

ASSESSMENT CONTENT BRIEF

CLT7



CLT

CLASSIC LEARNING TEST

The CLT7

Following the lead of the CLT3-6, 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.

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 3 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](#).

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. The Grammar/Writing and Quantitative Reasoning sections of the CLT7 are what differentiate it most from the CLT8. The Grammar/Writing section of the CLT7 includes different subdomains and question types than the CLT8, resembling the CLT3-6 more closely. The Quantitative Reasoning section of the CLT7 is built using a different number of questions in each domain and subdomain than the CLT8. These differences are reflected below in the CLT7 Test Design.

CLT7 Test Design: Verbal Reasoning

CLT7 Verbal Reasoning Domains and Subdomains

Section	Domain	Subdomain
Verbal Reasoning (40 questions)	Comprehension (27 questions)	Passage as a Whole
		Passage Details
		Passage Relationships
	Analysis (13 questions)	Textual Analysis
		Interpretation of Evidence

The above design for the Verbal Reasoning section is identical to the CLT8 Verbal Reasoning section.

CLT7 Test Design: Grammar and Writing

CLT7 Grammar/Writing Domains and Subdomains

Section	Domain	Subdomain	
Grammar/Writing (40 questions)	Grammar (20 questions)	Orthography and Parts of Speech	
		Sentence Structure	
	Writing (20 questions)	Structure	
		Style	
		Word Choice	

The CLT7 Grammar and Writing section includes different subdomains and question types than the CLT8, which is shown below.

CLT8 Grammar/Writing Domains and Subdomains

Section	Domain	Subdomain
Grammar/Writing (40 questions)	Grammar (20 questions)	Agreement
		Punctuation and Sentence Structure
	Writing (20 questions)	Structure
		Style
		Word Choice

CLT7 Test Design: Quantitative Reasoning

CLT7 Quantitative Reasoning Domains and Subdomains

Section	Domain	Subdomain
Quantitative Reasoning (40 questions)	Pre-Algebra and Algebra (16 questions)	Arithmetic and Operations
		Algebraic Expressions and Equations
	Geometrical Reasoning (8 questions)	Plane Geometry
		Properties of Shapes
	Mathematical Reasoning (16 questions)	Logic
		Word Problems

The CLT7 Quantitative Reasoning section differs slightly from the CLT8 Quantitative Reasoning section, which is shown below.

CLT8 Quantitative Reasoning Domains and Subdomains

Section	Domain	Subdomain
Quantitative Reasoning (40 questions)	Pre-Algebra and Algebra (14 questions)	Arithmetic and Operations
		Algebraic Expressions and Equations
	Geometrical Reasoning (10 questions)	Plane Geometry
		Properties of Shapes
	Mathematical Reasoning (16 questions)	Logic
		Word Problems

CLT7 Skills

I. Verbal Reasoning

A. Comprehension

1. Passage as a Whole

a) Main Ideas

- (1) To demonstrate comprehension of the main ideas of a narrative or instructional text
- (2) To identify and analyze elements of the conflict or of the cause of conflict in a narrative or instructional text
- (3) To identify the main idea of a passage as well as to demonstrate comprehension of the arguments supporting the main idea of a passage (especially of an instructional text)

b) Structure

- (1) To identify how a narrative is structured and to analyze the way the plot is affected by the chosen structure

2. Passage Details

a) Finding Details

- (1) To recall facts and details mentioned in a narrative or instructional text

b) Vocabulary Use in Context

- (1) To identify and interpret elements of denotation, as well as to establish the meaning of age-appropriate words or phrases in a narrative text or instructional text

3. Passage Relationships

- a) Analogies
 - (1) To identify or derive the analogical relationship between words, phrases, and concepts within a narrative or instructional text and to apply it to a different set of words, phrases, and concepts

B. Analysis

- 1. Textual Analysis
 - a) Making Inferences
 - (1) To infer, anticipate, or to make value judgments about future events or outcomes in a narrative or instructional text
 - b) Themes and Point of View
 - (1) To 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, or to comprehend or analyze various issues related to viewpoint or point of view
 - (2) To demonstrate comprehension and ability to analyze and categorize elements of setting, plot, mood, and characterization (including comparison and contrast).
- 2. Interpretation of Evidence
 - a) Supporting Arguments (Evidence)
 - (1) To find supporting textual evidence for claims made in the text (Part B)
 - b) Analysis of Evidence (Quantitative)
 - (1) To 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.

II. Grammar and Writing

A. Grammar

- 1. Orthography and Parts of Speech
 - a) Spelling
 - (1) To 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
 - (2) To distinguish the spelling of different homophones based on their meaning
 - b) Punctuation
 - (1) To choose the phrase or sentence that appropriately uses commas in a list (i.e., Oxford comma) in a passage
 - c) Nouns and Pronouns
 - (1) To choose the pronoun that correctly agrees with its antecedent in phrases or sentences within a narrative or instructional text
 - d) Verbs and Verbals
 - (1) To 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

- e) Parts of Speech in Context
 - (1) To choose the correct usage of words acting as nouns, pronouns, adverbs, prepositions, or conjunctions in phrases or sentences within a narrative or instructional text
 - (2) To choose the proper adjective form that agrees with the case, gender, and number of its described noun (including pronominal adjectives)
 - (3) To choose the properly constructed comparative or superlative form of the adjective
- 2. Sentence Structure
 - a) Parentheticals
 - (1) To identify parenthetical elements in a sentence and to choose their appropriate punctuation depending on the context
 - b) Complex Sentences
 - (1) To 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
 - c) Parallel Structure
 - (1) To 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
- B. Writing
 - 1. Structure
 - a) Insertions/Evidence
 - (1) To 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
 - (2) To 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
 - b) Transitions
 - (1) To 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
 - 2. Style
 - a) Conciseness/Clarity
 - (1) To 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
 - b) Matching the Tone of a Passage
 - (1) To choose the sentence or phrase that uses the appropriate tone based on the overall tone of the passage
 - 3. Word Choice
 - a) Word Choice
 - (1) To identify and interpret elements of diction and connotation, as well as to establish the meaning of age-appropriate words or phrases in a narrative text or instructional text

III. Quantitative Reasoning

A. Pre-Algebra and Algebra

1. Arithmetic and Operations

a) Properties of Integers

- (1) To find prime versus composite numbers or factors of numbers
- (2) To determine if the sum, difference, product, or quotient of unknown integers is odd, even, positive, and/or negative (including exponents)

b) Sequence/pattern

- (1) To find the missing term in an arithmetic or geometric sequence

c) Properties of Exponents

- (1) To solve for the value of an exponent

d) Order of Operations

- (1) To evaluate arithmetic expressions involving more than one operation using order of operations (including exponents)

e) Probability

- (1) To solve word problems that involve finding the probability of an event

2. Algebraic Expressions and Equations

a) Solve Equations

- (1) To determine the solution of two-step algebraic equations with one variable.
- (2) To evaluate an one-step algebraic equation with one variable

b) Graphing of Equations

- (1) To find the slope, or x- or y-intercept of a line given in the point-slope form
- (2) To determine the solution of a simple inequality

c) Substitution and Simplifying Algebraic Equations

- (1) To solve an algebraic equation with one variable
- (2) To simplify algebraic expressions with one variable

d) Special Symbols/Substitution

- (1) To solve an equation with two variables by interpreting the relationship between the two variables represented by a special symbol

e) Quadratic Equations

- (1) To determine the solutions to a quadratic equation

B. Geometrical Reasoning

1. Plane Geometry

a) Coordinate Geometry

- (1) To 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
- (2) To determine the quadrant in the (x,y)-coordinate plane where a point is located

b) Slope of Parallel and Perpendicular Lines

- (1) To determine the slope of a line parallel or perpendicular to another line when given the equation of the line

- (2) To identify the equation of a line that is parallel or perpendicular to a given equation of a line
 - c) Transformations
 - (1) To 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.
 - 2. Properties of Shapes
 - a) Area, Perimeter, Surface Area, Volume (2D)
 - (1) To solve problems that involve finding the area or perimeter of squares or rectangles based on the information provided
- C. Mathematical Reasoning
- 1. Logic
 - a) Which of the following is false?
 - (1) To solve word problems where it necessary to find the condition that is false
 - b) Which of the following is true?
 - (1) To solve word problems where it necessary to find the condition that is true
 - c) Which of the following is a counterexample that disproves the above statement?
 - (1) To solve word problems where it is necessary to find the counterexample of a given statement
 - d) Conditions Logic Problems
 - (1) To solve word problems where it is necessary to find the number of solutions that meet two conditions
 - e) Given xxx, find xxx
 - (1) To solve two-step area problems when the area is not given and must be determined.
 - (2) To solve word problems where truth table logic is necessary
 - (3) To convert between currency given an conversion rate
 - (4) To find the number that is less than or greater than a given number
 - (5) To determine the resultant shapes after division of the original shape
 - f) Integer Problem
 - (1) To solve logic-based problems that involve that properties of and mathematical operations performed on unknown integers represented by variables.
 - 2. Word Problems
 - a) Reasoning/Logic Word Problems
 - (1) To solve word problems where logic is necessary to find the solution
 - b) Geometric Word Problems
 - (1) To solve logic-based word problems that involve spatial reasoning using real life scenarios
 - c) Ratio Word Problems
 - (1) To solve logic-based word problems involving ratios
 - d) Reasoning Word Problems with I, II, and III

- (1) To solve word problems where it is necessary to identify which of three given statements are true
- e) Arithmetic Word Problems
- (1) To solve word problems involving percentages, percent increase or decrease, ratios, and proportions
 - (2) To solve word problems involving addition, subtraction, multiplication and/or division of money
 - (3) To solve one or two step word problems involving addition, subtraction, multiplication, and/or division



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