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TE21, Inc.

TE21, Inc. is an award-winning education company that offers assessments aligned to state standards, intervention, professional development, and a slate of other education improvement efforts for schools and districts. Our educators and support staff members are committed to partnering with our customers to improve the education experience of students. TE21 is known for providing excellent training for all the products we represent or develop. Our staff includes proven professionals in education and business. As an assessment development company, we employ experienced classroom teachers and curriculum directors who are expert educators and assessment writers. At TE21, we strive to be an extension of your team. Our goal is simple—to help students succeed!

TE21 Commitment:

- Providing top quality service to all partner schools/districts
- Focusing on supporting schools/districts in efforts to improve student achievement
- Assisting teachers and administrators in delivering high quality assessments and using data to inform instruction
- Ensuring that all teachers and administrators who partner with us are prepared to make full use of our products

TE21's CASE Assessments Award-Winning Products

Education Week highlighted in 2014 the appearance of 40 education businesses that made the Inc. 5000 list of the fastest-growing private companies in the United States. TE21 is ranked 11th on the list as a result of our Inc. 5000 ranking.

TE21, Inc.
- Inc.5000 list of the nation's fastest-growing private companies 2013, 2014, 2015

CASE Assessments
- District Administration Top 100 Products Two-Time Winner 2013 & 2014
- Cool Tool Award Winner 2014 / Finalist 2015, 2016, & 2018

CASE Item Bank
- eSchool News Readers' Choice Award 2014 & 2015
- Cool Tool Award Finalist 2018
- Cool Tool Award Finalist 2019

CASE College and Career READY Assessment
- Cool Tool Award Finalist 2018
- Cool Tool Award Finalist 2019
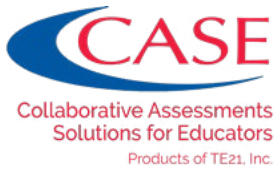
enCASE Platform
- Cool Tool Award Winner 2019

Cindy Hollar, TE21 CEO
- EdTech Leadership Finalist 2019

Improve Student Success with CASE Assessments Products

Many times data driven decision making is difficult because teachers and administrators may feel overwhelmed with too much information, too many terms, invalid data, and tests that do not align with state standards. Teachers want and need timely, valid, and predictable feedback, which is paramount to the teaching and learning environment. Assessments that are rigorous and tightly aligned to state standards are a necessity for teachers to get a clear picture of the standards students may be struggling with. In addition to the aligned assessments, the need for highly predictable data reports helps teachers to develop a plan of action to ensure their students are mastering the standards. Without doubt, CASE Assessments will provide the rigorous assessment needed and data points to improve the teaching and learning environment.

CASE (Collaborative Assessments Solutions for Educators)

CASE Benchmark Assessments, CASE Item Bank, and CASE College/Career READY Assessment are reliable, proven tools that allow teachers to focus their valuable time on guided instruction to help their students succeed.

CASE Assessments Products:

- **CASE Benchmark Assessments**
  - Highly predictable
  - Aligned to state standards
  - Reports available 72 hours after answer documents received

- **CASE Item Bank**
  - Over 70,000 high-quality items
  - Written by expert educators
  - Includes technology enhanced items
  - Administer online and in print

- **CASE College/Career READY Assessment**
  - 97% predictability rate
  - Mirrors the content, time, and length of the ACT
  - Offers data to boost scores with a 72 hour turnaround time

- **enCASE Assessment & Item Creation Platform**
  - Operates on any device with a browser
  - Easy-to-use, very little training needed
  - Create items and assessments within minutes
  - Web based application with a dashboard-driven toolset
  - Detailed report by student/class from district to teacher

"Working with TE21 has been a true partnership. We utilize CASE Benchmark Assessments to provide us with the data necessary to make adjustments to our instruction in response to their individual needs. We have found the staff at TE21 to be responsive, nimble and agile in response to our feedback. These are rare traits in a company providing assessments."

Todd Wirt, Ed.D., Superintendent,
Orange County Schools, Hillsborough, NC

Valuable and specific data for teachers and administrators on progress of students, classes, and grades.

CASE Benchmark Assessments: Providing Data to Target Instruction

TE21's CASE Benchmark Assessments provides grade level assessments for grades kindergarten through high school aligned to state standards. Teachers and administrators who administer CASE Benchmark Assessments like the fact that the overall difficulty and question stems are designed to mirror best practices for assessing standards. Detailed reports provide rich data to help teachers determine students' progress and identify the need for redirecting instruction or the use of intervention solutions.

CASE reports can be accessed online on a secure website within 72 hours after CASE receives their students' answer documents. CASE reports provide class, school, and district data on overall projected achievement levels, suggested grades for students on a 100-pt. scale, thinking skills, curriculum standards, reading genres, and percent correct. Individual student reports also are available. Valid, actionable data can be used immediately to intervene and accelerate student learning. Coupled with TE21's Professional Development and training, CASE data is an invaluable resource that provides teachers with the information they need to break down student learning hurdles.

Teachers and administrators say that CASE Benchmark Assessments help them identify particular areas for every student's needs. Educators can know what their students know and have confidence their data-driven instruction is valid and on point. CASE Benchmark Assessments ensure curriculum alignment to the written, taught, and tested curriculum.

Development and Alignment of Assessments

CASE curriculum specialists, all former teachers and curriculum administrators, analyze state-released tests and other state curriculum support documents. All questions undergo multiple reviews for content and grammar to ensure quality before they are placed on a benchmark assessment.

- Questions align with state standards.
- Math, science, and social studies questions are aligned to district or CASE curriculum/pacing.
- Overall difficulty and question stems are designed to mirror best practices for assessing standards.

Data to Target Instruction

- Student, Class, School, and District Reports
- Reports Within 72 Hours of Documents Received
- Suggested Grades for Students (100-pt. scale)
- Projected Proficiency
- Diagnostic Data on Standards/Genres/Thinking Skills/Text Complexity
- Data Review Sessions to Assist Schools

With TE21's CASE Assessments, teachers can respond in real time to improve student academic success.

Assessments Grades/Subjects

North Carolina	Language Arts	Math	Science
Kindergarten (2 per year)	K	K	N/A
Elementary (3 per year)	1-5	1-5	5
Middle School (3 per year)	6-8	6-8 Math I Middle	8
High School (3 for traditional/year-long courses; 2 per semester course)	English II	Math I/III	Biology

CASE Benchmark Assessments can be administered online or paper/pencil. CASE Benchmark Assessments customers receive free access to the CASE Pacing Guides.

"Our district has seen significant academic gains over the past two years, and our use of TE21 as a tool for benchmarking has supported our efforts. We use the tool as a means to gauge student academic progress in core content areas, and we are pleased with the data that it provides in helping to inform core instruction and remediation/enrichment."

Rhonda C. Schuhler, Ed.D., Superintendent
Franklin County Schools, North Carolina

CASE Benchmark Assessments Online Platforms

TE21 delivers CASE online benchmark assessments and the CASE Item Bank through a variety of platforms, including MasteryConnect, IO Education (NKA Illuminate Education), and TE21's enCASE Assessment & Item Creation Platform, providing educators with even more solutions to measure student progress and facilitate learning. In an effort to deliver the most effective testing experiences, we will collaborate with districts and schools to determine the best platforms to meet their specific needs and system requirements.

With ever-evolving advancements in technology, TE21 is increasingly aware that there is always room for improvement. Our commitment to research and to provide the best possible solutions for our customers is the foremost objective of the expert team at TE21.

TE21's CASE Assessments align to curriculum, so results are reliable, valid, predictable, and easy to read and analyze.

**North Carolina Sample Questions
Kindergarten Language Arts**

"The Race"
by Sally Jones
Illustrated by Mike Brown

Jim Smith likes to run. He is fast.

Jim Smith wants to race. The kids will not race Jim Smith.

Bingo is fast. Bingo will race with Jim Smith.

Jim Smith wins the race.

1. What is the setting?

A. class

B. gym

C. outside

2. What happens at the end of the story?

A. Bingo wins the race.

B. Jim Smith wins the race.

C. No one will race.

3. Who is the author of the story?

(A) Mike Brown

(B) Sally Jones

(C) Jim Smith

4. Who is in the race?

(A) Jim Smith and the kids

(B) Jim Smith and Bingo

(C) Bingo and the kids

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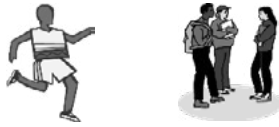
1.   **Study the number chart.**

45				49	50

Which numbers complete the chart?

Ⓐ   44, 45, 46

Ⓑ   46, 47, 48

Ⓒ   46, 47, 49

2.   **Look at the shape.**
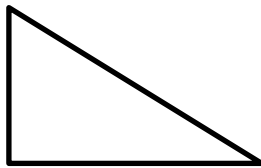
Which word *best* describes the shape?

Ⓐ   rectangle

Ⓑ   square

Ⓒ   triangle

3. The picture shows a marshmallow on a stick.

Which word *best* describes the length of the stick?

Ⓐ long

Ⓑ skinny

Ⓒ thick

4. Which model can be used to show how many tens and ones are in the number 15?

Ⓐ

Ⓑ

Ⓒ

"The Missing Ball"

Sue the cat sat by the birdhouse watching Joey the dog. Joey ran around the yard looking for his ball. He ran to the big tree. The dog glanced up in the branches. Joey ran to the sandbox. The dog dug in the sand. Joey ran to his doghouse and looked inside. Then, he ran over to Sue.

"Have you seen my ball?" he asked Sue.

"No. But I will help you look for it," Sue said.

Sue and Joey looked all over the yard. They could not find the ball. Just then, Sue saw a green ball under the flowers. She grabbed the ball and gave it to Joey. Joey was very happy. Sue and Joey played with the ball in the field.

---

1. **What is the lesson of the passage?**

    A Dogs have more fun than cats.

    B Cats are smarter than dogs.

    C Working together can solve problems.

2. **What kind of character was Sue?**

    A helpful

    B lazy

    C silly

3. Where did Joey look for his ball?

    A in the field

    B in the sandbox

    C in the birdhouse

4. Which word means the same as the word *glanced*?

    A found

    B looked

    C played

1. **Joanna counts 6 eggs in a bird's nest.**
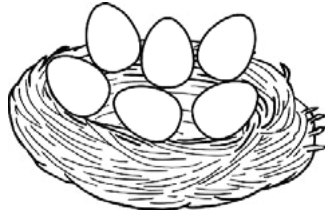
   If Joanna counts 2 more eggs in the nest the next day, how many total eggs does she count?

   A 4 eggs

   B 6 eggs

   C 8 eggs

2. **Which symbol can be used to compare the numbers *correctly*?**

   67 _____ 76

   A <

   B >

   C =

3. **Study the shape.**

Which statement about the shape is true?

A The shape is a rectangle because it is a closed shape and has 4 sides.

B The shape is a rectangle because it is an open shape and has 4 sides.

C The shape is a square because it is a closed shape and has 4 sides.

