



## School Tours & Academic Achievement: Reading

**Cognitive Complexity:** Refers to the cognitive demand associated with a test item; complexity of the items remains independent of the particular curriculum; complexity is categorized into three levels – low, moderate and high.

*Cognitive Complexity Classification of FCAT Test Items © July 2008 Florida Department of Education*

**Visual Literacy:** The capacity to make sense of a wide range of works of art in various media, styles, genre, and categories, at a basic level. It should not be confused with having information. It is the point at which a confident viewer willingly approaches familiar and unfamiliar works of art able to employ a variety of strategies to enter the work, see and think about what is there, and, if curious, pursue and acquire additional information.

FCAT Reading Low Complexity	A Day in the Life of Vizcaya 4 <sup>th</sup> -8 <sup>th</sup>	Geography & Exploration 4 <sup>th</sup> - 8 <sup>th</sup>	Visual Vizcaya 4 <sup>th</sup> -5 <sup>th</sup>	Design & Architecture 4 <sup>th</sup> -5 <sup>th</sup>	Vizcaya & the European Classical Tradition 6 <sup>th</sup> -12 <sup>th</sup>	Design & Architecture 6 <sup>th</sup> -12 <sup>th</sup>
Identify meaning of vocabulary	✓	✓	✓	✓	✓	✓
Locate details in a text*, graph, chart or diagram	✓	✓	✓	✓	✓	✓
Recognize correct order of events in text*	✓	✓			✓	
Identify figurative language in a text*	✓	✓				

\* In the context of a museum, text is considered the equivalent of object or image. Author is considered the equivalent of artist or maker. Plot is considered the equivalent of content or context of an object. Literature is considered the equivalent of material culture.

<b>FCAT Reading Moderate Complexity</b>	<b>A Day in the Life of Vizcaya 4<sup>th</sup>-8<sup>th</sup></b>	<b>Geography &amp; Exploration 4<sup>th</sup>- 8<sup>th</sup></b>	<b>Visual Vizcaya 4<sup>th</sup>-5<sup>th</sup></b>	<b>Design &amp; Architecture 4<sup>th</sup>-5<sup>th</sup></b>	<b>Vizcaya &amp; the European Classical Tradition 6<sup>th</sup>-12<sup>th</sup></b>	<b>Design &amp; Architecture 6<sup>th</sup>-12<sup>th</sup></b>
Use context clues to identify meaning of unfamiliar vocabulary	✓	✓	✓	✓	✓	✓
Determine how details support the main idea	✓	✓	✓	✓	✓	✓
Interpret information in graphs, charts, diagrams		✓	✓	✓	✓	✓
Identify cause and effect relationships	✓	✓	✓	✓	✓	✓
Determine an author's* main purpose or point of view	✓	✓	✓	✓	✓	✓
Identify similarities and differences	✓	✓	✓	✓	✓	✓
Demonstrate an understanding of plot* development	✓				✓	
Recognize elements of a plot*						
Recognize patterns of organization						
Summarize major points of a text*	✓	✓	✓	✓	✓	✓
Compare word meanings	✓	✓	✓	✓	✓	✓

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<b>FCAT Reading High Complexity</b>	<b>A Day in the Life of Vizcaya 4<sup>th</sup>-8<sup>th</sup></b>	<b>Geography &amp; Exploration 4<sup>th</sup>- 8<sup>th</sup></b>	<b>Visual Vizcaya 4<sup>th</sup>-5<sup>th</sup></b>	<b>Design &amp; Architecture 4<sup>th</sup>-5<sup>th</sup></b>	<b>Vizcaya &amp; the European Classical Tradition 6<sup>th</sup>-12<sup>th</sup></b>	<b>Design &amp; Architecture 6<sup>th</sup>-12<sup>th</sup></b>
Analyze the use of figurative language in a text*	✓	✓				
Show how graphs, charts and diagrams contribute to a text*		✓	✓	✓	✓	✓
Determine an author's* purpose and/or point of view and describe how it affects the text*	✓	✓	✓	✓		
Evaluate strong vs. weak arguments in a text*		✓			✓	
Analyze similarities and differences	✓	✓	✓	✓	✓	✓
Describe and analyze the characteristics of various types of literature*	✓	✓	✓	✓	✓	✓
Describe and illustrate how common themes are found across texts*	✓	✓	✓	✓	✓	✓
Analyze cause and effect relationships	✓	✓	✓	✓	✓	✓

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