

ASSESSMENT CONTENT BRIEF

CLT7 & CLT8



CLT

CLASSIC LEARNING TEST

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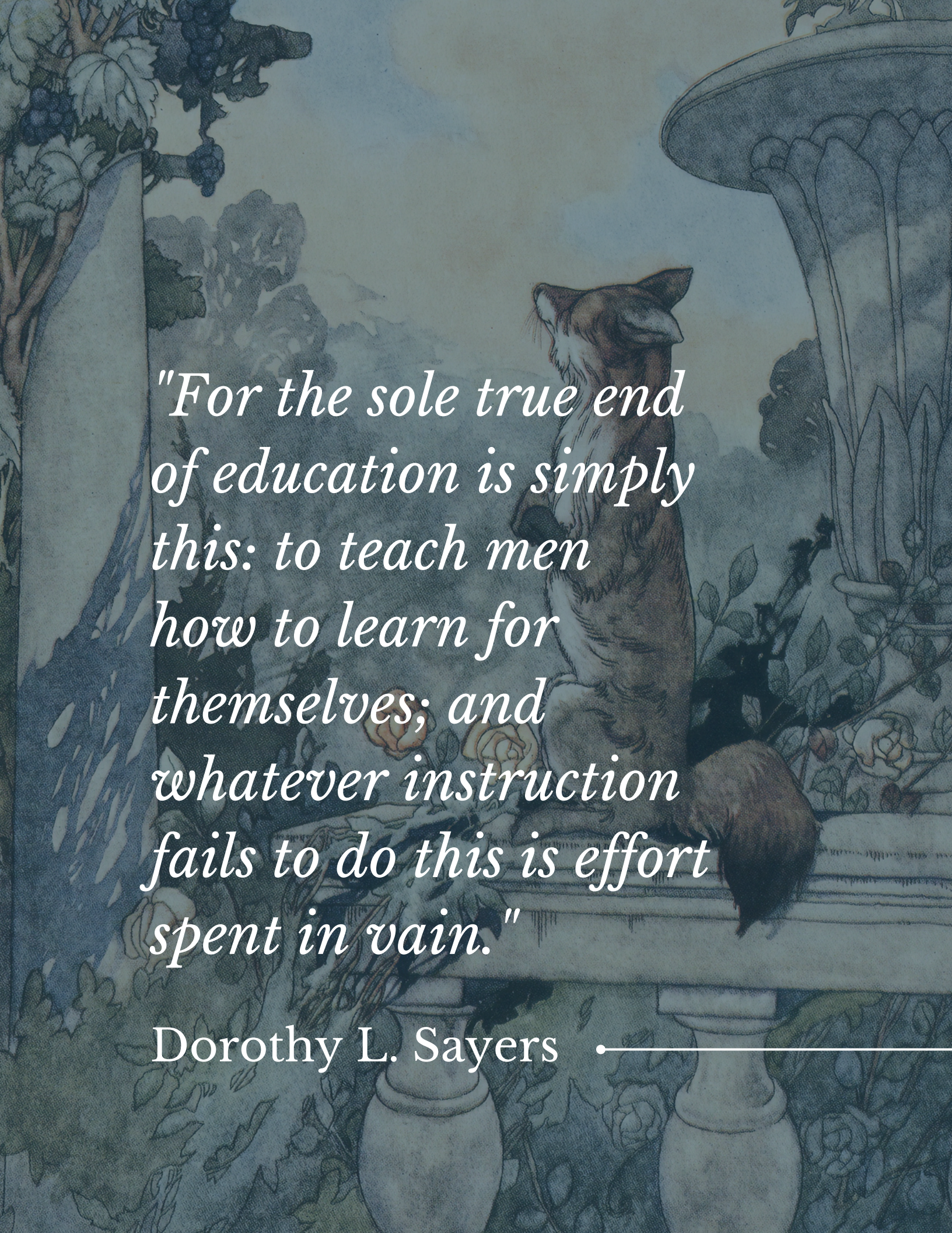
ABOUT

Our Mission

Classic Learning Test (CLT) exists to reconnect knowledge and virtue by providing meaningful assessments and connections to seekers of truth, goodness, and beauty. Unlike other tests that change according to educational trends and legislative actions, CLT assessments are based on enduring concepts that stand the test of time and are accessible to students from a variety of educational backgrounds.