4. **What time is shown on the clock?**

A 6:00

B 10:30

C 11:30

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from *Charles Lindbergh: Hero Pilot*
by David R. Collins

Charles Lindbergh wanted to be the first American to fly over the Atlantic Ocean. At 10:24 p.m. on May 21, 1927, after 33½ hours of flying, Charles successfully completed the 3,600-mile flight! Read to find out how the world reacted as Charles accomplished his goal and landed his plane, the Spirit of St. Louis, in Paris, France.

1   As the *Spirit of St. Louis* rolled to a stop, Charles could not believe what he saw. Thousands of people were running toward him. "Lindberg!" they shouted, dashing forward. "Lindberg!"

2   His plane had been seen, and the news that he was over Paris had been broadcast everywhere.

3   Charles heard wood cracking. Some of the people wanted a piece of the *Spirit of St. Louis* as a souvenir.

4   "Does anyone here speak English?" Charles yelled.

5   The men and women shouted louder, but no one answered Charles's question. He felt his airplane shake. Surely someone would help him save it.

6   Charles climbed out of the cockpit. Quickly the crowd lifted him high into the air. They cheered and carried him around the plane.

7   Finally, two French pilots came to help Charles out of the crowd. Police surrounded his plane. Charles was taken to a building where he met the American **ambassador**.

8   "You'll stay with me in Paris," the ambassador said.

9   The plane was put in a **hangar** under heavy guard. Charles was driven to the American **Embassy**, where he went to bed.

10 When Charles awoke, people filled the streets in front of the embassy. Newspapermen begged to speak with America's new hero.

Glossary

ambassador—an official sent to another country to represent his or her home country
hangar—wide shelter used for housing an airplane
embassy—The office of an ambassador. Citizens of the ambassador's home country can find protection at an embassy.

11 "You might as well get used to all this attention," the American ambassador told Charles. "You are going to get a lot more of it."

12 How true those words were.

13 When Charles left France, he went to Belgium and then on to England. In each city where he stopped, he was given medals and gifts. He ate with kings and queens. Every night there were parties in his honor.

14 Americans were eager to welcome home the country's flying ace. People everywhere sang the song "Lucky Lindy," written in Charles's honor. The "Lone Eagle" became his nickname.

15 President Coolidge of the United States sent a ship to bring Charles and the *Spirit of St. Louis* home. On June 11, 1927, the ship sailed up the Potomac River to Washington, D.C. More than a hundred planes, flying in perfect formation, filled the sky. Cannons boomed. Flags flew from every pole.

16 As the ship docked, Charles saw his mother waiting to see him. A program in Charles's honor was held in front of the Washington Monument.

17 "We are proud and happy to welcome you back," said President Calvin Coolidge. From a small box, he took a new medal called the Distinguished Flying Cross. The president pinned it on Charles's coat.

18 From Washington, D.C., Charles went to New York City. There four million people cheered as he rode in a parade with the mayor. Paper floated from high windows.

19 "This is worse than the snowstorms I've flown in," Charles joked. He waved to the crowds, his boyish grin delighting the people.

20 Charles felt he owed a special treat to the people of St. Louis. He flew a plane over the city.

21 Wherever Charles went, crowds gathered. People begged for his autograph. They sent him presents and letters. Proud parents named their babies after him. City officials named streets and avenues for him.

22 "Charles Lindbergh belongs to all of us," wrote one newspaperman. "He is a member of each American family. He is the son and brother every American would like to have."

Excerpt from *Charles Lindbergh: Hero Pilot* by David R. Collins. Copyright 1991 by Chelsea House Publications.

1. What is the *main* idea of the selection?

   A Charles Lindbergh was celebrated after his historic flight over the Atlantic Ocean.

   B Charles Lindbergh was welcomed in France and enjoyed seeing a new country after his flight.

   C Charles Lindbergh was tired after his long flight and was eager to get home to America.

   D Charles Lindbergh was worried about his plane after his flight and wanted it protected.

2. Which detail from the selection shows how Americans honored Charles Lindbergh's accomplishment?

   A "Thousands of people were running toward him. 'Lindberg!' they shouted, dashing forward. 'Lindberg!'"

   B "Quickly the crowd lifted him high into the air. They cheered and carried him around the plane."

   C "In each city where he stopped, he was given medals and gifts. He ate with kings and queens."

   D "Proud parents named their babies after him. City officials named streets and avenues for him."

3. What does the phrase "filled the streets" mean as it is used in paragraph 10?

   A The French citizens held a parade to honor Charles Lindbergh outside the embassy.

   B A large group of people were outside the embassy hoping to see Charles Lindbergh.

   C People at the embassy threw floating paper in the sky that fell on Charles Lindbergh on the street below.

   D The French citizens moved Charles Lindbergh's plane from the hangar to the embassy.

4. According to the selection, how did the American ambassador help Charles Lindbergh?

   A The American ambassador sent a ship to take Charles Lindbergh back home.

   B The American ambassador introduced Charles Lindbergh to newspaper reporters.

   C The American ambassador gave Charles Lindbergh a place to sleep.

   D The American ambassador gave Charles Lindbergh gifts and medals.

5. What does the word *ace* mean in paragraph 14?

   A hero

   B leader

   C prisoner

   D soldier

6. What describes what is shown in the photograph?

   A The photograph shows Charles Lindbergh standing beside the plane with which he made his famous flight.

   B The photograph shows Charles Lindbergh greeting the crowd that gathered outside the American Embassy in France.

   C The photograph shows Charles Lindbergh after he received the Distinguished Flying Cross from President Coolidge.

   D The photograph shows Charles Lindbergh receiving medals and gifts when he visited Belgium and England.

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1. Which figure can *best* be described as a line?

A

C

B

D
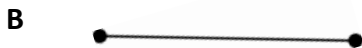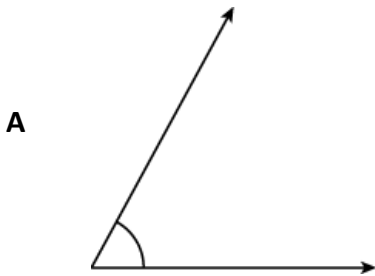
2. Two groups of 27 people each visit a zoo. The cost to enter the zoo is $9 for each person.

   What is the total cost for both groups to enter the zoo?

   A $183

   B $243

   C $366

   D $486

3. Enrique claims that $\frac{4}{6} > \frac{6}{10}$. The table shows the information Enrique uses to justify his claim.

$\frac{4}{6}$ is $\frac{1}{6}$ larger than $\frac{1}{2}$.
$\frac{6}{10}$ is $\frac{1}{10}$ larger than $\frac{1}{2}$.

Is Enrique correct, and why?

A Enrique is correct because $\frac{1}{6} > \frac{1}{10}$.

B Enrique is correct because $\frac{1}{6} < \frac{1}{10}$.

C Enrique is not correct because $\frac{1}{6} < \frac{1}{10}$.

D Enrique is not correct because $\frac{1}{6} > \frac{1}{10}$.

4. What is the value of $9,284 - 5,438$?

A 3,646

B 3,746

C 3,846

D 3,946

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1. Samantha creates a diagram of the water cycle. She labels one stage with an X in the diagram.
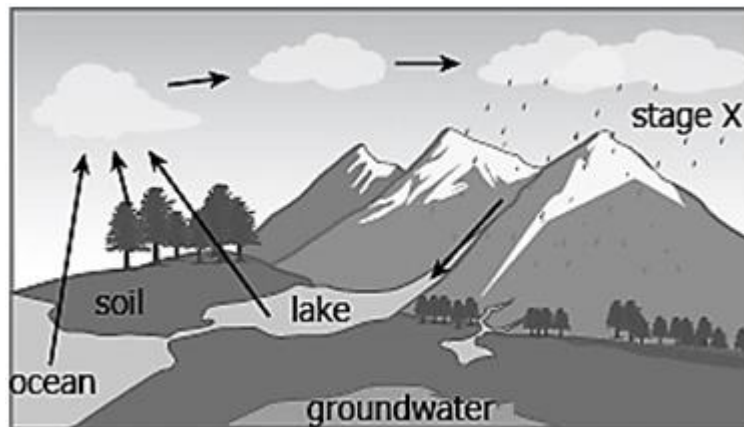
    What stage of the water cycle *immediately* follows stage X?

    A   condensation

    B   precipitation

    C   runoff

    D   transpiration

2. In a food chain, both the leopard seal and killer whale feed on penguins. Why would *only* the killer whale occupy the position of top consumer?

    A   The leopard seal is also food for the killer whale.

    B   The leopard seal feeds on other smaller animals.

    C   The killer whale is much larger than the leopard seal.

    D   The killer whale feeds on all organisms in the food web.

3. **Alex and Eric both drop wood blocks with the same masses and shapes from the same heights as seen in the diagram. Alex has a parachute attached to his block, which makes it fall slower.**
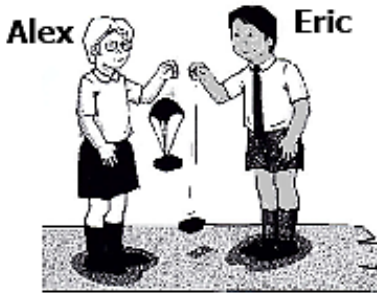
Why does Eric's block fall *faster*?

A   The pull of gravity is greater on Eric's block than on Alex's block.

B   There is less air friction on Eric's block.

C   The mass of Eric's block is greater.

D   The density of Eric's block is different from Alex's block.

4. **The diagram shows the digestive system.**
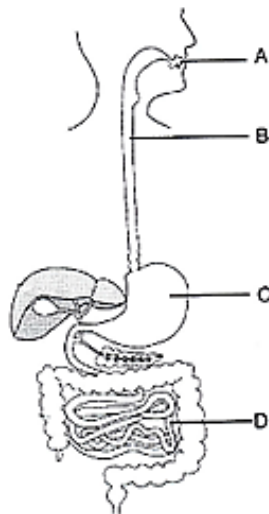
Which labeled organ represents the stomach in the digestive system diagram?

A   organ A

B   organ B

C   organ C

D   organ D

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1. Mateo asks his classmates which ice cream flavors they prefer. The table shows his results.

Flavor	Number of Students
chocolate	20
vanilla	14
mint	9
cookies and cream	8
cookie dough	3

What is the ratio of students who prefer mint ice cream to total students?

A   1:4

B   1:6

C   1:9

D   2:5

2. The box plot represents the heights, in inches, of 10 students.

45 47 49 51 53 55 57 59 61 63 65
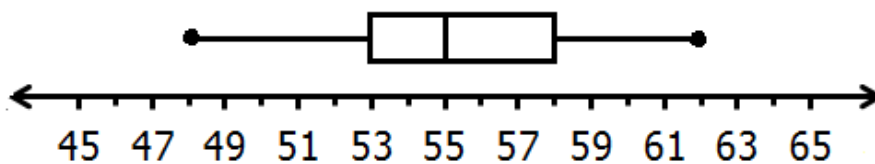
Which data set *could* be the heights of the students?

