

## Nevada Reading Assessment Matrix Grade 4

	<b>C1 – Word Analysis</b>	<b>C2 – Literary Text</b>	<b>C3 – Expository Text</b>	<b>Total</b>	<b>% of Items</b>
<b>DOK 1</b>	6	3	6	15	34%
<b>DOK 2</b>	5	13	9	27	61%
<b>DOK 3*</b>	0	1	1	2	5%
<b>Total</b>	11	17	16	<b>44</b>	100%
<b>% of Items</b>	25%	39%	36%	100%	

\* DOK 3 items are Constructed Response items each worth 3 points.

### **Content Clusters:**

The content clusters represent three of the eight English Language Arts content standards that focus primarily on reading which students should acquire and apply for use in their everyday life. The strands listed below the content standard definition are those measured by the Nevada state assessment program at each specific grade level. See the grade specific Reading CRT Item Specifications at [http://nde.doe.nv.gov/Assessment\\_CRT.htm](http://nde.doe.nv.gov/Assessment_CRT.htm) for more details concerning each strand assessed.

### **C1- Word Analysis**

Students will know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary. Students in 4<sup>th</sup> grade will be assessed in the following areas:

Vocabulary Development

### **C 2 – Literary Text**

Students will read literary text to comprehend, interpret, and evaluate authors, cultures, and times. Students in 4<sup>th</sup> grade will be assessed in the following areas:

Setting and Plot  
Characterization  
Theme  
Language

### **C 3 – Expository Text**

Students will read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. Students in 4<sup>th</sup> grade will be assessed in the following areas:

- Text Features
- Language
- Organizational and Structural Patterns

### **Depth of Knowledge (DOK)**

The DOK levels represent a hierarchy based on complexity (rather than difficulty). The hierarchy is based on two main factors: 1) sophistication and complexity, and 2) the likelihood that students at the grade level tested would have received prior instruction or would have had an opportunity to learn the content. Some tasks have a low depth-of-knowledge level because the knowledge required is commonly known and students with normal instruction at that grade level should have had the opportunity to learn how to routinely perform what is being asked.

#### **DOK Level 1: Recall**

Level 1 requires the recall of facts or use of basic skills. A level 1 item consists of literal recall from text, paraphrasing, or simple understanding of a single word or phrase. A level 1 item requires simple connection between sentences, which may be considered a very basic inference. Concepts that correspond to some of these tasks include *locate* and *define*.

#### **DOK Level 2: Use of Concepts and skills**

Level 2 requires comprehension and mental processing of text or portions of text. A level 2 item includes the engagement of some mental processing beyond recalling or reproducing a response. A level 2 item requires the application of skills and concepts. Some important concepts are covered but not in a deeply complex way. Concepts that correspond to some of the tasks at this level include *summarize*, *interpret*, and *infer*.

#### **DOK Level 3: Strategic Thinking and Problem Solving**

Level 3 requires abstract reasoning, critical thinking, and/or the application of abstract concepts to new situations. Concepts that correspond to some of the tasks at this level include *generalize*, *evaluate*, and *justify*.