Our Purpose

CLT's goal is to create meaningful summative assessments that provide an opportunity for students in Grades 7 and 8 to think more deeply about great ideas inspired by literature, scholars, artists, scientists, and mathematicians. We do so by connecting the test content on our CLT7 and CLT8 exams directly to the classroom and encouraging curiosity about what is true, what is good, and what is beautiful.



*"For the sole true end
of education is simply
this: to teach men
how to learn for
themselves; and
whatever instruction
fails to do this is effort
spent in vain."*

Dorothy L. Sayers •

Note on the CLT7

Following the creation of the CLT3-6 and the CLT8, the CLT7 was created to meet the need for a meaningful assessment that asks students to think deeply about classical texts as well as complex ideas within mathematical reasoning and logic. While taking the CLT6 or the CLT8 could be an option for students in the 7th grade, CLT saw the demand to create another exam to fill the gap in our summative suite of lower grade assessments. With the addition of the CLT7, the CLT lower grade assessments are an accurate method to track the growth of a student throughout elementary and middle school.

The CLT7 was built using CLT8 items that are suitable for 7th grade students. Using easier questions from the CLT8 item bank allows the CLT7 to fit into the ascending scale of the Assessments for Grades 3-8 suite. Additionally, the CLT7 uses a combination of subdomains from the CLT3-6 and the CLT8. These questions are then split into three levels of difficulty within the CLT7: Level 1 (Easy), Level 2 (Moderate), and Level 3 (Advanced). The skills measured by the CLT7 and CLT8 are outlined in the Content Distinctives below.

Like the CLT8, the CLT7 contains three sections:

- Verbal Reasoning (40 questions, 45 minutes)
 - Textual comprehension and textual analysis
- Grammar/Writing (40 questions, 40 minutes)
 - Grammatical editing and improvement
- Quantitative Reasoning (40 questions, 50 minutes)
 - Logic and mathematics

The Verbal Reasoning section of the CLT7 includes identical domains, subdomains, and question types as the CLT8 while using questions with a lower difficulty level. Furthermore, the CLT3-8 were linked to the Lexile® Framework for Reading and the Quantile® Framework for Mathematics through a linking study conducted with MetaMetrics, Inc. in Spring 2023. This linkage allows CLT to provide Lexile and Quantile measures along with Lexile and Quantile National Percentiles which derived from over three million students who took assessments that report Lexile and Quantile measures between 2010-2019 (MetaMetrics, 2023). The reports of the linking study can be found on our website.

Overview of the CLT7-8 Assessment Suite

Verbal Reasoning

Comprehension

Passage as a Whole: Questions on passage as a whole test the student's ability to synthesize information from the entire passage to understand its framework and main ideas.

Passage Details: Questions on passage details test the student's ability to understand key facts and concepts discussed in a passage.

Passage Relationships: Questions on passage relationships test the student's ability to recognize important connections between different parts of the passage.

Analysis

Textual Analysis: Questions on textual analysis test the student's ability to make inferences from information in the passage and understand a character, narrator, or writer's point of view.

Interpretation of Evidence: Questions on interpretation of evidence test the student's ability to understand how verbal and quantitative evidence are used in a passage.

Overview of the CLT7-8 Assessment Suite

cont.

Grammar/Writing

Grammar

Agreement: Questions on agreement test the student's ability to recognize how individual elements of a sentence correspond or agree with one another.

Punctuation and Sentence Structure: Questions on punctuation and sentence structure test the student's ability to understand how different elements of a sentence are linked together through punctuation and how to properly construct a sentence.

Writing

Structure: Questions on structure test the student's ability to recognize how different parts of a passage, paragraph, and sentence relate to one another.

Style: Questions on style test the student's ability to understand a writer's tone and intent.

Word Choice: Questions on word choice test the student's ability to recognize how different words fit into different contexts.

Overview of the CLT7-8 Assessment Suite

cont.