A   48, 50, 53, 54, 55, 55, 57, 58, 60, 62

B   45, 47, 49, 51, 53, 55, 57, 59, 61, 63

C   47, 53, 54, 55, 55, 55, 56, 57, 58, 62

D   48, 50, 54, 55, 56, 57, 58, 58, 61, 62

3. A bag contains $17\frac{1}{4}$ cups of sugar. A serving of sugar is $\frac{3}{4}$ cup.

How many total servings are in the bag?

A 13 servings

B 17 servings

C 18 servings

D 23 servings

DIRECTIONS FOR THE GRIDDED RESPONSE QUESTION:
- **Question 1 requires you to write your answers in the boxes provided on the back of your answer document.**
- **Write only the number or symbol in each box, and fill in the circle in each column that matches what you have printed.**
- **Fill in only 1 circle in each column.**

1. A chef uses the rub recipe to cover chicken before frying it.

> **Fried Chicken Rub Recipe**
> 8 cups flour
> 4 cups salt
> 3 cups black pepper
> 2 cups garlic powder

What decimal represents how many cups of black pepper are needed for each cup of flour?

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"The Nature of an Artist"
by Emanuel di Pasquale

1   People have always wondered about the nature of an artist. How does a musician, a painter, a poet come to be? Being a poet myself, let me try to answer the question of what makes a poem—as best as I can remember. Now, *remember* is a good word here, because I believe I was shaped into a poet in my childhood.

2   In Sicily, I attended elementary school, and after I completed fifth grade, I went to work at the local bakery, where my brother was chief baker. Although he was only twenty years old, he had become the head of my family, as my father had died a few years earlier. My brother, too, had been forced to quit school to help care for me, my mother, and my two sisters. My brother was a fine baker, but he was also an intellectual, a great reader, whose main interests were politics and philosophy. I learned about books and thinking from him.

3   I also had an aunt who loved heroic adventure stories. Aunt Giovanna's favorite book was *The Legend of King Arthur*. She read often and aloud from this book of hers, and I loved listening to her voice and watching her read: her hand gestures and her facial expressions of love, anger, joy.

4   So I had two people in my family who loved books—and who loved to talk about books and read to me from books. Books clicked for me especially, perhaps because I was a shy child. I also loved to listen to traveling minstrels as they moved across Sicily, my birth island, singing stories of ancient warriors, of Saracens and Normans. I loved the drama and the adventures—the brave warriors rescuing women and children and the poor peasant people.

5   Finally, there was another element to my beginnings as one who would develop a poetical way of seeing things: I paid attention to detail, little things that most of my friends didn't see or didn't have time to see. I saw that swallows had white bellies, that small lizards I occasionally caught in the cold mornings had no teeth, that their green skin resembled the green of leaves. I noticed that the bark of ancient carob trees cracked and made designs I could see in the flying buttresses of church buildings. I began to see connections between nature and man: the true reason for poetry.

6   In the simplest language, then, using the clearest, most musical words, to this day, by using what are called similes and metaphors, I try to make this connection. And it gives me joy.

"XIV"

Walking along the north star
in the dark. Geese gossip.
Ice amoebas across causeway.
Deer in vacant lot.
5   The moon, only half a person,
has fallen down on his back.

1. **What childhood experience was *most* important in the author's development as a poet?**

    A completing fifth grade

    B learning to read

    C paying attention to details

    D working for his brother

2. **What generalization does the author want the reader to make about the nature of an artist?**

    A It comes from education.

    B It comes from experience.

    C It comes from listening.

    D It comes from reading.

3. **Based on the information in the selection, which word describes the author's brother?**

    A adventurous

    B dramatic

    C poetic

    D scholarly

4. **What meaning does Emanuel di Pasquale intend through his use of metaphor and personification, "The moon, only half a person, has fallen down on his back," in lines 5-6 of his poem, "XIV"?**

    A He uses the metaphor and personification to emphasize the fact that the speaker is not alone.

    B He uses the metaphor and personification to describe the appearance of the moon.

    C He uses the metaphor and personification to compare the speaker's size to the moon.

    D He uses the metaphor and personification to accentuate the darkness of the setting.

1. **The table lists some diseases and their modes of transmission.**

Disease	Mode of Transmission
Lyme disease	infected deer tick bites host species
Tuberculosis	inhalation of tiny droplets in air
Tetanus	deep puncture wound
Botulism	contaminated food

Which disease would *most likely* spread the *fastest* in a populated area?

A Botulism

B Lyme disease

C Tetanus

D Tuberculosis

2. **Use the chemical equation to answer the question.**

$$C_6H_{12}O_6 + 6O_2 \longrightarrow 6CO_2 + 6H_2O$$

Which scientific concept is shown by the equation?

A physical change

B states of matter

C physical properties

D conservation of matter

Comparative embryonic development is the study and comparison of embryos of different species. The diagram shows the comparative embryonic development of a fish, reptile, bird, and human. Use the diagram to answer questions 3 and 4.
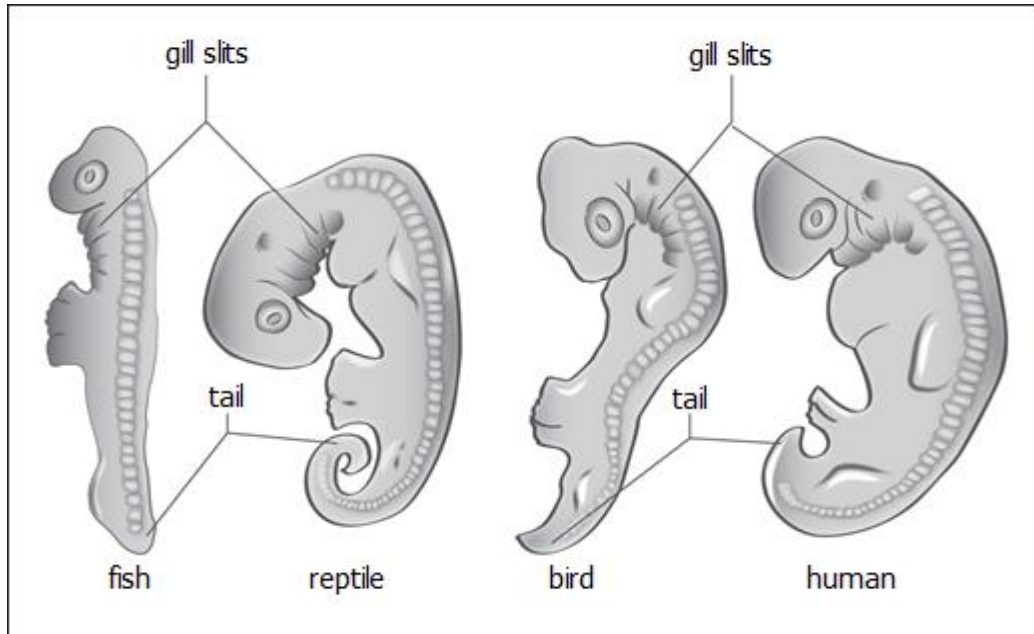
3. **Assume that the four embryos are at similar stages in their development. How can the study of comparative embryonic development be useful to biologists?**

   A It provides evidence that chordates evolved from different ancestors.

   B It provides evidence that vestigial structures provide evidence of common ancestry.

   C It provides evidence that some species with similar embryos have DNA that may be 99% similar.

   D It provides evidence that no two species share exact DNA even though their embryos look similar.

4. **To what species are gill slits an evolutionary necessity and _not_ an evolutionary leftover?**

   A bird

   B fish

   C human

   D reptile

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from **"What Is Real?"**
by Alice Munro

1   Whenever people get an opportunity to ask me questions about my writing, I can be sure that some of the questions asked will be these:

2   "Do you write about real people?"

3   "Did those things really happen?"

4   "When you write about a small town are you really writing about Wingham?" (Wingham is the small town in Ontario where I was born and grew up, and it has often been assumed, by people who should know better, that I have simply "fictionalized" this place in my work. Indeed, the local newspaper has taken me to task for making it the "butt of a soured and cruel introspection.")

5   The usual thing, for writers, is to regard these either as very naive questions, asked by people who really don't understand the difference between autobiography and fiction, who can't recognize the device of the first-person narrator, or else as catch-you-out questions posed by journalists who hope to stir up exactly the sort of dreary (and to outsiders, slightly comic) indignation voiced by my hometown paper. Writers answer such questions patiently or crossly according to temperament and the mood they're in. They say, no, you must understand, my characters are composites; no, those things didn't happen the way I wrote about them; no, of course not, that isn't Wingham (or whatever other place it may be that has had the queer unsought-after distinction of hatching a writer). Or the writer may, riskily, ask the questioners what is real, anyway? None of this seems to be very satisfactory. People go on asking these same questions because the subject really does interest and bewilder them. It would seem to be quite true that they don't actually know what fiction is.

6   And how could they know, when what it is, is changing all the time, and we differ among ourselves, and we don't really try to explain because it is too difficult?

7   What I would like to do here is what I can't do in two or three sentences at the end of a reading. I won't try to explain what fiction is, and what short stories are (assuming, which we can't, that there is any fixed thing that it is and they are), but what short stories are to me, and how I write them, and how I use things that are "real." I will start by explaining how I read stories written by other people. For one thing, I can start reading them anywhere; from beginning to end, from end to beginning, from any point in between in either direction. So obviously I don't take up a story and follow it as if it were a road, taking me somewhere, with views and neat diversions along the way. I go into it, and move back and forth and settle here and there, and stay in it for a while. It's more like a house. Everybody knows what a house does, how it encloses space and makes connections between one enclosed space and another and presents what is outside in a new way. This is the nearest I can come to explaining what a story does for me, and what I want my stories to do for other people.

1. **How does the figurative meaning of the statement "I don't take up a story and follow it as if it were a road" in paragraph 7 affect the purpose of the selection?**

   A It emphasizes the author's point that writing requires a great deal of traveling experience.

   B It emphasizes the author's point that writing is something everyone can do as long as they have a plan.

   C It emphasizes the author's point that every time she writes is a different experience and process.

   D It emphasizes the author's point that without a plan to follow, her writing would not make any sense.

2. **What does the author suggest by using "What Is Real?" as the title of this selection?**

   A It is a question that she will clearly answer in her essay.

   B It is a question that she needs answered by other authors.

   C It is a question that people have to answer for themselves.

   D It is a question that needs to be answered before reading the essay.

3. **Which explains the purpose of the thoughts in parentheses the author inserts throughout the selection?**

   A They are ideas she forgot to include in her first draft.

   B They are comments directed at the people who ask her questions.

   C They make her tone more conversational and personal.

   D They make connections for the reader so her point is obvious.

4. What does the author consider to be valuable in another person's writing?

A the opportunity to make her own connections

B the opportunity to start at any point in the story

C the opportunity to discover the differences between fiction and short stories

D the opportunity to ask questions about the author's writing style

The question you read next will require you to answer in writing.

1. Write your answer on a separate sheet of paper.

2. Be sure to write your name on each sheet of paper.

Read this excerpt from paragraph 7.

> **Everybody knows what a house does, how it encloses space and makes connections between one enclosed space and another and presents what is outside in a new way. This is the nearest I can come to explaining what a story does for me, and what I want my stories to do for other people.**

How does the excerpt refine the author's ideas about writing fiction? Use evidence from the selection to support your answer.

