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

**Proposed Sources of Cognitive Complexity for Items and Tasks: ELA/Literacy (Summary)**

- **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

**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