Quantitative Reasoning

Pre-Algebra and Algebra

Arithmetic and Operations: Questions on arithmetic and operations test the student's ability to use basic rules of arithmetic to simplify and draw conclusions about expressions, as well as their ability to recognize patterns.

Algebraic Expressions and Equations: Questions on algebraic expressions and equations test the student's ability to simplify algebraic expressions, solve equations and inequalities, and substitute variables into algebraic expressions.

Geometrical Reasoning

Plane Geometry: Questions on plane geometry test the student's ability to analyze two-dimensional shapes and to understand points, lines, figures, and functions in the coordinate plane.

Properties of Shapes: Questions on properties of shapes test the student's ability to analyze circles, triangles, and other polygons and determine additional information about those shapes.

Mathematical Reasoning

Logic: Questions on logic test the student's ability to use given information to arrive at a new conclusion.

Word Problems: Word problems test the student's ability to use reasoning and logic to draw conclusions about real-life scenarios.

A painting of a naval battle scene. On the right, a large, dark-hulled sailing ship with multiple masts and white sails is shown. It appears to be firing, as a large plume of white smoke or steam rises from its side. On the left, a smaller sailing ship is visible in the distance. In the foreground, a small rowing boat with several figures is on the water. The sky is a pale, hazy blue, and the water is dark and reflective. The overall style is that of a classical painting.

*"Dwell on the beauty of life.
Watch the stars, and see
yourself running with them."*

Marcus Aurelius

Detailed Description of the Verbal Reasoning Section

The Verbal Reasoning Section

The material in the Verbal Reasoning Section is drawn from passages in the Western intellectual tradition (see the [Author Bank](#)). These passages fall into four categories that are consistent across each exam:

- Philosophy/Religion
- Science
- Literature
- Historical/American Founding Documents

Each passage has ten questions. They are not ordered by level of difficulty. These questions test students' ability to understand and draw conclusions about topics, including:

- The passage's main ideas
- The author's tone or attitude
- A character's motives
- The meaning of a word or phrase in context
- The structure of a passage
- The evidence or support for the answer to a previous question
- Passage-based analogies

Detailed Description of the Verbal Reasoning Section

cont.

VERBAL REASONING SECTION	
Passage Type:	Description:
Literature	The passages in the Literature category are drawn from classic and modern literary prose. Authors include those whose stories, style, and ideas have contributed significantly to Western culture.
Science (with Graphic)	The passages in the Science category are from articles, essays, and other works exploring various disciplines such as genetics, astronomy, physics, biology, and chemistry. When relevant, these passages may touch on the ethical, moral, or societal implications of the given work. Each science passage in the Verbal Reasoning section will be accompanied by a graphic, such as a chart or table.
Philosophy/Religion	The passages in the Philosophy/Religion category are from contemporary or classic sources, and are concerned with issues of truth, reasoning, ethics, and more. They are drawn from a variety of perspectives and time periods.
Historical/American Founding Documents (Dual Passages)	The paired passages in the Historical/Founding Documents category are two brief selections that present perspectives on an important topic. The first is a historical document drawn from ancient sources. The second is a passage from a writer or time period essential to U.S. history.

Detailed Description of the Verbal Reasoning Section

cont.

COMPREHENSION	
Domain:	Skill:
Passage as a Whole - Main Ideas	<ul style="list-style-type: none"> • Demonstrate comprehension of the main ideas of a narrative or informational text • Identify and analyze elements of the conflict or the cause of conflict in a narrative or instructional text • Identify the main idea of a passage as well as demonstrate comprehension of the arguments supporting the main idea of a passage (especially of an instructional text)
Passage as a Whole - Structure	<ul style="list-style-type: none"> • Identify the structure of a narrative • Analyze the way the structure affects the plot in a narrative text
Passage Details - Finding Details	<ul style="list-style-type: none"> • Recall facts and details mentioned in a narrative or instructional text
Passage Details - Vocab Use in Context	<ul style="list-style-type: none"> • Identify and interpret elements of denotation • Establish the meaning of age-appropriate words or phrases in a narrative text or instructional text
Passage Relationships - Analogies	<ul style="list-style-type: none"> • Identify or derive the analogical relationship between words, phrases, and concepts within a narrative or instructional text • Apply analogical relationships to a different set of words, phrases, and concepts

Detailed Description of the Verbal Reasoning Section

cont.