CASE
Benchmark
Assessments
Product of TE21, Inc.

Paper-and-pencil assessments will contain multiple choice and gridded response items. Online assessments will also contain technology-enhanced items.

1. **Justin compares bank loans in order to buy a car. The table shows the summaries of the bank loans he is offered.**

Bank	Loan
Bank 1	a loan of $12,000$ at a rate of 4.5% compounded monthly
Bank 2	a loan of $15,000$ with a payment of 500 a month

   Which statement *best* describes the loans Justin is being offered by the two banks?

   A   Both loans represent linear functions.

   B   Both loans represent exponential functions.

   C   The loan from Bank 1 is linear, while the loan from Bank 2 is exponential.

   D   The loan from Bank 2 is linear, while the loan from Bank 1 is exponential.

2. **The table shows the average daily temperature versus the number of bags of ice sold at a convenience store.**

Temperature (°F)	82	88	93	98	89	91	85
Number of Bags of Ice Sold	18	24	31	38	32	34	26

   Which graph *best* depicts the data and the line-of-best fit?
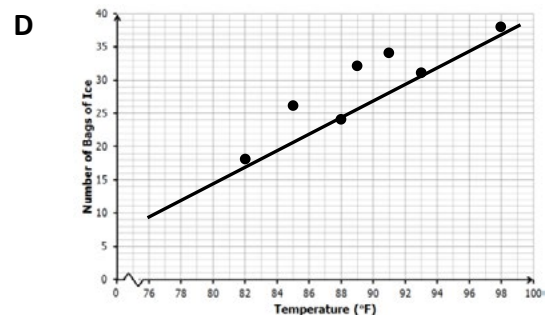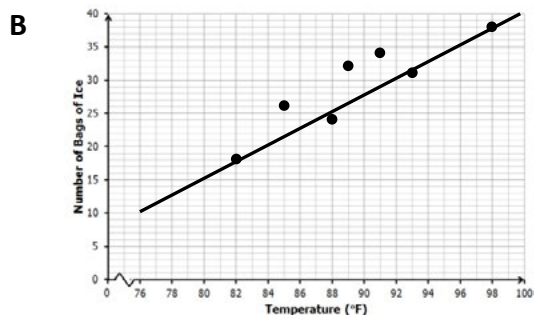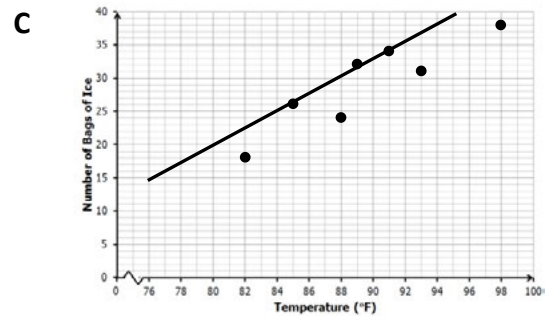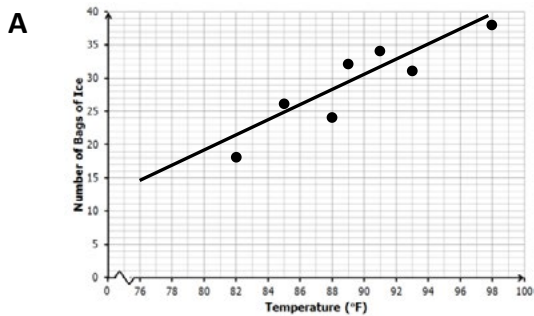
3. Ms. Padilla works 5 days per week for 8 hours per day. She works 48 weeks per year. She makes $45,000 per year.

    How much does Ms. Padilla earn per hour?

    A $22.50

    B $23.44

    C $36.06

    D $42.67

DIRECTIONS FOR THE GRIDDED RESPONSE QUESTION:
- **Question 1 requires you to write your answer in the boxes provided on the back of your answer document.**
- **Write only the number or symbol in each box, and fill in the circle in each column that matches what you have printed.**
- **Fill in only 1 circle in each column.**

1. Consider the linear function shown in the table.

x	$f(x)$
-2	-8
0	-2
2	4
4	10

    What is the average rate of change for the function over the interval from x = -2 to x = 2?

CASE
Benchmark
Assessments
Product of TE21, Inc.

1. Examine the diagram.

4,830,000 ppt

98,000 ppt

14,000 ppt

2,000 ppt

.10 ppt

ppt = parts per trillion of mercury
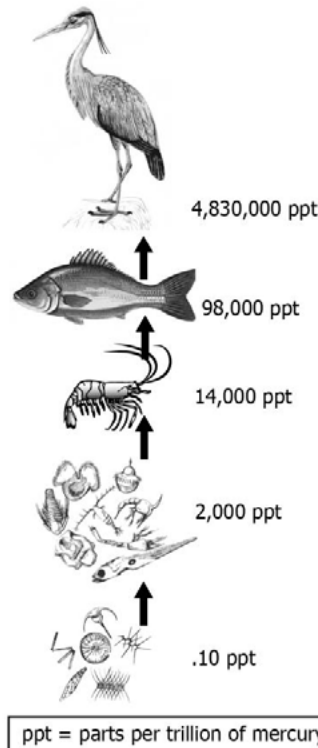
What is the *primary* significance of the process illustrated?

A The number of organisms decreases at each higher level in a food chain.

B Chemical concentrations increase at each higher level in a food chain.

C As energy is used, heat is lost from one level to the next in a food chain.

D Biomass decreases as the trophic level increases in a food chain.

2. The sequence of nitrogen bases in a strand of DNA is AGTCCG. What sequence would the complementary strand have?

A TGACCG

B GACTTA

C CTGAAT

D TCAGGC

3. A homozygous tall pea plant (TT) is crossed with a heterozygous tall pea plant (Tt). Which statement about the offspring of this cross is true?

   A   All the offspring will have the same phenotype (short) but two different genotypes (Tt, tt).

   B   All the offspring will have the same phenotype (short) and the same genotype (tt).

   C   All the offspring will have the same phenotype (tall) but two different genotypes (TT, Tt).

   D   All the offspring will have the same phenotype (tall) and the same genotype (Tt).

4. The graph shows data collected by a student during an experiment with a plant.
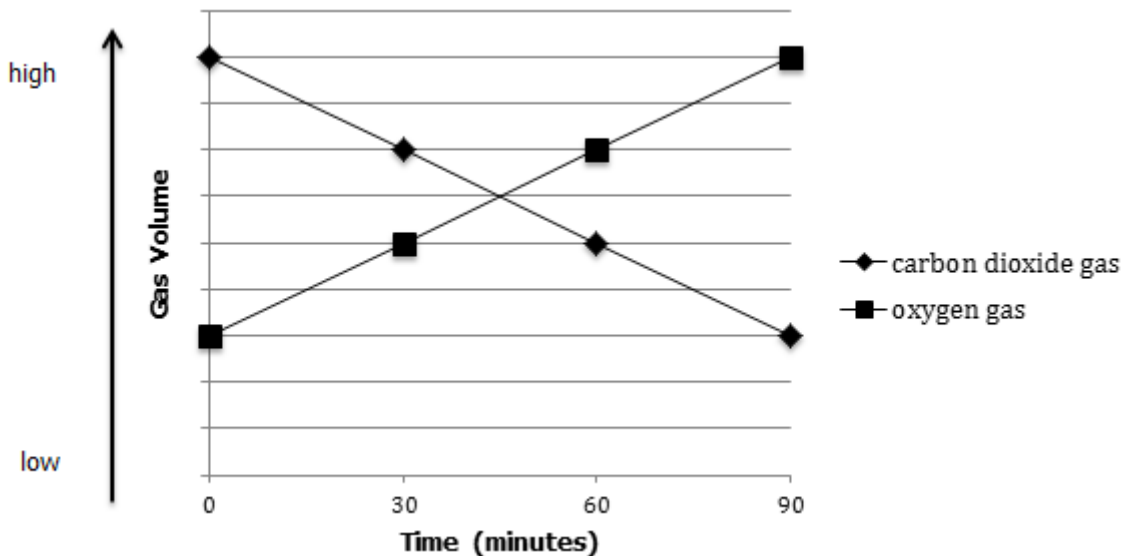
What process is represented by this data?

   A   The data represents cellular respiration because the reactant gas, CO_2, is decreasing, and the product gas, O_2, is increasing.

   B   The data represents cellular respiration because the product gas, CO_2, is decreasing, and the reactant gas, O_2, is increasing.

   C   The data represents photosynthesis because the reactant gas, CO_2, is decreasing, and the product gas, O_2, is increasing.

   D   The data represents photosynthesis because the product gas, CO_2, is decreasing, and the reactant gas, O_2, is increasing.

CASE Comprehensive Sample Reports

CASE Assessments comprehensive reports provide valuable and specific data for teachers and administrators on progress of students, classes, and grades. Reports are available 72 hours after documents are received.

CLASS REPORT — NC 2018-19 BENCHMARK 6TH GRADE ELA — TRADITIONAL 1ST ADMINISTRATION — CASE Assessments (Product of TE21, Inc.)

Assessment items: 30		Total Outcomes			DoK Results			Strands			Genres					
James, P Period: 2 Total Scores: 20		Pct Corr	Proj Ach Lvl	Sugg Marks	DoK 1 n=8	DoK 2 n=15	DoK 3 n=7	Read Lit n=12	Read Info n=11	Lang n=7	Fict n=6	Nonf n=5	Poet n=4	Sci n=5	SocSt n=6	Tech n=4
Alan, Michael		43.3	2-	61-D	2	2	1	1	3	3	1	3	3	3	2	2
Anderson, Jarvis		40.0	1+	59-F	2	2	1	1	2	1	1	3	3	2	1	1
Clayton, Kendra		60.0	3-	75-C	2	4	1	2	3	5	1	3	3	3	5	3
Crudup, Natalie		76.7	4+	87-B	5	4	4	4	5	5	5	1	5	3	5	4
Davis, Maria		96.7	5+	100-A	5	5	5	5	5	5	5	5	5	5	5	5
Dragaj, Sestina		63.3	3	78-C	2	3	4	4	2	5	3	5	1	2	5	3
Dugan, Saria		66.7	3+	79-C	5	3	3	4	3	5	5	1	1	5	3	3
Elphman, Grace		56.7	3-	70-C	5	3	1	3	2	3	2	4	1	2	5	3
Field, Rodney		73.3	4	85-B	5	5	2	2	5	5	5	1	5	5	5	4
Groden, Shelley		53.3	2+	69-D	5	2	1	3	1	3	3	4	1	2	3	2
Hackett, Brian		70.0	4-	81-B	3	4	4	4	3	5	4	3	3	3	5	4
Jackson, Sarah		66.7	3+	79-C	5	4	2	4	3	3	4	3	4	3	3	3
Lance, Sean		60.0	3-	75-C	2	3	3	2	3	5	3	1	3	3	5	3
Montague, Shiela		90.0	5	97-A	5	5	4	5	5	5	5	5	4	5	5	5
Nealson, Rashawn		80.0	4+	89-B	5	5	3	5	5	3	5	4	5	3	5	4
Paton, Trevaugn		63.3	3	78-C	5	3	2	5	3	1	5	3	3	2	2	3
Peirce, Roberto		86.7	5	94-A	5	5	4	5	4	5	5	4	4	5	5	5
Reed, Felicia		33.3	1-	52-F	2	1	1	1	1	3	1	1	1	1	3	1
Sanders, Kecia		73.3	4	85-B	3	4	4	3	5	3	4	1	5	5	5	4
Sears, Kelli		46.7	2	65-D	1	2	2	1	3	3	1	1	3	5	3	2

Class, Sch, & District Summary	Tot Val Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DoK 1 n=8	DoK 2 n=15	DoK 3 n=7	Read Lit n=12	Read Info n=11	Lang n=7	Fict n=6	Nonf n=5	Poet n=4	Sci n=5	SocSt n=6	Tech n=4
James, P	20	65.0	75.0	78-C	3.7	3.5	2.6	3.2	3.3	3.8	3.4	2.8	3.2	3.4	4.0	3.2
Northside	81	61.4	59.3	75-C	3.7	3.3	2.5	3.0	3.3	3.7	3.3	2.6	3.3	3.2	3.9	3.1
District	301	58.2	52.1	72-C	3.6	3.3	2.4	2.9	3.2	3.7	3.1	2.7	3.1	3.0	3.9	3.0

SCHOOL REPORT — NC 2018-19 BENCHMARK 6TH GRADE ELA — TRADITIONAL 1ST ADMINISTRATION — CASE Assessments

Assessment items: 30			Total Outcomes			DoK Results			Strands			Genres					
Class, Sch, & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	DoK 1 n=8	DoK 2 n=15	DoK 3 n=7	Read Lit n=12	Read Info n=11	Lang n=7	Fict n=6	Nonf n=5	Poet n=4	Sci n=5	SocSt n=6	Tech n=4
James, P	2	20	65.0	75.0	78-C	3.7	3.5	2.6	3.2	3.3	3.8	3.4	2.8	3.2	3.4	4.0	3.2
Paul, C	5	31	59.3	54.9	73-C	3.6	3.0	2.5	2.8	3.2	3.7	3.2	2.5	3.3	3.3	3.9	3.0
Small, N	3	30	60.2	60.3	74-C	3.8	3.2	2.4	3.0	3.4	3.7	3.3	2.5	3.4	3.0	3.9	3.1
Northside	All	81	61.4	59.3	75-C	3.7	3.3	2.5	3.0	3.3	3.7	3.3	2.6	3.3	3.2	3.9	3.1
District	All	301	58.2	52.1	72-C	3.6	3.3	2.4	2.9	3.2	3.7	3.1	2.7	3.1	3.0	3.9	3.0

DISTRICT REPORT — NC 2018-19 BENCHMARK 6TH GRADE ELA — TRADITIONAL 1ST ADMINISTRATION — CASE Assessments

Assessment items: 30			Total Outcomes			DoK Results			Strands			Genres					
School & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	DoK 1 n=8	DoK 2 n=15	DoK 3 n=7	Read Lit n=12	Read Info n=11	Lang n=7	Fict n=6	Nonf n=5	Poet n=4	Sci n=5	SocSt n=6	Tech n=4
Eastside	All	109	63.9	66.2	78-C	3.6	3.3	2.4	2.9	3.2	4.0	3.1	2.8	3.2	3.0	4.0	3.1
Northside	All	81	61.4	59.3	75-C	3.7	3.3	2.5	3.0	3.3	3.7	3.3	2.6	3.3	3.2	3.9	3.1
Westside	All	111	49.3	30.8	67-D	3.3	3.2	2.3	2.8	3.2	3.4	3.1	2.7	3.0	2.8	3.8	2.8
District	All	301	58.2	52.1	72-C	3.6	3.3	2.4	2.9	3.2	3.7	3.1	2.7	3.1	3.0	3.9	3.0

CLASS REPORT — NC 2018-19 BENCHMARK 6TH GRADE MATH — TRADITIONAL 1ST ADMINISTRATION

CASE Assessments (Product of TE21, Inc.)

Assessment items: 30

Jones, K | Period: 2 | Total Scores: 20

Student	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 (n=8)	DOK 2 (n=16)	DOK 3 (n=6)	SCOS RP.1 (n=4)	SCOS RP.2 (n=6)	SCOS RP.3 (n=7)	SCOS NS.1 (n=8)	SCOS NS.2 (n=5)	# (n=#)	# (n=#)	# (n=#)	# (n=#)	# (n=#)	# (n=#)
Crudup, James	73.3	4+	88-B	4	5	4	5	4	4	5	3						
Davis, Brevard	66.7	4-	82-B	4	3	4	4	3	4	4	3						
Doe, Jane	76.7	5-	92-A	5	5	4	5	4	5	4	3						
Dragaj, Justina	43.3	2-	61-D	2	2	2	2	1	2	2	1						
Earman, Marianne	70.0	4	85-B	5	4	4	4	4	5	5	4						
Fifield, Mary	83.3	5	97-A	5	5	4	5	4	5	5	4						
Groden, Shelley	40.0	1+	59-F	2	1	1	2	1	1	2	1						
Haakinson, Sue	36.7	1+	58-F	2	1	1	2	1	2	1	1						
Hasty, LaShawn	43.3	2-	61-D	2	2	1	2	1	2	2	1						
Inasuku, Deshawn	86.7	5	98-A	5	5	5	5	5	5	5	4						
Krenzke, Rosalind	56.7	3-	72-C	3	3	3	3	2	3	3	1						
Laboy, Bernard	80.0	5	95-A	5	5	5	4	5	5	4	5						
Mockus, Zackary	53.3	2+	68-D	3	2	2	3	1	2	3	2						
Pou, Valerie	63.3	3+	78-C	4	3	3	3	2	4	4	2						
Reich, Winnie	30.0	1-	54-F	1	1	1	1	1	1	1	1						
Roudabush, Cruz	93.3	5+	100-A	5	5	5	5	5	5	5	4						
Smith, Pilar	60.0	3	75-C	4	4	3	4	4	2	4	3						
Tinnes, Billie	76.7	5-	92-A	5	5	4	5	4	5	5	3						
Vaill, Essie	33.3	1	56-F	1	1	1	1	1	1	2	1						
Worlds, Trudy	80.0	5	95-A	5	5	4	5	4	5	5	4						

Class, Sch, & District Summary	Cls Per	Tot Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1 (n=8)	DOK 2 (n=16)	DOK 3 (n=6)	SCOS RP.1 (n=4)	SCOS RP.2 (n=6)	SCOS RP.3 (n=7)	SCOS NS.1 (n=8)	SCOS NS.2 (n=5)	# (n=#)	# (n=#)	# (n=#)	# (n=#)	# (n=#)	# (n=#)
Jones, K	2	20	62.3	65.0	77-C	3.6	3.4	3.0	3.6	2.8	3.4	3.6	2.5						
Northside	All	81	61.4	59.3	76-C	3.5	3.3	2.8	3.3	2.8	3.1	3.2	2.3						
District	All	301	58.2	52.1	74-C	3.6	3.0	2.2	3.2	2.7	2.9	3.1	2.3						

SCHOOL REPORT — NC 2018-19 BENCHMARK 6TH GRADE MATH — TRADITIONAL 1ST ADMINISTRATION

CASE Assessments (Product of TE21, Inc.)

Assessment items: 30

Class, Sch, & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 (n=8)	DOK 2 (n=16)	DOK 3 (n=6)	SCOS RP.1 (n=4)	SCOS RP.2 (n=6)	SCOS RP.3 (n=7)	SCOS NS.1 (n=8)	SCOS NS.2 (n=5)	# (n=#)	# (n=#)	# (n=#)	# (n=#)	# (n=#)	# (n=#)
Jones, K	2	20	62.3	65.0	77-C	3.6	3.4	3.0	3.6	2.8	3.4	3.6	2.5						
Paul, C	5	31	59.3	54.9	74-C	3.6	3.0	2.5	3.1	2.7	2.9	2.8	2.3						
Small, N	3	30	60.2	60.3	75-C	3.8	3.2	2.4	3.2	2.9	3.0	2.9	2.2						
Northside	All	81	61.4	59.3	76-C	3.5	3.3	2.8	3.3	2.8	3.1	3.2	2.3						
District	All	301	58.2	52.1	74-C	3.6	3.0	2.2	3.2	2.7	2.9	3.1	2.3						

DISTRICT REPORT — NC 2018-19 BENCHMARK 6TH GRADE ELA — TRADITIONAL 1ST ADMINISTRATION

CASE Assessments (Product of TE21, Inc.)

Assessment items: 30

School & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	DoK 1 (n=8)	DoK 2 (n=15)	DoK 3 (n=7)	Read Lit (n=12)	Read Info (n=11)	Lang (n=7)	Fict (n=6)	Nonf (n=5)	Poet (n=4)	Sci (n=5)	SocSt (n=6)	Tech (n=4)
Eastside	All	109	63.9	66.2	78-C	3.6	3.3	2.4	2.9	3.2	4.0	3.1	2.8	3.2	3.0	4.0	3.1
Northside	All	81	61.4	59.3	75-C	3.7	3.3	2.5	3.0	3.3	3.7	3.3	2.6	3.3	3.2	3.9	3.1
Westide	All	111	49.3	30.8	67-D	3.3	3.2	2.3	2.8	3.2	3.4	3.1	2.7	3.0	2.8	3.8	2.8
District		All	301	58.2	52.1	72-C	3.6	3.3	2.4	2.9	3.2	3.7	3.1	2.7	3.1	3.0	3.9	3.0

CLASS REPORT — NC 2018-19 BENCHMARK ENGLISH 2 — TRADITIONAL 1ST ADMINISTRATION

CASE Assessments

Assessment items: 50		Total Outcomes			DoK Results			Strands			Genres					
James, P Period: 2 Total Scores: 20		Pct Corr	Proj Ach Lvl	Sugg Marks	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=20	Read Info n=18	Lang n=12	Fict n=9	Nonf n=8	Poet n=8	Sci n=9	SocSt n=8	Tech n=8
Alan, Michael		44.0	2-	61-D	2	2	1	1	3	3	1	3	3	3	2	2
Anderson, Jarvis		40.0	1+	59-F	2	2	1	1	2	1	1	3	3	2	1	1
Clayton, Kendra		60.0	3-	75-C	2	4	1	2	3	5	1	3	3	3	5	3
Crudup, Natalie		76.0	4+	87-B	5	4	4	4	5	5	5	1	5	3	5	4
Davis, Maria		96.0	5+	100-A	5	5	5	5	5	5	5	5	5	5	5	5
Dragaj, Sestina		64.0	3	78-C	2	3	4	4	2	5	3	5	1	2	5	3
Dugan, Saria		66.0	3+	79-C	5	3	3	4	3	5	5	1	1	5	3	3
Elphman, Grace		56.0	3-	70-C	5	3	1	3	2	3	2	4	1	2	5	3
Field, Rodney		74.0	4	85-B	5	5	2	2	5	5	5	1	5	5	5	4
Groden, Shelley		54.0	2+	69-D	5	2	1	3	1	3	3	4	1	2	3	2
Hackett, Brian		70.0	4-	81-B	3	4	4	4	3	5	4	3	3	3	5	4
Jackson, Sarah		66.0	3+	79-C	5	4	2	4	3	3	4	3	4	3	3	3
Lance, Sean		60.0	3-	75-C	2	3	3	2	3	5	3	1	3	3	5	3
Montague, Shiela		90.0	5	97-A	5	5	4	5	5	5	5	5	4	5	5	5
Nealson, Rashawn		80.0	4+	89-B	5	5	3	5	5	3	5	4	5	3	5	4
Paton, Trevaugn		64.0	3	78-C	5	3	2	5	3	1	5	3	3	2	2	3
Peirce, Roberto		86.0	5	94-A	5	5	4	5	4	5	5	4	4	5	5	5
Reed, Felicia		34.0	1-	52-F	2	1	1	1	1	3	1	1	1	1	3	1
Sanders, Kecia		74.0	4	85-B	3	4	4	3	5	3	4	1	5	5	5	4
Sears, Kelli		46.0	2	65-D	1	2	2	1	3	3	1	1	3	5	3	2

Class, Sch, & District Summary	Tot Val Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=20	Read Info n=18	Lang n=12	Fict n=9	Nonf n=8	Poet n=8	Sci n=9	SocSt n=8	Tech n=8
James, P	20	65.0	75.0	78-C	3.7	3.5	2.6	3.2	3.3	3.8	3.4	2.8	3.2	3.4	4.0	3.2
Northside	81	61.4	59.3	75-C	3.7	3.3	2.5	3.0	3.3	3.7	3.3	2.6	3.3	3.2	3.9	3.1
District	301	58.2	52.1	72-C	3.6	3.3	2.4	2.9	3.2	3.7	3.1	2.7	3.1	3.0	3.9	3.0

SCHOOL REPORT — NC 2018-19 BENCHMARK ENGLISH 2 — TRADITIONAL 1ST ADMINISTRATION

CASE Assessments

Assessment items: 50			Total Outcomes			DoK Results			Strands			Genres					
Class, Sch, & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=20	Read Info n=18	Lang n=12	Fict n=9	Nonf n=8	Poet n=8	Sci n=9	SocSt n=8	Tech n=8
James, P	2	20	65.0	75.0	78-C	3.7	3.5	2.6	3.2	3.3	3.8	3.4	2.8	3.2	3.4	4.0	3.2
Paul, C	5	31	59.3	54.9	73-C	3.6	3.0	2.5	2.8	3.2	3.7	3.2	2.5	3.3	3.3	3.9	3.0
Small, N	3	30	60.2	60.3	74-C	3.8	3.2	2.4	3.0	3.4	3.7	3.3	2.5	3.4	3.0	3.9	3.1
Northside	All	81	61.4	59.3	75-C	3.7	3.3	2.5	3.0	3.3	3.7	3.3	2.6	3.3	3.2	3.9	3.1
District	All	301	58.2	52.1	72-C	3.6	3.3	2.4	2.9	3.2	3.7	3.1	2.7	3.1	3.0	3.9	3.0

DISTRICT REPORT — NC 2018-19 BENCHMARK ENGLISH 2 — TRADITIONAL 1ST ADMINISTRATION

CASE Assessments

Assessment items: 50			Total Outcomes			DoK Results			Strands			Genres					
School & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=20	Read Info n=18	Lang n=12	Fict n=9	Nonf n=8	Poet n=8	Sci n=9	SocSt n=8	Tech n=8
Eastside	All	109	63.9	66.2	78-C	3.6	3.3	2.4	2.9	3.2	4.0	3.1	2.8	3.2	3.0	4.0	3.1
Northside	All	81	61.4	59.3	75-C	3.7	3.3	2.5	3.0	3.3	3.7	3.3	2.6	3.3	3.2	3.9	3.1
Westide	All	111	49.3	30.8	67-D	3.3	3.2	2.3	2.8	3.2	3.4	3.1	2.7	3.0	2.8	3.8	2.8
District	All	301	58.2	52.1	72-C	3.6	3.3	2.4	2.9	3.2	3.7	3.1	2.7	3.1	3.0	3.9	3.0

CLASS REPORT — NC 2018-19 BENCHMARK — NC MATH 1 — TRADITIONAL — 1ST ADMINISTRATION

Assessment items: 30		Total Outcomes			Depth of Knowledge			Items and Ach Level for each SCOS Standard										
Jones, K			Proj		DOK 1	DOK 2	DOK 3	SCOS A-REI.1	SCOS A-REI.3	SCOS F-IF.1	SCOS F-IF.2	SCOS F-IF.4	SCOS #	SCOS #	SCOS #	SCOS #	SCOS #	SCOS #
Period: 2		Pct Corr	Ach Lvl	Sugg Marks	n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#	n=#
Total Scores: 20																		
Crudup, James		73.3	4+	88-B	4	5	4	5	4	4	5	3						
Davis, Brevard		66.7	4-	82-B	4	3	4	4	3	4	4	3						
Doe, Jane		76.7	5-	92-A	5	5	4	5	4	5	4	3						
Dragaj, Justina		43.3	2-	61-D	2	2	2	2	1	2	2	1						
Earman, Marianne		70.0	4	85-B	5	4	4	4	4	5	5	4						
Fifield, Mary		83.3	5	97-A	5	5	4	5	4	5	5	4						
Groden, Shelley		40.0	1+	59-F	2	1	1	2	1	1	2	1						
Haakinson, Sue		36.7	1+	58-F	2	1	1	2	1	2	1	1						
Hasty, LaShawn		43.3	2-	61-D	2	2	1	2	1	2	2	1						
Inasuku, Deshawn		86.7	5	98-A	5	5	5	5	5	5	5	4						
Krenzke, Rosalind		56.7	3-	72-C	3	3	3	3	2	3	3	1						
Laboy, Bernard		80.0	5	95-A	5	5	5	4	5	5	4	5						
Mockus, Zackary		53.3	2+	68-D	3	2	2	3	1	2	3	2						
Pou, Valerie		63.3	3+	78-C	4	3	3	3	2	4	4	2						
Reich, Winnie		30.0	1-	54-F	1	1	1	1	1	1	1	1						
Roudabush, Cruz		93.3	5+	100-A	5	5	5	5	5	5	5	4						
Smith, Pilar		60.0	3	75-C	4	4	3	4	4	2	4	3						
Tinnes, Billie		76.7	5-	92-A	5	5	4	5	4	5	5	3						
Vaill, Essie		33.3	1	56-F	1	1	1	1	1	1	2	1						
Worlds, Trudy		80.0	5	95-A	5	5	4	5	4	5	5	4						

Class, Sch, & District Summary	Cls Per	Tot Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	SCOS A-REI.1 n=4	SCOS A-REI.3 n=6	SCOS F-IF.1 n=7	SCOS F-IF.2 n=8	SCOS F-IF.4 n=5	SCOS # n=#	SCOS # n=#	SCOS # n=#	SCOS # n=#	SCOS # n=#	SCOS # n=#
Jones, K	2	20	62.3	65.0	77-C	3.6	3.4	3.0	3.6	2.8	3.4	3.6	2.5						
Northside	All	81	61.4	59.3	76-C	3.5	3.3	2.8	3.3	2.8	3.1	3.2	2.3						
District	All	301	58.2	52.1	74-C	3.6	3.0	2.2	3.2	2.7	2.9	3.1	2.3						

SCHOOL REPORT — NC 2018-19 BENCHMARK — NC MATH 1 — TRADITIONAL — 1ST ADMINISTRATION

Assessment items: 30			Total Outcomes			Depth of Knowledge			Items and Ach Level for each SCOS Standard										
Class, Sch, & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	SCOS A-REI.1 n=4	SCOS A-REI.3 n=6	SCOS F-IF.1 n=7	SCOS F-IF.2 n=8	SCOS F-IF.4 n=5	SCOS # n=#	SCOS # n=#	SCOS # n=#	SCOS # n=#	SCOS # n=#
Jones, K	2	20	62.3	65.0	77-C	3.6	3.4	3.0	3.6	2.8	3.4	3.6	2.5					
Paul, C	5	31	59.3	54.9	74-C	3.6	3.0	2.5	3.1	2.7	2.9	2.8	2.3					
Small, N	3	30	60.2	60.3	75-C	3.8	3.2	2.4	3.2	2.9	3.0	2.9	2.2					
Northside	All	81	61.4	59.3	76-C	3.5	3.3	2.8	3.3	2.8	3.1	3.2	2.3					
District	All	301	58.2	52.1	74-C	3.6	3.0	2.2	3.2	2.7	2.9	3.1	2.3					

DISTRICT REPORT — NC 2018-19 BENCHMARK — NC MATH 1 — TRADITIONAL — 1ST ADMINISTRATION

Assessment items: 30			Total Outcomes			Depth of Knowledge			Items and Ach Level for each SCOS Standard										
School & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	SCOS A-REI.1 n=4	SCOS A-REI.3 n=6	SCOS F-IF.1 n=7	SCOS F-IF.2 n=8	SCOS F-IF.4 n=5	SCOS # n=#	SCOS # n=#	SCOS # n=#	SCOS # n=#	SCOS # n=#
Eastside	All	109	63.9	66.2	79-C	3.8	3.0	2.2	3.4	3.0	2.9	3.5	2.5					
Northside	All	81	61.4	59.3	76-C	3.5	3.3	2.8	3.3	2.8	3.1	3.2	2.3					
Westside	All	111	49.3	30.8	66-D	3.3	2.9	1.6	3.0	2.4	2.8	2.6	2.1					
District	All	301	58.2	52.1	74-C	3.6	3.0	2.2	3.2	2.7	2.9	3.1	2.3					

Subject/Grade Item Analysis

Teacher:
Period:
Subject:
School:

Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CC Standard	L.5.4a	RI.5.2	RI.5.3	RI.5.4	RI.5.1	RI.5.8	RI.5.1	L.5.4a	RL.5.2	RL.5.4	RL.5.1	L.5.4a	RL.5.4	RL.5.1	RL.5.3
DoK	1	2	2	2	3	2	1	1	2	2	3	1	2	1	2
Text Complexity	Easy	Easy	Easy	Easy	Easy	Easy	Medium	Medium	Medium	Medium	Medium	Hard	Hard	Hard	Hard
Genre	Fict	Fict	Fict	Fict	Fict	Fict	Scie	Scie	Scie	Scie	Scie	Poet	Poet	Poet	Poet
Class Percent Correct	77.27	54.55	81.82	50.00	40.91	59.09	54.55	81.82	13.64	81.82	40.91	54.55	40.91	81.82	77.27
School Percent Correct	80.23	60.47	77.91	48.84	53.49	56.98	67.44	84.88	39.53	83.72	51.16	59.30	54.65	84.88	81.40
Correct Answer	**D**	**D**	**A**	**B**	**A**	**D**	**D**	**B**	**C**	**A**	**C**	**A**	**B**	**D**	**B**
student1	D	D	A	D	A	D	D	B	D	A	B	A	B	D	B
student2	D	B	A	B	C	D	A	B	A	A	D	D	D	D	B
student3	D	D	A	B	C	C	A	C	D	A	C	C	A	D	B
student4	B	C	A	B	C	D	D	A	B	A	D	C	B	D	C
student5	D	C	B	B	D	B	C	A	D	A	C	A	A	B	A
student6	D	D	A	C	B	C	D	B	D	A	A	B	B	D	B
student7	B	C	B	D	A	D	A	B	C	D	B	D	A	D	B
student8	D	C	A	B	A	D	A	B	C	A	C	A	B	D	B
student9	D	D	A	B	A	D	D	B	D	A	C	A	B	D	B
student10	D	B	A	D	A	B	C	D	A	D	C	C	A	C	B
student11	A	D	A	C	D	D	B	B	B	A	C	A	C	D	B
student12	D	C	A	A	A	D	D	B	B	A	D	A	A	D	B
student13	D	D	A	B	A	C	D	B	B	A	D	A	D	D	B
student14	D	C	A	C	D	B	D	B	B	A	C	A	B	D	B
student15	D	D	A	B	A	D	D	B	B	A	A	A	B	D	B
student16	C	D	A	B	B	D	D	B	A	D	A	A	D	D	D
student17	D	D	A	B	A	D	D	B	C	A	C	A	B	D	B
student18	D	D	A	A	C	A	A	B	D	B	B	D	A	B	A
student19	A	D	C	C	D	D	D	B	B	A	A	B	C	C	C
student20	D	C	A	B	D	C	D	B	D	A	C	D	D	D	B

Teacher:
Period:
Subject: 5th Grade Math
School:

Item	mc_item1	mc_item2	mc_item3	mc_item4	mc_item5	mc_item6	mc_item7	mc_item8
CC/State Standard	OA.1	OA.2	OA.1	OA.3	NBT.1	NBT.2	NBT.1	NBT.1
DoK/Thinking Skill Level	2	2	2	2	2	1	2	1
Class Percent Correct	0.41	0.50	0.50	0.41	0.59	0.59	0.95	0.77
School Percent Correct	0.48	0.49	0.46	0.45	0.55	0.50	0.89	0.81
Correct Answer	**A**	**C**	**B**	**D**	**C**	**A**	**C**	**D**
student1	C	A	A	B	B	A	C	B
student2	A	A	D	B	C	C	C	D
student3	A	C	C	A	B	C	C	D
student4	D	A	B	D	B	D	C	D
student5	C	D	C	B	B	A	C	D
student6	B	C	B	D	B	A	C	D
student7	A	A	B	D	C	A	C	D
student8	C	C	B	C	C	D	C	D
student9	C	B	A	A	C	A	C	D
student10	C	C	A	A	C	D	C	D
student11	C	A	B	D	C	C	C	A
student12	B	D	B	C	C	D	C	C
student13	A	C	B	D	A	D	C	D
student14	A	C	B	D	C	A	C	D
student15	D	B	C	D	C	A	D	D
student16	B	C	B	A	C	C	C	A
student17	A	C	C	A	C	A	C	D
student18	D	C	C	B	D	A	C	D
student19	A	C	A	D	C	A	C	D
student20	A	C	B	D	C	A	C	D

School Item Analysis

Subject: 5th Grade Math										
School:										
District:										
Item	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10
Standard	NBT.A.3	NBT.A.1	OA.B.2	NBT.B.6	OA.A.1	NBT.A.4	OA.C.4	NBT.B.5	MD.B.5	MD.B.5
DoK	1	1	2	2	2	2	2	2	2	3
Correct Answer	**D**	**A**	**D**	**C**	**A**	**B**	**C**	**D**	**C**	**A**
Jones, Amy p1	93.55	83.87	87.09	29.03	80.65	54.84	64.52	58.06	54.84	58.06
Smith, John p2	86.48	75.67	81.08	24.32	75.68	48.64	56.76	48.64	48.64	51.35
Winston, Sarah p3	80.65	67.74	77.41	19.35	70.97	41.94	51.61	41.94	45.16	45.16
School	**86.86**	**75.75**	**81.81**	**24.24**	**75.76**	**48.48**	**57.58**	**49.49**	**49.49**	**51.51**
District	**81.32**	**74.73**	**86.81**	**26.01**	**75.09**	**52.38**	**61.17**	**57.88**	**44.69**	**53.11**

District Item Analysis

Subject: 5th Grade Math										
District:										
Item	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10
Standard	NBT.A.3	NBT.A.1	OA.B.2	NBT.B.6	OA.A.1	NBT.A.4	OA.C.4	NBT.B.5	MD.B.5	MD.B.5
DoK	1	1	2	2	2	2	2	2	2	3
Correct Answer	**D**	**A**	**D**	**C**	**A**	**B**	**C**	**D**	**C**	**A**
Northside Elem	87.01	75.32	96.10	24.68	76.62	48.05	58.44	49.35	50.65	51.95
Southside Elem	79.69	73.44	87.50	28.13	76.56	53.13	67.19	62.50	48.44	51.56
Westside Elem	78.79	75.00	81.06	25.76	73.48	54.55	59.85	60.61	39.39	54.55
District	**81.32**	**74.73**	**86.81**	**26.01**	**75.09**	**52.38**	**61.17**	**57.88**	**44.69**	**53.11**

Student Report for Parents

STUDENT REPORT	NC 2018-19 BENCHMARK 7TH GRADE ELA	TRADITIONAL 3RD ADMINISTRATION	CASE Assessments Product of TE21, Inc.

Student Information	NC Achievement Levels & Descriptions
Name: Student Name	1 - Limited Command
Teacher: Teacher Name	2 - Partial Command
Period: Class Period	3 - Sufficient Command
School: School Name	4 - Solid Command/College & Career Ready
District: District Name	5 - Superior Command/College & Career Ready

Assessment Results

Achievement Data

The achievement levels provided in this report are projections for how the student will perform on the state summative assessment. These projections are based upon the student's performance on this benchmark assessment.

*Overall Achievement Level:	**3-**

CC Strand and Genre Data

Common Core Strand	Ach Lev
Reading Lit	3
Reading Info	2
Language	3

Genre	Ach Lev
Fiction	4
Nonfiction/Informational	3
Poetry	2
Science	4
Social Studies	3
Technical	3

Depth of Knowledge

DoK 1: Requires the basic recall of concepts, definitions, facts, and processes.	
DoK 1 Achievement Level:	**3**
DoK2: Requires the ability to apply skills and concepts, relationships, and main ideas.	
DoK 2 Achievement Level:	**3**
DoK3: Requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning.	
DoK 3 Achievement Level:	**1**

Comparison

Number of items answered correctly on this assessment:	**23**
Number of items answered correctly needed for proficiency:	**22**
Difference:	**1**

> * For the Overall Achievement Level we project where within the level a student will be:
> (+) = top of level   (-) bottom of level   no symbol = middle of level

Student Information	NC Achievement Levels & Descriptions
Name: Student Name	1 - Limited Command
Teacher: Teacher Name	2 - Partial Command
Period: Class Period	3 - Sufficient Command
School: School Name	4 - Solid Command/College & Career Ready
District: District Name	5 - Superior Command/College & Career Ready

Assessment Results

Achievement Data

The achievement levels provided in this report are projections for how the student will perform on the state summative assessment. These projections are based upon the student's performance on this benchmark assessment.

*Overall Achievement Level:	**3-**

CC Domain/Standard Data

Ccore	Description	Ach Lev
OA	Ops & Alg Thinking	3
NBT	Numbers Base Ten	2
NF	Fractions	3
MD	Measurement & Data	2
G	Geometry	2

Depth of Knowledge

DoK 1: Requires the basic recall of concepts, definitions, facts, and processes.

DoK 1 Achievement Level:	**3**

DoK2: Requires the ability to apply skills and concepts, relationships, and main ideas.

DoK 2 Achievement Level:	**3**

DoK3: Requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning.

DoK 3 Achievement Level:	**1**

Comparison

Number of items answered correctly on this assessment:	**23**

Number of items answered correctly needed for proficiency:	**22**

Difference:	**1**

* For the Overall Achievement Level we project where within the level a student will be:
(+) = top of level   (-) bottom of level   no symbol = middle of level

To view CASE sample questions and reports, scan the QR Code with your smartphone or other handheld device, or go to www.TE21.com/samples

CASE Item Bank Developed by Teachers for Teachers

TE21's CASE Item Bank, in partnership with a variety of platforms, helps teachers assess student learning by providing an item bank of approximately 70,000 high-quality, standard-based items with new items added throughout the year. Teachers can use the CASE Item Bank to build rigorous assessments, administer online or in print, and share their work with other teachers.

The CASE Item Bank plus detailed reports provide rich data to help teachers determine whether students have mastered standards and identify the need for additional assistance or intervention solutions for their struggling students.

- Multifaceted, rigorous item development process
- Tightly aligned to Common Core/College and Career Ready Standards for ELA and Math
- Grades kindergarten through high school

How Schools Are Using CASE Item Bank

- Individual, small group, and whole class testing
- Classroom quizzes
- "Essential Question of the Day" discussions
- Item previews on interactive whiteboards and projectors for whole group practice
- Supplemental instructional resources
- Collaboration in grade and subject-level teams and professional learning communities

Rigorous Process of Item Development

TE21's CASE Assessments teams, all former teachers, curriculum specialists, and administrators, continually analyze test blueprints to ensure that our questions mirror best practices for assessing standards. The research involved in producing CASE Item Bank assessment questions is multifaceted. Questions undergo multiple content and grammar quality checks and are reviewed by content experts. The questions also are reviewed to ensure that they are fair, unbiased, and accessible before they are placed in the CASE Item Bank. Teachers and administrators like the fact that our questions can be used with CASE Benchmark Assessments reports to target instruction.

Grades and Content Areas

Quantity/Questions by State

(Exact numbers of aligned items vary by state and standards.)

- Math Items:
  - CC K-8, CC Math I/Algebra I; LSSM: K-8, Algebra 1, Geometry: NC SCOS K-8, Math I; SCCCR K-8, Algebra I; MCCRS K-8, Algebra I
- ELA items:
  - CC K-8, English II; SCCCR K-8, English II; MCCRS K-8, English II
- Science Items: (Item availability varies by state.)
  - SC: 3-8, Biology
  - MS: 5 & 8 and Biology
  - NC: 5 & 8 and Biology
  - TN: 6, 7, 8, and Biology
- Social Studies Items: (Item availability varies by state.)
  - SC: 3-8, US History
  - NC: American History
  - MS: US History
  - TN: 8, US History and Geography

Deliver high-quality formative assessments with a bank of more than 70,000 high-quality, standard-based items.

