of experimental procedures; carrying out experimental procedures; making observations and collecting data; classifying, organizing, and comparing data; and organizing and displaying data in tables, graphs, and charts.

*Level 3 (Strategic Thinking)* requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. In most instances, requiring students to explain their thinking is at Level 3. Activities that require students to make conjectures are also at this level. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning. An activity, however, that has more than one possible answer and requires students to justify the response they give would most likely be at Level 3.

Other Level 3 activities include drawing conclusions from observations; citing evidence and developing a logical argument for concepts; explaining phenomena in terms of concepts; and deciding which concepts to apply in order to solve a complex problem.

*Level 4 (Extended Thinking)* requires complex reasoning, planning, developing, and thinking, most likely over an extended period of time. The extended time period is not a

distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. For example, if a student has to take the water temperature from a river each day for a month and then construct a graph, this would be classified as a Level 2. However, if the student is to conduct a river study that requires taking into consideration a number of variables, this would be a Level 4. At Level 4, the cognitive demands of the task should be high and the work should be very complex. Students should be required to make several connections—relate ideas *within* the content area or *among* content areas—and have to select one approach among many alternatives on how the situation should be solved, in order to be at this highest level. Level 4 activities include designing *and* conducting experiments and projects; developing and proving conjectures, making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

NOTE: Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met. *[added October 2009\_LRT]*

## Reading DOK Levels

The reading levels are based on Valencia and Wixson (2000, pp. 909-935). The writing levels were developed by Marshá Horton, Sharon O’Neal, and Phoebe Winter.

**Reading Level 1.** Level 1 requires students to receive or recite facts or to use simple skills or abilities. Oral reading that does not include analysis of the text, as well as basic comprehension of a text, is included. Items require only a shallow understanding of the text presented and often consist of verbatim recall from text, slight paraphrasing of specific details from the text, or simple understanding of a single word or phrase. Some examples that represent, but do not constitute all of, Level 1 performance are:

- Support ideas by reference to verbatim or only slightly paraphrased details from the text.
- Use a dictionary to find the meanings of words.
- Recognize figurative language in a reading passage.

**Reading Level 2.** Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Inter-sentence analysis of inference is required. Some important concepts are covered, but not in a complex way. Standards and items at this level may include words such as summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. A Level 2 assessment item may require students to apply skills and concepts that are covered in Level 1. However, items require closer understanding of text, possibly through the item’s paraphrasing of both the question and the answer. Some examples that represent, but do not constitute all of, Level 2 performance are:

- Use context cues to identify the meaning of unfamiliar words, phrases, and expressions that could otherwise have multiple meanings.
- Predict a logical outcome based on information in a reading selection.
- Identify and summarize the major events in a narrative.

**Reading Level 3.** Deep knowledge becomes a greater focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students’ application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent, but do not constitute all of, Level 3 performance are:

- Explain or recognize how the author’s purpose affects the interpretation of a reading selection.
- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.

*Reading Level 4.* Higher-order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided for completing it. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require the application of significant conceptual understanding and higher-order thinking. Students take information from at least one passage of a text and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent, but do not constitute all of, Level 4 performance are:

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.

NOTE: Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met. *[added October 2009\_LRT]*

**Appendix B**  
**Grade-Level Results**

**Mathematics**

We present the grade-level results for KCCT math items per Common Core strand. Tables x through x provide summary level statistics. Tables x through x list items by item ID per grade rated as ‘no match’ or matched an off-grade standard.

**Table B- 14. Frequency of Grade-Level Math Items Across Common Core Strands**

Math Common Core Strands	Frequency of Items per Grade Matched to Each Strand Category		
	Grade 6	Grade 7	Grade 8
Ratios and Proportions <sup>a</sup>	47	47	30
Number Systems	39	27	24
Expressions and Equations	34	21	59
Geometry	30	29	61
Statistics and Probability	30	21	31
Functions <sup>b</sup>	0	3	1

<sup>a</sup>The strand Ratios and Proportions is included only in the Grade 6 and Grade 7 Common Core standards.

<sup>b</sup>The strand Functions is included only in the Grade 8 Common Core standards.

**Table B-15. Frequency of Grade-level Math Items Across Common Core Strands, with Unused Common Core Strands Indicated**

Common Core Standard Code	Number of Grade-Level Items Matched to Standard			Total Items Matched to Standard Across Grades
	Grade 6	Grade 7	Grade 8	
6RP1	15		3	18
6RP2				
6RP3	29	27	25	81
6RP	44	27	28	99
6NS1	5		2	7
6NS2				
6NS3	5		3	8
6NS4	8	7		15
6NS5				
6NS6	6	14	16	36
6NS7			1	1
6NS8	6	1		7
6NS	30	22	22	74
6EE1	2	1		3
6EE2	4	5		9
6EE3	6	1	4	11

Common Core Standard Code	Number of Grade-Level Items Matched to Standard			Total Items Matched to Standard Across Grades
	Grade 6	Grade 7	Grade 8	
6EE4				
6EE5	1		1	2
6EE6	1	1		2
6EE7	17	3	2	22
6EE8				
6EE9				
6EE	31	11	7	49
6G1	9	9	9	27
6G2			8	8
6G3	1			1
6G4				
6G	10	9	17	36
6SP1				
6SP2				
6SP3	1			1
6SP4	12	7	6	25
6SP5	6	7	9	22
6SP	19	14	15	48
7RP1		4	1	5
7RP2	1	14	1	16
7RP3	2	2		4
7RP	3	20	2	25
7NS1			1	1
7NS2	7	1	1	9
7NS3	2			2
7NS	9	1	2	12
7EE1	3		12	15
7EE2				
7EE3		4	7	11
7EE4		6	33	39
7EE	3	10	52	65
7G1		7	4	11
7G2	1		8	9
7G3				
7G4		4	4	8

Common Core Standard Code	Number of Grade-Level Items Matched to Standard			Total Items Matched to Standard Across Grades
	Grade 6	Grade 7	Grade 8	
7G5	1		3	4
7G6				
7G	2	11	19	32
7SP1				
7SP2				
7SP3				
7SP4				
7SP5				
7SP6	2	1		3
7SP7	5	6	9	20
7SP8	4		7	11
7SP	11	7	16	34
8NS1		1		1
8NS2		3		3
8NS	0	4	0	4
8EE1			2	2
8EE2			9	9
8EE3				
8EE4				
8EE5		1	2	3
8EE6				
8EE7			2	2
8EE8				
8EE	0	1	15	16
8G1	6		3	9
8G2	3	5	2	10
8G3	8		7	15
8G4		4	4	8
8G5				
8G6				
8G7	1		8	9
8G8				
8G9			1	1
8G	18	9	25	52
8SP1			1	1

Common Core Standard Code	Number of Grade-Level Items Matched to Standard			Total Items Matched to Standard Across Grades
	Grade 6	Grade 7	Grade 8	
8SP2				
8SP3				
8SP4			3	3
8SP	0	0	4	4
8F1				
8F2				
8F3				
8F4		2	1	3
8F5		1		1
8F	0	3	1	4
	18	47	15	80

Note: Gray shading indicates Common Core standards which were not matched to any math items.

**Table B-16. Math Items Not Matched to Any Common Core Standards, by Grade**

Grade	Question Type	Item ID No.
6	MC	67087
6	MC	67519
6	MC	84940
6	MC	67492
6	MC	84853
6	MC	84745
6	OR	84938
6	MC	84559
6	MC	67032
6	MC	85095
6	MC	67088
6	MC	85252
6	MC	85192
6	MC	37123
6	MC	85126
6	MC	37000
6	MC	106878
6	MC	107128

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Grade	Question Type	Item ID No.
7	MC	67069
7	MC	67216
7	MC	67130
7	MC	67354
7	MC	84924
7	MC	84867
7	OR	84495
7	MC	67450
7	MC	67271
7	MC	67006
7	MC	84925
7	MC	84573
7	MC	84570
7	MC	84721
7	MC	84723
7	MC	84843
7	MC	84705
7	MC	84770
7	MC	84885
7	MC	84575
7	OR	84893
7	MC	84841
7	MC	84702
7	MC	84933
7	MC	85211
7	MC	37094
7	MC	67129
7	MC	85210
7	MC	84923
7	OR	85247
7	MC	5242
7	MC	85234
7	MC	84775
7	MC	85233
7	MC	85245
7	OR	84899
7	MC	106724
7	MC	106787
7	MC	107031
7	OR	107033

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Grade	Question Type	Item ID No.
7	MC	107163
7	MC	106731
7	MC	106988
7	MC	107026
7	MC	107028
7	MC	107149
7	MC	114666
8	MC	51642
8	MC	61625
8	MC	3633
8	MC	3582
8	MC	47135
8	MC	51646
8	MC	85280
8	MC	85089
8	MC	85269
8	MC	85275
8	MC	51649
8	MC	106779
8	MC	106924
8	MC	106786
8	MC	85184

**Table B-17. Off-grade Items, Grade 6 Math**

Item ID No.	Question Type	Common Core Standards Matched to Items
84693	MC	7RP2
84690	OR	7RP3
106960	OR	7RP3
67084	MC	7NS2
67525	MC	7NS2
67508	MC	7NS2
84683	MC	7NS2
67516	MC	7NS2
84999	MC	7NS2
106738	MC	7NS2
67508	MC	7NS3
85013	MC	7NS3
85242	MC	7EE1
85251	MC	7EE1

Item ID No.	Question Type	Common Core Standards Matched to Items
67242	MC	7EE1
106958	MC	7G2
84852	MC	7G5
84958	MC	7SP6
106961	MC	7SP6
84691	MC	7SP7
84498	OR	7SP7
85124	MC	7SP7
107038	MC	7SP7
107157	MC	7SP7
67179	MC	7SP8
84957	OR	7SP8
84861	MC	7SP8
67121	MC	7SP8
67175	MC	8G1
84839	MC	8G1
84564	MC	8G1
85007	MC	8G1
107020	MC	8G1
106999	OR	8G1
67118	MC	8G2
84950	MC	8G2
85244	OR	8G2
84496	OR	8G3
84856	MC	8G3
85119	OR	8G3
85190	MC	8G3
85244	OR	8G3
85253	MC	8G3
107036	MC	8G3
106841	MC	8G3
107127	MC	8G7

**Table B-18. Off-grade Items, Grade 7 Math**

Item ID No.	Question Type	Common Core Standards Matched to Items
67136	MC	6RP3
67212	MC	6RP3

Item ID No.	Question Type	Common Core Standards Matched to Items
67348	MC	6RP3
67197	MC	6RP3
67080	MC	6RP3
67193	MC	6RP3
84872	MC	6RP3
85219	MC	6RP3
67196	MC	6RP3
85301	MC	6RP3
67448	MC	6RP3
67201	MC	6RP3
84561	MC	6RP3
85296	MC	6RP3
84899	OR	6RP3
67210	MC	6RP3
67451	MC	6RP3
106982	MC	6RP3
106848	MC	6RP3
67452	MC	6RP3
67444	MC	6RP3
106805	MC	6RP3
106967	OR	6RP3
106729	MC	6RP3
106733	MC	6RP3
107162	MC	6RP3
106967	OR	6RP3
84868	MC	6NS4
84544	OR	6NS4
84569	MC	6NS4
85230	OR	6NS4
51706	MC	6NS4
85209	OR	6NS4
106968	MC	6NS4
67134	MC	6NS6
67068	MC	6NS6
84866	MC	6NS6
84894	MC	6NS6
84566	MC	6NS6
85174	MC	6NS6
47131	MC	6NS6

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Item ID No.	Question Type	Common Core Standards Matched to Items
67079	MC	6NS6
106965	MC	6NS6
106975	MC	6NS6
107024	OR	6NS6
106730	MC	6NS6
106715	MC	6NS6
107164	OR	6NS6
84529	OR	6NS8
85019	MC	6EE1
67268	MC	6EE2
67224	MC	6EE2
85235	MC	6EE2
85212	MC	6EE2
106734	MC	6EE2
84869	MC	6EE3
84902	OR	6EE6
84543	OR	6EE7
67349	MC	6EE7
84572	MC	6EE7
67449	MC	6G1
84880	MC	6G1
84879	MC	6G1
84722	OR	6G1
85209	OR	6G1
85246	MC	6G1
106729	MC	6G1
107027	MC	6G1
106785	MC	6G1
84934	MC	6SP4
84717	MC	6SP4
85041	MC	6SP4
85026	MC	6SP4
106982	MC	6SP4
106805	MC	6SP4
107160	MC	6SP4
67202	MC	6SP5
67215	MC	6SP5
84898	OR	6SP5
67359	MC	6SP5

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Item ID No.	Question Type	Common Core Standards Matched to Items
85176	MC	6SP5
67046	MC	6SP5
67345	MC	6SP5
106715	MC	8NS1
67040	MC	8NS2
84904	MC	8NS2
107024	OR	8NS2
106793	MC	8EE5
67189	MC	8G2
84719	MC	8G2
106702	OR	8G2
107150	MC	8G2
84719	MC	8G2
67042	MC	8G4
84932	MC	8G4
85178	MC	8G4
106702	OR	8G4
67350	MC	8F4
106846	MC	8F4
106972	OR	8F5

**Table B-19. Off-grade Items, Grade 8 Math**

Item ID No.	Question Type	Common Core Standards Matched to Items
34146	MC	6RP1
3576	MC	6RP1
106851	MC	6RP1
71612	MC	6RP3
26075	MC	6RP3
81620	MC	6RP3
71648	MC	6RP3
81613	MC	6RP3
34251	OR	6RP3
61635	MC	6RP3
81622	MC	6RP3
61626	MC	6RP3
14882	MC	6RP3
81671	MC	6RP3

Item ID No.	Question Type	Common Core Standards Matched to Items
48854	MC	6RP3
81674	MC	6RP3
85284	MC	6RP3
85082	MC	6RP3
34229	MC	6RP3
28274	MC	6RP3
61663	MC	6RP3
81614	MC	6RP3
47156	MC	6RP3
81627	MC	6RP3
106925	MC	6RP3
81687	OR	6RP3
106948	MC	6RP3
106901	OR	6RP3
28320	MC	6NS1
85181	MC	6NS1
61676	MC	6NS3
71616	MC	6NS3
106998	MC	6NS3
47160	MC	6NS6
51610	MC	6NS6
28389	OR	6NS6
81660	MC	6NS6
81657	MC	6NS6
81617	MC	6NS6
52814	MC	6NS6
85271	MC	6NS6
107086	MC	6NS6
81656	MC	6NS6
47164	MC	6NS6
106923	MC	6NS6
71641	MC	6NS6
81610	MC	6NS6
106792	MC	6NS6
106901	OR	6NS6
81684	MC	6NS7
47150	MC	6EE3
71634	MC	6EE3
61668	MC	6EE3

Item ID No.	Question Type	Common Core Standards Matched to Items
81629	MC	6EE3
26200	MC	6EE5
26215	MC	6EE7
51703	OR	6EE7
26338	MC	6G1
14891	MC	6G1
81640	MC	6G1
81649	MC	6G1
14886	MC	6G1
81632	MC	6G1
85302	MC	6G1
34178	MC	6G1
71707	OR	6G1
81637	MC	6G2
34249	OR	6G2
85105	OR	6G2
85274	MC	6G2
85056	MC	6G2
106927	MC	6G2
81638	MC	6G2
106904	MC	6G2
81658	MC	6SP4
85276	OR	6SP4
106937	MC	6SP4
34176	MC	6SP4
51688	MC	6SP4
106816	MC	6SP4
31927	OR	6SP5
47135	MC	6SP5
71670	MC	6SP5
73659	MC	6SP5
34202	MC	6SP5
81658	MC	6SP5
81696	OR	6SP5
106839	MC	6SP5
51676	MC	6SP5
81616	MC	7RP1
51636	MC	7RP2
26212	MC	7NS1

Item ID No.	Question Type	Common Core Standards Matched to Items
51635	MC	7NS2
34189	MC	7EE1
81678	MC	7EE1
71684	OR	7EE1
85060	MC	7EE1
51628	MC	7EE1
106746	MC	7EE1
106852	MC	7EE1
106778	MC	7EE1
28343	MC	7EE1
85085	MC	7EE1
85055	MC	7EE1
107083	MC	7EE1
81688	OR	7EE3
47124	MC	7EE3
81679	MC	7EE3
106844	MC	7EE3
85303	MC	7EE3
106771	MC	7EE3
107051	MC	7EE3
81683	MC	7EE4
51716	OR	7EE4
61634	MC	7EE4
14928	MC	7EE4
14912	MC	7EE4
81677	MC	7EE4
81688	OR	7EE4
34162	MC	7EE4
81691	OR	7EE4
34200	MC	7EE4
28353	MC	7EE4
71683	MC	7EE4
34218	MC	7EE4
47122	MC	7EE4
85083	OR	7EE4
81680	MC	7EE4
81681	MC	7EE4
84695	MC	7EE4
81685	MC	7EE4

Item ID No.	Question Type	Common Core Standards Matched to Items
6931	MC	7EE4
47137	MC	7EE4
106855	MC	7EE4
51689	MC	7EE4
81701	OR	7EE4
26095	MC	7EE4
51697	MC	7EE4
34226	MC	7EE4
106903	MC	7EE4
26446	MC	7EE4
106853	MC	7EE4
14957	OR	7EE4
106940	MC	7EE4
85189	OR	7EE4
61640	MC	7G1
51651	MC	7G1
71623	MC	7G1
81687	OR	7G1
51657	MC	7G2
81646	MC	7G2
71639	MC	7G2
81648	MC	7G2
47162	MC	7G2
81645	MC	7G2
106922	MC	7G2
106757	OR	7G2
28337	MC	7G4
34151	MC	7G4
34179	MC	7G4
71707	OR	7G4
34187	MC	7G5
106748	MC	7G5
106902	MC	7G5
61661	MC	7SP7
51682	MC	7SP7
34251	OR	7SP7
34224	MC	7SP7
47182	OR	7SP7
51681	MC	7SP7

Item ID No.	Question Type	Common Core Standards Matched to Items
47159	MC	7SP7
106928	OR	7SP7
106909	MC	7SP7
81666	MC	7SP8
85277	MC	7SP8
48870	MC	7SP8
106822	OR	7SP8
106867	MC	7SP8
85283	MC	7SP8
107052	MC	7SP8

**Table B-20. Number of Grade-Level Items Matched to Grade-level Common Core Standards**

Number of Grade 6 KCCT Items per Strand			
	Grade 6 Strands	Grade 7 Strands	Grade 8 Strands
RP	44	3	NA
NS	30	9	0
EE	31	3	0
G	10	2	18
SP	19	11	0
F	NA	NA	0
Number of Grade 7 KCCT Items per Strand			
	Grade 6 Strands	Grade 7 Strands	Grade 8 Strands
RP	27	20	NA
NS	22	1	4
EE	11	10	1
G	9	11	9
SP	14	7	0
F	NA	NA	3
Number of Grade 8 KCCT Items per Strand			
	Grade 6 Strands	Grade 7 Strands	Grade 8 Strands
RP	28	2	NA
NS	22	2	0
EE	7	52	15
G	17	19	25
SP	15	16	4
F	NA	NA	1

**Reading**

We present the grade-level results for KCCT reading items per Common Core content strand. Tables x through x provide summary level statistics. Tables x through x list items by item ID per grade rated as ‘no match’ or matched an off-grade standard.

**Table B-21. Frequency of Items to Common Core Standards, by Grade**

Common Core Content Code	Number of Grade-Level Items Matched to Standard			Total Items Matched to Standard Across Grades
	Grade 6	Grade 7	Grade 8	
LitText6.1	44	98	20	162
LitText6.2	10	2	0	12
LitText6.3	8	3	8	19
LitText6.4	14	0	0	14
LitText6.5	1	7	2	10
LitText6.6	1	8	1	10
LitText6.7	1	0	0	1
LitText6.8				
LitText6.9				
LitText6.10				
	79	118	31	228
InfoText6.1	92	88	55	235
InfoText6.2	25	5	0	30
InfoText6.3	3	1	1	5
InfoText6.4	21	39	0	60
InfoText6.5	3	17	7	27
InfoText6.6	12	9	1	22
InfoText6.7	1	2	0	3
InfoText6.8	1	0	1	2
InfoText6.9				
InfoText6.10				
	158	161	65	384
LitText7.1	1	15	9	25
LitText7.2	0	4	0	4
LitText7.3	1	0	3	4
LitText7.4	0	23	0	23
LitText7.5				
LitText7.6	1	0	2	3
LitText7.7				
LitText7.8				

LitText7.9				
LitText7.10				
	3	42	14	59
InfoText7.1	6	23	11	40
InfoText7.2	1	1	0	2
InfoText7.3	0	0	1	1
InfoText7.4				
InfoText7.5	9	12	6	27
InfoText7.6	0	24	0	24
InfoText7.7				
InfoText7.8	0	1	1	2
InfoText7.9				
InfoText7.10	0	1	0	1
	16	62	19	97
LitText8.1	0	0	7	7
LitText8.2	0	0	9	9
LitText8.3	1	18	17	36
LitText8.4	0	0	16	16
LitText8.5				
LitText8.6				
LitText8.7				
LitText8.8				
LitText8.9				
LitText8.10				
	1	18	49	68
InfoText8.1	0	0	5	5
InfoText8.2	0	1	21	22
InfoText8.3				
InfoText8.4	0	0	27	27
InfoText8.5	0	0	3	3
InfoText8.6	0	0	9	9
InfoText8.7				
InfoText8.8	0	1	1	2
InfoText8.9				
InfoText8.10				
	1	20	115	136
No Match	58	50	47	155

Gray shading indicates that no items were coded with the respective Common Core strand.

**Table B-22. Reading Items for Which There was No Match to a Common Core Strand**

Grade	Question Type	Item ID No.
6	MC	3109
6	MC	84637
6	MC	84636
6	MC	86366
6	MC	86370
6	MC	86582
6	MC	3597
6	MC	3601
6	MC	3622
6	MC	86715
6	MC	86600
6	MC	86675
6	MC	86669
6	MC	86438
6	MC	86504
6	MC	86486
6	MC	86487
6	MC	86548
6	MC	86543
6	MC	3089
6	MC	3098
6	MC	92147
6	MC	92136
6	MC	96067
6	MC	92102
6	MC	92113
6	MC	95948
6	MC	92064
6	MC	92063
6	MC	92054
6	MC	92080
6	MC	92071
6	MC	92068
6	MC	92081
6	MC	92017
6	MC	92030
6	MC	92087
6	MC	96112

Grade	Question Type	Item ID No.
6	MC	92097
6	MC	92085
6	MC	105949
6	MC	105946
6	MC	106623
6	MC	105539
6	MC	106611
6	MC	105527
6	MC	106368
6	MC	106360
6	MC	105796
6	OR	105799
6	MC	105777
6	MC	105795
6	MC	105791
6	MC	106296
6	MC	105892
6	MC	105295
6	MC	105285
6	MC	105294
7	MC	38940
7	MC	34663
7	MC	81270
7	MC	71269
7	MC	81214
7	MC	81212
7	MC	71216
7	MC	81297
7	MC	84051
7	MC	46004
7	MC	30001
7	MC	30019
7	MC	84487
7	MC	86751
7	MC	81352
7	OR	46028
7	MC	27484
7	MC	27482
7	OR	51289
7	MC	81234

Grade	Question Type	Item ID No.
7	MC	84058
7	MC	51238
7	MC	27474
7	MC	96086
7	MC	96315
7	MC	92414
7	MC	96323
7	MC	92418
7	MC	92427
7	MC	92428
7	OR	96143
7	MC	96314
7	OR	96245
7	MC	96308
7	MC	96310
7	MC	27416
7	MC	106564
7	MC	45950
7	MC	106411
7	MC	105589
7	MC	105372
7	MC	105724
7	MC	105723
7	MC	105722
7	MC	105240
7	MC	45961
7	MC	45965
7	MC	107187
7	MC	107185
7	OR	106496
8	MC	86342
8	OR	86346
8	MC	3713
8	OR	86119
8	MC	3594
8	MC	3591
8	MC	3727
8	MC	86282
8	MC	86289
8	MC	86749

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Grade	Question Type	Item ID No.
8	MC	86302
8	MC	86755
8	MC	85815
8	MC	86031
8	MC	96355
8	MC	93219
8	MC	93255
8	MC	93271
8	MC	93276
8	MC	93282
8	MC	93269
8	MC	93268
8	MC	93354
8	MC	93356
8	MC	93360
8	MC	93367
8	OR	93368
8	MC	106141
8	MC	105454
8	MC	105457
8	MC	106142
8	MC	105653
8	MC	105651
8	MC	105456
8	MC	106065
8	OR	106321
8	MC	106068
8	MC	106092
8	MC	106097
8	MC	106093
8	OR	106100
8	MC	106418
8	MC	106412
8	MC	105341
8	MC	105355
8	MC	106053
8	MC	106051
7	MC	48171

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**Table B-23. Off-grade Items, Grade 6 Reading**

Item ID No.	Question Type	Common Core Standards Matched to Items
86544	OR	LitText 7.1
105532	MC	LitText 7.3
86713	OR	LitText 7.6
3637	OR	InfoText 7.1
84640	OR	InfoText 7.1
86452	OR	InfoText 7.1
86462	OR	InfoText 7.1
86615	OR	InfoText 7.1
105955	OR	InfoText 7.1
86397	OR	InfoText 7.2
92029	MC	InfoText 7.5
92114	MC	InfoText 7.5
92115	MC	InfoText 7.5
106295	MC	InfoText 7.5
86396	MC	InfoText 7.5
86613	MC	InfoText 7.5
92148	MC	InfoText 7.5
105954	OR	InfoText 7.5
107403	OR	InfoText 7.5
96114	OR	LitText 8.3

**Table B-24. Off-grade Items, Grade 7 Reading**

Item ID No.	Question Type	Common Core Standards Matched to Items
14830	MC	LitText 6.1
27453	MC	LitText 6.1
27454	MC	LitText 6.1
27456	MC	LitText 6.1
27457	MC	LitText 6.1
27478	MC	LitText 6.1
27485	MC	LitText 6.1
27487	MC	LitText 6.1
29976	MC	LitText 6.1
29997	MC	LitText 6.1
30006	MC	LitText 6.1
30020	MC	LitText 6.1
30028	MC	LitText 6.1

Item ID No.	Question Type	Common Core Standards Matched to Items
34671	MC	LitText 6.1
40135	MC	LitText 6.1
45962	MC	LitText 6.1
45964	MC	LitText 6.1
45978	MC	LitText 6.1
45979	MC	LitText 6.1
45981	MC	LitText 6.1
45983	MC	LitText 6.1
45984	MC	LitText 6.1
45985	MC	LitText 6.1
45999	MC	LitText 6.1
48169	MC	LitText 6.1
48170	MC	LitText 6.1
51239	MC	LitText 6.1
51280	MC	LitText 6.1
51281	MC	LitText 6.1
51282	MC	LitText 6.1
51285	MC	LitText 6.1
51286	MC	LitText 6.1
51379	MC	LitText 6.1
61258	MC	LitText 6.1
61259	MC	LitText 6.1
61261	MC	LitText 6.1
61262	MC	LitText 6.1
61265	MC	LitText 6.1
64075	MC	LitText 6.1
64086	MC	LitText 6.1
71212	MC	LitText 6.1
71213	MC	LitText 6.1
71214	MC	LitText 6.1
71248	MC	LitText 6.1
71265	MC	LitText 6.1
71266	MC	LitText 6.1
71272	MC	LitText 6.1
73628	MC	LitText 6.1
73663	MC	LitText 6.1
73668	MC	LitText 6.1
81230	MC	LitText 6.1
81232	MC	LitText 6.1
81241	MC	LitText 6.1

Item ID No.	Question Type	Common Core Standards Matched to Items
81242	MC	LitText 6.1
81265	MC	LitText 6.1
81268	MC	LitText 6.1
81269	MC	LitText 6.1
81271	MC	LitText 6.1
81273	MC	LitText 6.1
81301	MC	LitText 6.1
81303	MC	LitText 6.1
81305	MC	LitText 6.1
81353	MC	LitText 6.1
81357	MC	LitText 6.1
84049	MC	LitText 6.1
84050	MC	LitText 6.1
84480	MC	LitText 6.1
84486	MC	LitText 6.1
84488	MC	LitText 6.1
84614	MC	LitText 6.1
92424	MC	LitText 6.1
92587	MC	LitText 6.1
95428	MC	LitText 6.1
105229	MC	LitText 6.1
105231	MC	LitText 6.1
105232	MC	LitText 6.1
105237	MC	LitText 6.1
105244	MC	LitText 6.1
105367	MC	LitText 6.1
105370	MC	LitText 6.1
105371	MC	LitText 6.1
30000	MC	LitText 6.1
30007	MC	LitText 6.1
30022	MC	LitText 6.1
38936	MC	LitText 6.1
38938	MC	LitText 6.1
40131	MC	LitText 6.1
45977	MC	LitText 6.1
46005	MC	LitText 6.1
51236	MC	LitText 6.1
51283	MC	LitText 6.1
64082	MC	LitText 6.1
64087	MC	LitText 6.1

Item ID No.	Question Type	Common Core Standards Matched to Items
81263	MC	LitText 6.1
92589	MC	LitText 6.1
96167	MC	LitText 6.1
105363	MC	LitText 6.1
105365	MC	LitText 6.1
73629	MC	LitText 6.2
81272	MC	LitText 6.2
27459	MC	LitText 6.3
71254	MC	LitText 6.3
81354	MC	LitText 6.3
84479	MC	LitText 6.5
81229	MC	LitText 6.5
86739	MC	LitText 6.5
95426	MC	LitText 6.5
96166	MC	LitText 6.5
105373	MC	LitText 6.5
27455	MC	LitText 6.6
71250	MC	LitText 6.6
81231	MC	LitText 6.6
45960	MC	LitText 6.6
46003	MC	LitText 6.6
71210	MC	LitText 6.6
81351	MC	LitText 6.6
105364	MC	LitText 6.6
14863	MC	InfoText 6.1
14866	MC	InfoText 6.1
34592	MC	InfoText 6.1
34593	MC	InfoText 6.1
34599	MC	InfoText 6.1
34653	MC	InfoText 6.1
34657	MC	InfoText 6.1
34662	MC	InfoText 6.1
36042	MC	InfoText 6.1
38967	MC	InfoText 6.1
45947	MC	InfoText 6.1
48129	MC	InfoText 6.1
48132	MC	InfoText 6.1
51301	MC	InfoText 6.1
61275	MC	InfoText 6.1
61276	MC	InfoText 6.1

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Item ID No.	Question Type	Common Core Standards Matched to Items
64076	MC	InfoText 6.1
64077	MC	InfoText 6.1
64078	MC	InfoText 6.1
64081	MC	InfoText 6.1
64084	MC	InfoText 6.1
64085	MC	InfoText 6.1
64091	MC	InfoText 6.1
71373	MC	InfoText 6.1
71375	MC	InfoText 6.1
71378	MC	InfoText 6.1
71381	MC	InfoText 6.1
71382	MC	InfoText 6.1
73624	MC	InfoText 6.1
81206	MC	InfoText 6.1
81207	MC	InfoText 6.1
81208	MC	InfoText 6.1
81211	MC	InfoText 6.1
81216	MC	InfoText 6.1
81217	MC	InfoText 6.1
81218	MC	InfoText 6.1
81219	MC	InfoText 6.1
81247	MC	InfoText 6.1
81249	MC	InfoText 6.1
81251	MC	InfoText 6.1
81252	MC	InfoText 6.1
84003	MC	InfoText 6.1
84621	MC	InfoText 6.1
86737	MC	InfoText 6.1
92402	MC	InfoText 6.1
92406	MC	InfoText 6.1
92409	MC	InfoText 6.1
92456	MC	InfoText 6.1
95415	MC	InfoText 6.1
95432	MC	InfoText 6.1
95435	MC	InfoText 6.1
95436	MC	InfoText 6.1
95439	MC	InfoText 6.1
95449	MC	InfoText 6.1
96084	MC	InfoText 6.1
96312	MC	InfoText 6.1

Item ID No.	Question Type	Common Core Standards Matched to Items
96313	MC	InfoText 6.1
105581	MC	InfoText 6.1
105715	MC	InfoText 6.1
106484	MC	InfoText 6.1
106489	MC	InfoText 6.1
106571	MC	InfoText 6.1
14864	MC	InfoText 6.1
29990	MC	InfoText 6.1
34600	MC	InfoText 6.1
48138	MC	InfoText 6.1
54058	MC	InfoText 6.1
61274	MC	InfoText 6.1
64027	MC	InfoText 6.1
64031	MC	InfoText 6.1
81215	MC	InfoText 6.1
84610	MC	InfoText 6.1
92401	MC	InfoText 6.1
92408	MC	InfoText 6.1
92454	MC	InfoText 6.1
92455	MC	InfoText 6.1
92467	MC	InfoText 6.1
95444	MC	InfoText 6.1
96125	MC	InfoText 6.1
96162	MC	InfoText 6.1
96309	MC	InfoText 6.1
105585	MC	InfoText 6.1
105588	MC	InfoText 6.1
105717	MC	InfoText 6.1
106563	MC	InfoText 6.1
106566	MC	InfoText 6.1
106570	MC	InfoText 6.1
95591	OR	InfoText 6.1
51244	MC	InfoText 6.2
48135	MC	InfoText 6.2
105582	MC	InfoText 6.2
105716	MC	InfoText 6.2
106485	MC	InfoText 6.2
34660	MC	InfoText 6.4
45949	MC	InfoText 6.4
61271	MC	InfoText 6.4

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Item ID No.	Question Type	Common Core Standards Matched to Items
81248	MC	InfoText 6.4
92488	MC	InfoText 6.4
106560	MC	InfoText 6.4
106561	MC	InfoText 6.4
106562	MC	InfoText 6.4
106567	MC	InfoText 6.4
29981	MC	InfoText 6.4
29984	MC	InfoText 6.4
29985	MC	InfoText 6.4
34601	MC	InfoText 6.4
34655	MC	InfoText 6.4
34659	MC	InfoText 6.4
38949	MC	InfoText 6.4
51295	MC	InfoText 6.4
51296	MC	InfoText 6.4
61296	MC	InfoText 6.4
64080	MC	InfoText 6.4
73667	MC	InfoText 6.4
92495	MC	InfoText 6.4
92581	MC	InfoText 6.4
95413	MC	InfoText 6.4
95446	MC	InfoText 6.4
96123	MC	InfoText 6.4
96318	MC	InfoText 6.4
96319	MC	InfoText 6.4
105360	MC	InfoText 6.4
105580	MC	InfoText 6.4
105584	MC	InfoText 6.4
105713	MC	InfoText 6.4
105714	MC	InfoText 6.4
105718	MC	InfoText 6.4
106313	MC	InfoText 6.4
106480	MC	InfoText 6.4
106481	MC	InfoText 6.4
107183	MC	InfoText 6.4
106495	OR	InfoText 6.4
51303	MC	InfoText 6.5
29983	MC	InfoText 6.5
48139	MC	InfoText 6.5
51305	MC	InfoText 6.5

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Item ID No.	Question Type	Common Core Standards Matched to Items
61291	MC	InfoText 6.5
84611	MC	InfoText 6.5
92403	MC	InfoText 6.5
92494	MC	InfoText 6.5
92497	MC	InfoText 6.5
95414	MC	InfoText 6.5
95417	MC	InfoText 6.5
96317	MC	InfoText 6.5
105579	MC	InfoText 6.5
105590	MC	InfoText 6.5
106568	MC	InfoText 6.5
107186	MC	InfoText 6.5
30170	OR	InfoText 6.5
51234	MC	InfoText 6.6
51288	MC	InfoText 6.6
51306	MC	InfoText 6.6
81302	MC	InfoText 6.6
84620	MC	InfoText 6.6
92430	MC	InfoText 6.6
105236	MC	InfoText 6.6
29998	MC	InfoText 6.6
30005	MC	InfoText 6.6
61278	MC	InfoText 6.7
107184	MC	InfoText 6.7
40133	MC	LitText 8.3
45982	MC	LitText 8.3
71252	MC	LitText 8.3
81237	MC	LitText 8.3
81238	MC	LitText 8.3
81264	MC	LitText 8.3
81349	MC	LitText 8.3
92588	MC	LitText 8.3
105369	MC	LitText 8.3
27471	OR	LitText 8.3
84490	OR	LitText 8.3
92426	OR	LitText 8.3
95420	OR	LitText 8.3
105242	OR	LitText 8.3
92493	MC	InfoText 8.8

**Table B-25. Off-grade Items, Grade 8 Reading**

Item ID No.	Question Type	Common Core Standards Matched to Items
3717	MC	LitText 6.1
3718	MC	LitText 6.1
3721	MC	LitText 6.1
86279	MC	LitText 6.1
86280	MC	LitText 6.1
86300	MC	LitText 6.1
86687	MC	LitText 6.1
86688	MC	LitText 6.1
93225	MC	LitText 6.1
93230	MC	LitText 6.1
93332	MC	LitText 6.1
106090	MC	LitText 6.1
106095	MC	LitText 6.1
106526	MC	LitText 6.1
86304	MC	LitText 6.1
86305	MC	LitText 6.1
86752	MC	LitText 6.1
93333	MC	LitText 6.1
96373	MC	LitText 6.1
106091	MC	LitText 6.1
86702	MC	LitText 6.3
93222	MC	LitText 6.3
93272	MC	LitText 6.3
93323	MC	LitText 6.3
93324	MC	LitText 6.3
93231	OR	LitText 6.3
93284	OR	LitText 6.3
105460	OR	LitText 6.3
93270	MC	LitText 6.5
106105	MC	LitText 6.5
86287	MC	LitText 6.6
3148	MC	InfoText 6.1
3189	MC	InfoText 6.1
3203	MC	InfoText 6.1
3205	MC	InfoText 6.1
3220	MC	InfoText 6.1
3228	MC	InfoText 6.1
84642	MC	InfoText 6.1

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Item ID No.	Question Type	Common Core Standards Matched to Items
84647	MC	InfoText 6.1
85819	MC	InfoText 6.1
85820	MC	InfoText 6.1
85827	MC	InfoText 6.1
85835	MC	InfoText 6.1
85836	MC	InfoText 6.1
85837	MC	InfoText 6.1
85838	MC	InfoText 6.1
85841	MC	InfoText 6.1
85842	MC	InfoText 6.1
85845	MC	InfoText 6.1
86030	MC	InfoText 6.1
86336	MC	InfoText 6.1
93207	MC	InfoText 6.1
93208	MC	InfoText 6.1
93210	MC	InfoText 6.1
93252	MC	InfoText 6.1
93264	MC	InfoText 6.1
93359	MC	InfoText 6.1
106042	MC	InfoText 6.1
106060	MC	InfoText 6.1
106067	MC	InfoText 6.1
106322	MC	InfoText 6.1
106415	MC	InfoText 6.1
3153	MC	InfoText 6.1
3169	MC	InfoText 6.1
3197	MC	InfoText 6.1
3199	MC	InfoText 6.1
3213	MC	InfoText 6.1
3224	MC	InfoText 6.1
3226	MC	InfoText 6.1
3230	MC	InfoText 6.1
85828	MC	InfoText 6.1
85829	MC	InfoText 6.1
85843	MC	InfoText 6.1
86335	MC	InfoText 6.1
86338	MC	InfoText 6.1
86344	MC	InfoText 6.1
93253	MC	InfoText 6.1
93258	MC	InfoText 6.1

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Item ID No.	Question Type	Common Core Standards Matched to Items
93358	MC	InfoText 6.1
93363	MC	InfoText 6.1
93364	MC	InfoText 6.1
96359	MC	InfoText 6.1
105358	MC	InfoText 6.1
106047	MC	InfoText 6.1
106582	MC	InfoText 6.1
107206	MC	InfoText 6.1
107406	OR	InfoText 6.3
3149	MC	InfoText 6.5
3227	MC	InfoText 6.5
86343	MC	InfoText 6.5
93202	MC	InfoText 6.5
93256	MC	InfoText 6.5
96358	MC	InfoText 6.5
106598	MC	InfoText 6.5
106599	OR	InfoText 6.6
93205	MC	InfoText 6.8
95952	MC	LitText 7.1
3714	MC	LitText 7.1
3715	MC	LitText 7.1
86284	MC	LitText 7.1
86288	MC	LitText 7.1
86748	MC	LitText 7.1
106099	OR	LitText 7.1
86746	OR	LitText 7.1
105649	OR	LitText 7.1
93220	MC	LitText 7.3
93226	MC	LitText 7.3
86753	OR	LitText 7.3
96357	MC	LitText 7.6
86310	OR	LitText 7.6
3151	MC	InfoText 7.1
3157	MC	InfoText 7.1
106581	MC	InfoText 7.1
85831	OR	InfoText 7.1
85832	OR	InfoText 7.1
86347	OR	InfoText 7.1
93216	OR	InfoText 7.1
93265	OR	InfoText 7.1

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Item ID No.	Question Type	Common Core Standards Matched to Items
106328	OR	InfoText 7.1
106405	OR	InfoText 7.1
106407	OR	InfoText 7.1
106111	MC	InfoText 7.3
85839	MC	InfoText 7.5
85844	MC	InfoText 7.5
95957	MC	InfoText 7.5
106417	MC	InfoText 7.5
93267	OR	InfoText 7.5
106593	OR	InfoText 7.5
93215	OR	InfoText 7.8

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**Table B-26. Number of Reading Items per Grade Matched to Grade-level Common Core Substrands per Strands**

Grade 6 KCCT Items Matched to Grade-Level Common Core Standards			
Lit Text Substrands	Grade 6 Strands	Grade 7 Strands	Grade 8 Strands
Key Ideas/Details	62	2	1
Craft and Structure	16	1	0
Integration of Knowledge	1	0	0
Range of Reading/Text Complexity	0	0	0
Grade 7 KCCT Items Matched to Grade-Level Common Core Standards			
Lit Text Substrands	Grade 6 Strands	Grade 7 Strands	Grade 8 Strands
Key Ideas/Details	120	7	0
Craft and Structure	36	9	0
Integration of Knowledge	2	0	0
Range of Reading/Text Complexity	0	0	0
Grade 8 KCCT Items Matched to Grade-Level Common Core Standards			
Lit Text Substrands	Grade 6 Strands	Grade 7 Strands	Grade 8 Strands
Key Ideas/Details	103	19	18
Craft and Structure	15	23	0
Integration of Knowledge	0	0	0
Range of Reading/Text Complexity	0	0	0
Grade 9 KCCT Items Matched to Grade-Level Common Core Standards			
Lit Text Substrands	Grade 6 Strands	Grade 7 Strands	Grade 8 Strands
Key Ideas/Details	94	24	1
Craft and Structure	65	36	0
Integration of Knowledge	2	1	1
Range of Reading/Text Complexity	0	1	0
Grade 10 KCCT Items Matched to Grade-Level Common Core Standards			
Lit Text Substrands	Grade 6 Strands	Grade 7 Strands	Grade 8 Strands
Key Ideas/Details	28	12	33
Craft and Structure	3	2	16
Integration of Knowledge	0	0	0
Range of Reading/Text Complexity	0	0	0

Info Text Substrands	Grade 6 Strands	Grade 7 Strands	Grade 8 Strands
Key Ideas/Details	56	12	26
Craft and Structure	8	6	39
Integration of Knowledge	1	1	1
Range of Reading/Text Complexity	0	0	0