ANALYSIS	
Domain:	Skill:
Textual Analysis - Making Inferences	<ul style="list-style-type: none"> • Infer, anticipate, or make value judgments about future events or outcomes in a narrative or instructional text • Inferring meaning or viewpoints from narrative or instructional text
Textual Analysis - Themes and Point of View	<ul style="list-style-type: none"> • Identify or infer the word, phrase, or sentence that best describes or matches the author's viewpoint (or any point of view expressed in a passage) • Comprehend and analyze various issues related to viewpoint or point of view • Demonstrate an ability to analyze and categorize elements of setting, plot, mood, and characterization (including comparison and contrast)
Interpretation of Evidence - Supporting Arguments (Evidence)	<ul style="list-style-type: none"> • Find supporting textual evidence for claims made in the text
Interpretation of Evidence - Analysis of Evidence (Quantitative)	<ul style="list-style-type: none"> • Choose the most accurate interpretation of evidence presented in the form of a graph, table, or chart, whose information relates to the ideas presented in an instructional (science) text

Detailed Description of the Grammar/Writing Section

The Grammar/Writing Section

The material in the Grammar/Writing Section is drawn from essential sources in the Western intellectual tradition. They fall into four categories that remain consistent across each exam:

- Philosophy/Religion
- Science
- Historical Profile
- Modern Influential Thinkers/Issues

Each passage has ten questions, which are not ordered by level of difficulty. Each question requires students to either correct an error or suggest an improvement in the passage. If no change is necessary, students can select the option “NO CHANGE.”

Questions may test students’ ability to understand, correct, or improve on:

- Diction (word choice)
- Punctuation and syntax (sentence structure)
- Flow
- Logical coherence
- Subject-verb agreement
- Rhetorical strength of additional/subtracted sentences
- Pronoun-antecedent agreement

Detailed Description of the Grammar/Writing Section

cont.

GRAMMAR/WRITING SECTION	
Passage Type:	Description:
Philosophy/Religion	The passages in the Philosophy/Religion category are contemporary or classic sources that touch on issues of truth, reasoning, ethics, and more. They are drawn from a variety of perspectives and time periods.
Historical Profile	The passages in the Historical Profile category consist of short biographical pieces on important historical figures, such as Joan of Arc or Shakespeare.
Science	The passages in the Science category are from articles, essays, and other works exploring various disciplines such as genetics, astronomy, physics, biology, and chemistry. When relevant, these passages may touch on the ethical, moral, or societal implications of the given work.
Modern Influential Thinkers/Issues	The passages in the Modern Influential Thinkers/Issues category are similar in scope to the Philosophy/Religion category, but are always drawn from more modern sources and may offer perspectives on salient issues faced by modern society.

Detailed Description of the Grammar/Writing Section

cont.

GRAMMAR	
Domain:	Skill:
Orthography and Parts of Speech - Spelling	<ul style="list-style-type: none"> Choose the correct spelling (including usage of special punctuation, such as hyphens and apostrophes) of a word, including contractions, etc., within the context of a narrative or instructional text Distinguish the spelling of different homophones based on their meaning
Orthography and Parts of Speech - Punctuation	<ul style="list-style-type: none"> Choose the phrase or sentence that appropriately uses commas in a list (i.e., Oxford comma) in a passage
Orthography and Parts of Speech - Nouns and Pronouns	<ul style="list-style-type: none"> Choose the pronoun that correctly agrees with its antecedent in phrases or sentences within a narrative or instructional text
Orthography and Parts of Speech - Verbs and Verbals	<ul style="list-style-type: none"> Choose the correct form of a verb or a verbal within the context of a phrase or sentence in a narrative or an instructional text
Orthography and Parts of Speech - Parts of Speech in Context	<ul style="list-style-type: none"> Choose the correct usage of words acting as nouns, pronouns, adverbs, prepositions, or conjunctions in phrases or sentences within a narrative or instructional text Choose the proper adjective form that agrees with the case, gender, and number of its described noun (including pronominal adjectives) Choose the properly constructed comparative or superlative form of the adjective

Detailed Description of the Grammar/Writing Section

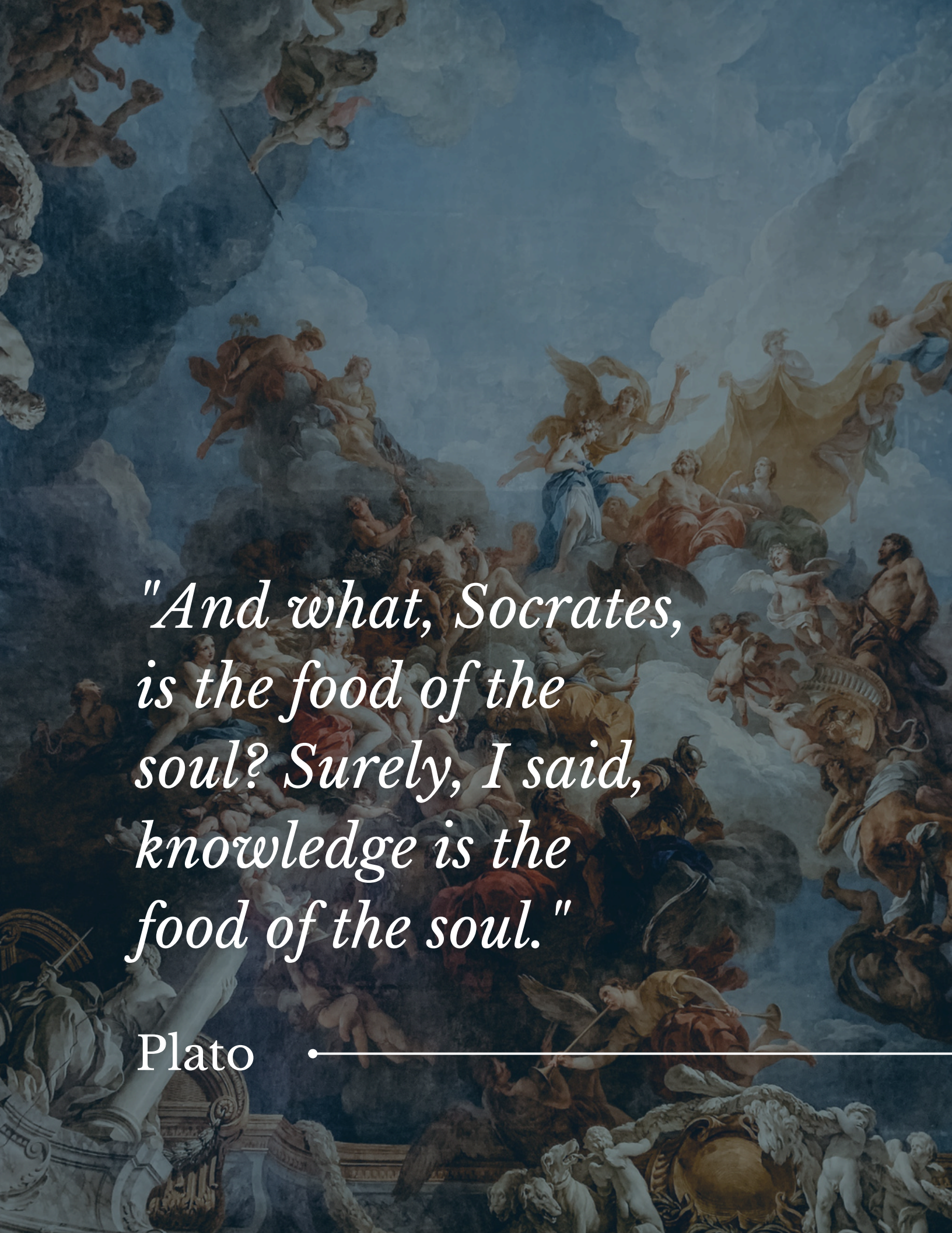
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GRAMMAR, cont.	
Domain:	Skill:
Sentence Structure - Parentheticals	<ul style="list-style-type: none">• Identify parenthetical elements in a sentence• Choose appropriate parenthetical punctuation (e.g. parentheses, commas, dashes) depending on the context
Sentence Structure - Complex Sentences	<ul style="list-style-type: none">• Choose the compound, complex, or compound-complex sentence that is punctuated correctly, including the proper usage of semicolons, colons, commas, coordinating conjunctions, etc. within a narrative or instructional text
Sentence Structure - Parallel Structure	<ul style="list-style-type: none">• Choose the phrase or sentence that appropriately maintains the rhythm or style of a sentence by making items in a list grammatically parallel or maintaining parallelism across parts of a sentence in a narrative or instructional text

Detailed Description of the Grammar/Writing Section

cont.

WRITING	
Domain:	Skill:
Structure - Insertions/Evidence	<ul style="list-style-type: none"> Choose the inserted word, phrase, or sentence that most logically and cohesively fits the plot of a narrative or the arguments in an instructional text Determine whether the addition or deletion of a word, phrase, or sentence fits logically and cohesively fits the plot of a narrative or the arguments in an instructional text
Structure - Transitions	<ul style="list-style-type: none"> Choose the words or phrases that correctly indicate how one statement (in the form of a clause, sentence, or paragraph) relates to the statement that precedes or follows it within a narrative or instructional text
Style - Conciseness/Clarity	<ul style="list-style-type: none"> Choose the sentence or phrase that represents the most clear, most concise, and most comprehensive way to convey a thought within a narrative or instructional text
Style - Matching the Tone of a Passage	<ul style="list-style-type: none"> Choose the sentence or phrase that uses the appropriate tone based on the overall tone of the passage
Word Choice - Word Choice	<ul style="list-style-type: none"> Identify and interpret elements of diction and connotation Establish the meaning of age-appropriate words or phrases in a narrative text or instructional text

The background is a complex Renaissance fresco, likely by Raphael, depicting a scene from Plato's 'Symposium'. It shows various figures, including gods and philosophers, in a dynamic, swirling composition against a backdrop of clouds. The figures are rendered in a classical style with detailed drapery and anatomical precision. The overall color palette is dominated by earthy tones like browns, reds, and blues, with highlights of gold leaf. The scene is filled with movement and drama, with figures interacting in various poses. Overlaid on this is a quote in a white, elegant script font. The quote is centered and occupies the middle portion of the image. Below the quote, the name 'Plato' is written in a similar font, followed by a horizontal line that extends across the width of the image.

*"And what, Socrates,
is the food of the
soul? Surely, I said,
knowledge is the
food of the soul."*

Plato

Detailed Quantitative Reasoning Skills Assessed with Corresponding Mathematical Subjects

CLT7-8 Quantitative Reasoning Skills by Domain

With some general similarities to both the CLT and the CLT10, the CLT7 and CLT8 assess students up to the Algebra I level. They do not contain trigonometry and instead put more emphasis on basic triangle geometry. Questions in the Algebra domain are less complex and place more emphasis on linear rather than quadratic functions. Mathematical Reasoning questions draw from algebra and geometry concepts at a level appropriate for an Algebra I student.

PRE-ALGEBRA AND ALGEBRA	
Domain:	Skill:
Arithmetic and Operations - Properties of Integers	<ul style="list-style-type: none"> Find prime versus composite numbers or factors of numbers Determine if the sum, difference, product, or quotient of unknown integers is odd, even, positive, and/or negative (including exponents)
Arithmetic and Operations - Sequence/Pattern	<ul style="list-style-type: none"> Find the missing term in an arithmetic or geometric sequence
Arithmetic and Operations - Properties of Exponents	<ul style="list-style-type: none"> Solve for the value of an exponent
Arithmetic and Operations - Order of Operations	<ul style="list-style-type: none"> Evaluate arithmetic expressions involving more than one operation using order of operations (including exponents)

Detailed Quantitative Reasoning Skills Assessed with Corresponding Mathematical Subjects

cont.

PRE-ALGEBRA AND ALGEBRA, cont.	
Domain:	Skill:
Arithmetic and Operations - Probability	<ul style="list-style-type: none"> Solve word problems that involve finding the probability of an event
Algebraic Expressions and Equations - Solve Equations	<ul style="list-style-type: none"> Determine the solution of two-step algebraic equations with one variable. Evaluate an one-step algebraic equation with one variable
Algebraic Expressions and Equations - Graphing of Equations	<ul style="list-style-type: none"> Find the slope, or x- or y-intercept of a line given in the point-slope form Determine the solution of a simple inequality
Algebraic Expressions and Equations - Substitution and Simplifying Algebraic Equations	<ul style="list-style-type: none"> Solve an algebraic equation with one variable Simplify algebraic expressions with one variable
Algebraic Expressions and Equations - Special Symbols/Substitution	<ul style="list-style-type: none"> Solve an equation with two variables by interpreting the relationship between the two variables represented by a special symbol
Algebraic Expressions and Equations - Quadratic Equations	<ul style="list-style-type: none"> Determine the solutions to a quadratic equation

Detailed Quantitative Reasoning Skills Assessed with Corresponding Mathematical Subjects

cont.

GEOMETRICAL REASONING	
Domain:	Skill:
Plane Geometry - Coordinate Geometry	<ul style="list-style-type: none"> Recognize the direction of the slope of a line or a tangent line, to calculate the slope, to identify and to find (x,y)-coordinates Determine the quadrant in the (x,y)-coordinate plane where a point is located
Plane Geometry - Slope of Parallel and Perpendicular Lines	<ul style="list-style-type: none"> Determine the slope of a line parallel or perpendicular to another line when given the equation of the line Identify the equation of a line that is parallel or perpendicular to a given equation of a line
Plane Geometry - Transformations	<ul style="list-style-type: none"> Determine the location of an image (new point) after applying a transformation (reflection, rotation, translation, dilation) to a point, line, or other two-dimensional figure in the (x,y)-coordinate plane
Properties of Shapes - Area, Perimeter, Surface Area, Volume (2D)	<ul style="list-style-type: none"> Solve problems that involve finding the area or perimeter of squares or rectangles based on the information provided

Detailed Quantitative Reasoning Skills Assessed with Corresponding Mathematical Subjects


cont.

MATHEMATICAL REASONING	
Domain:	Skill:
Logic - Which of the following is false?	<ul style="list-style-type: none"> Solve word problems where it necessary to find the condition that is false
Logic - Which of the following is true?	<ul style="list-style-type: none"> Solve word problems where it necessary to find the condition that is true
Logic - Which of the following is a counterexample that disproves the above statement?	<ul style="list-style-type: none"> Solve word problems where it is necessary to find the counterexample of a given statement
Logic - Conditions Logic Problems	<ul style="list-style-type: none"> Solve word problems where it is necessary to find the number of solutions that meet two conditions
Logic - Given xxx, find xxx	<ul style="list-style-type: none"> Solve two-step area problems when the area is not given and must be determined Solve word problems where truth table logic is necessary Convert between currency given an conversion rate Find the number that is less than or greater than a given number Determine the resultant shapes after division of the original shape
Logic - Integer Problem	<ul style="list-style-type: none"> Solve logic-based problems that involve properties of and mathematical operations performed on unknown integers represented by variables

Detailed Quantitative Reasoning Skills Assessed with Corresponding Mathematical Subjects

cont.

MATHEMATICAL REASONING, cont.	
Domain:	Skill:
Word Problems - Reasoning/Logic Word Problems	<ul style="list-style-type: none"> Solve word problems where logic is necessary to find the solution
Word Problems - Geometric Word Problems	<ul style="list-style-type: none"> Solve logic-based word problems that involve spatial reasoning using real life scenarios
Word Problems - Ratio Word Problems	<ul style="list-style-type: none"> Solve logic-based word problems involving ratios
Word Problems - Reasoning Word Problems with I, II, and III	<ul style="list-style-type: none"> Solve word problems where it is necessary to identify which of three given statements are true
Word Problems - Arithmetic Word Problems	<ul style="list-style-type: none"> Solve word problems involving percentages, percent increase or decrease, ratios, and proportions Solve word problems involving addition, subtraction, multiplication and/or division of money Solve one or two step word problems involving addition, subtraction, multiplication, and/or division



*“Love is in all things
a most wonderful
teacher.”*

Charles Dickens •



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