CASE Item Bank Delivery Platforms

TE21 now delivers the CASE Item Bank through TE21's enCASE platform as well as other platform partners, including IO Education (NKA Illuminate Education) and MasteryConnect. To meet all customer needs and to deliver error-free testing experiences, we will collaborate with districts and schools to determine the best platform choice for their specific needs and system requirements. Our goal is to provide educators with even more solutions to measure student progress and facilitate learning.
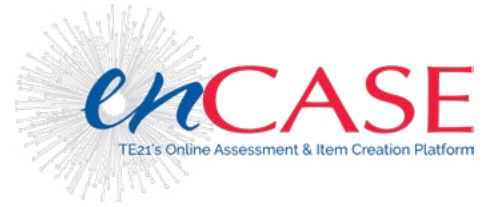
Item Types

- Performance Task
- Multiple Choice Static
- Multi-Select
- Multi-Select Table
- Select Text
- Drag and Drop
- Two-Part
- Graphing Line Graphs, Graphing Bar Graphs,
- Matching

*Graphing and matching items available on specific platforms

With CASE Item Bank, teachers can:

- Administer tests completely online or in print.
- Collaborate and share customized assessments with colleagues.
- See instant results with automated scoring for online tests.
- View graphical reports to monitor progress at the individual student, class, school, or district level.
- Get fast, direct support.

*New items and item types added throughout the year.

New items and item types are added throughout the year.
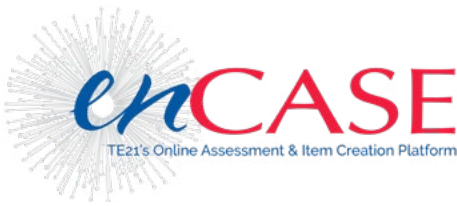
"Powerful and Easy to Use" are words used by teachers and administrators to describe the newly developed enCASE Platform for assessment delivery and creation by TE21. With enCASE, teachers can administer TE21's award-winning CASE Benchmark Assessments and access over 70,000 items in TE21's CASE Item Bank to create formative assessments for classroom use. enCASE is a web-based application with a dashboard-driven toolset. This platform enables teachers to create classroom items and assessments within minutes. enCASE operates on any device with a browser and currently provides 20 item types, including Technology Enhanced Items (TEIs)—additional item types will be added in the future. Assessments can be administered in print or online. enCASE should be operated ONLY on the Chrome browser, unless using Apple devices..

Student roster integration through Clever is at no charge to the district. District and school-based reports, for each student, are accessible by teacher and school/district leaders. Teachers manage their robust scoring on each test activity by student, class, question, and test. Teachers have access to our professional development staff and support team via phone or email. Online tutorial documents and videos are available at www.TE21.com/enCASESupport.

enCASE Dashboard— creating an assessment

Powerful and Easy to Use

"Powerful and Easy to Use" are words used by teachers when talking about the new enCASE Platform for assessment delivery and creation by TE21. Via enCASE, teachers can:

- Monitor benchmark deliveries to students
- Administer award-winning CASE Benchmark Assessments
- Access over 70,000 items in the CASE Item Bank
- Create formative assessments for use in print or online, tablet, or via Gradecam
- Monitor student performance

In minutes, teachers can use the enCASE dashboard to build rigorous assessments and administer online or in print

Preview questions and passages before adding to an assessment

State Standards – Simple to search for items by state standards. .

Student-Focused Item Analysis – With reporting on individual responses, teachers can monitor each student and adjust instruction to ensure mastery of standards.

Role-Based Access and Controls – Teachers maintain control over the privacy of their assessments.

Multiple Item Types Including Technology Enhanced Items – Deliver over 20 different item types including technology enhanced items (TEI's) to any device with a browser or tablet, including Chromebook and iPad.

GradeCam™ Bubble sheet scanning – Scan and grade plain paper bubble sheets right from your web or document camera.

Teachers manage their robust scoring on each test activity
by student, class, question, and test.

enCASE Reports

Reporting – Real-time information is available for multi-level users to have access to the most relevant data for their roles. Data results are role-driven to ensure privacy. District administrators, school administrators, and teachers can only see data related to their roles. Likewise, teachers can only see data pertaining to their students. Districts and schools can easily compare and collaborate around data collected.
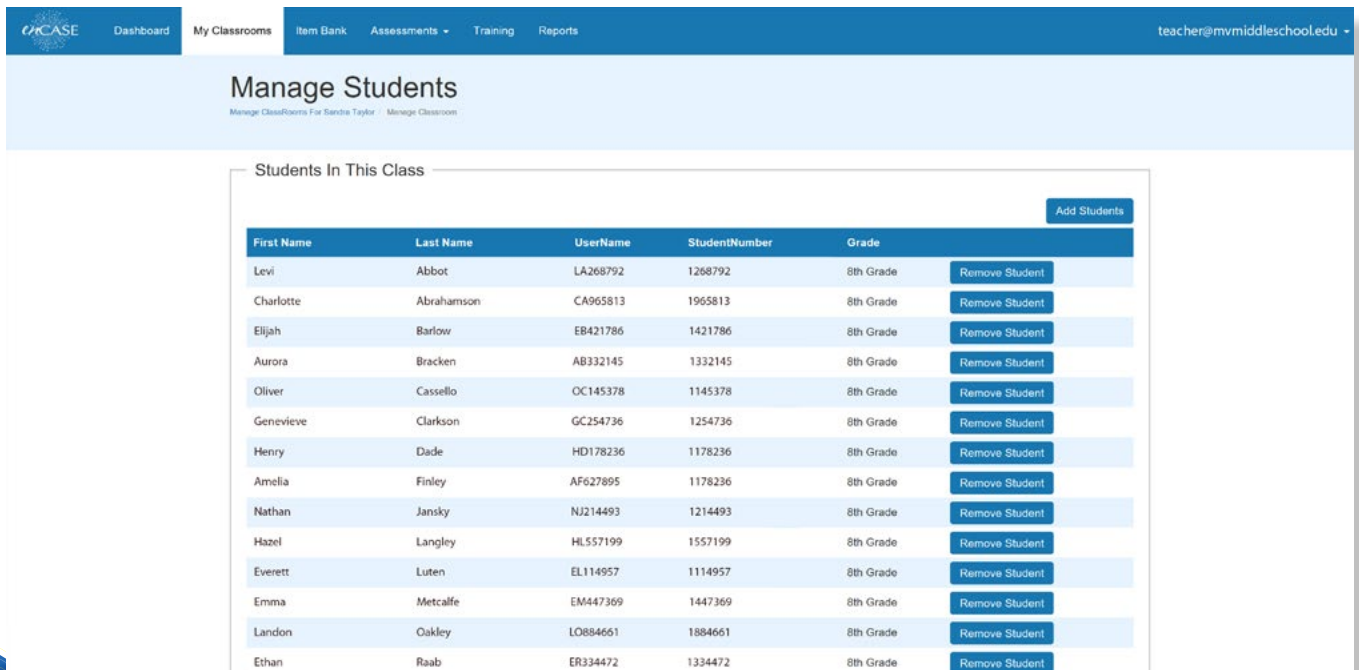
Real-Time Results – Student answers are instantly scored and recorded to their student file. Results show percentage overall, item analysis and standard-based results.

Standards-Based Student Reporting – Standards-based reports deliver real-time information about mastery to students and parents.

Integration

SIS integration with Clever enables schools to have access to current enrollment and teacher rosters to ensure proper assignment of any assessment. If a school chooses not utilize Clever, the enCASE team will assist in the upload of data at an additional charge.

Seamless, no-hassle student roster integration is by grade and class

Real-time information is available from the district level down to the teacher.

Class summary reports by standard, question, and DOK

Reports - Classroom Summary
Reports : Classroom Summary Report

Valleydale Public Schools Gr 8 Sci Comp 1 ST 2018-2019

Report Type

◉ By Standard ○ By Question ○ By DOK   [Export to Excel]

Teacher: Lands, James	**School:** Eastern Valleydale Middle	**District:** Elizabeth City-Pasquotank County School District
Grade: 8	**Period:** 1	**Assessment Type:** Benchmark
Assessment Date: 11/1/2018 10:05:33 AM - 11/1/2018 11:19:05 AM	**Total Questions:** 50	**Total Standards:** 22
Assessment Core: ST: Science (2010)	**Subject:** Science	**Difficulty:** 2.260

Total Number of Sessions: 23

	✓	✗
1) NCES.8.E.1.1: Explain the structure of the hydrosphere including:	57%	43%
+/- Questions aligned to standard		
5. Where is the majority of water located on Earth?	87%	13%
41. The map outlines the Tar-Pamlico and Neuse River Basins in North Carolina. Why are the Tar-Pamlico and Neuse River Basins two different river basins even though both end at the Pamlico Sound?	26%	74%
2) NCES.8.E.1.2: Summarize evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms:	39%	61%
+/- Questions aligned to standard		
36. For this item, drag the answer into the box.	48%	52%
42. The map outlines the Tar-Pamlico and Neuse River Basins in North Carolina. What most likely happens to toxins in the Tar-Pamlico and Neuse Rivers?	30%	70%

Reports - Classroom Summary
Reports : Classroom Summary Report

Valleydale Public Schools Gr 8 Sci Comp 1 ST 2018-2019

Report Type

○ By Standard ◉ By Question ○ By DOK   [Export to Excel]

Teacher: Lands, James	**School:** Eastern Valleydale Middle	**District:** Valleydale Public Schools System
Grade: 8	**Period:** 1	**Assessment Type:** Benchmark
Assessment Date: 11/1/2018 10:05:33 AM - 11/1/2018 11:19:05 AM	**Total Questions:** 50	**Total Standards:** 22
Assessment Core: ST: Science (2010)	**Subject:** Science	**Difficulty:** 2.260

Total Number of Sessions: 23

	✓	✗
1) A student reads that diatomic hydrogen and oxygen molecules react to form water molecules in a chemical reaction. The student makes a model to represent the chemical reaction, as shown. The student claims that the model satisfies the Law of Conservation of Matter. Which statement best explains why or why not the student's claim is correct?	65%	35%
+/- Standard		
NCES.8.P.1.4 - Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.		
2) Examine the list of facts about geothermal energy. 1. No fuel is required after installation is complete. 2. Harmful gases and toxic heavy metals may be released. 3. Good building sites are often located far from population centers. 4. Construction may affect the stability of the land, influencing earthquakes. 5. Heat generated underground from Earth's core is used as a source of energy. Which facts in the list are limitations or environmental consequences of geothermal energy? Select ALL that apply.	0%	100%
+/- Standard		
NCES.8.P.2.1 - Explain the environmental consequences of the various methods of obtaining, transforming and distributing energy.		
3) A virus causes an outbreak in South America. The virus has no known cure and later spreads to North America, Europe, Asia, and eventually Africa. What can be understood about the spread of the virus?	13%	87%

Reports - Classroom Summary
Reports : Classroom Summary Report

Valleydale Public Schools Gr 8 Sci Comp 1 ST 2018-2019

Report Type

○ By Standard ○ By Question ◉ By DOK   [Export to Excel]

Teacher: Lands, James	**School:** Elizabeth City Middle	**District:** Valleydale Public Schools System
Grade: 8	**Period:** 1	**Assessment Type:** