Sources of Cognitive Complexity in 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

**Sources of Cognitive Complexity**

- **Text Complexity** (50% of score)
  - Readily Accessible
  - Moderately Complex
  - Very Complex

- **Processing Complexity** (50% of score)
  Combines the sources of Textual Evidence, Response Mode, and Processing Demand

- **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

- **Response Mode** (45% of Processing Complexity Score)
  The way in which students are expected to complete assessment activities

- **Processing Demands** (10% of Processing Complexity Score)
  The linguistic demands and reading load in item stems, instructions, and response options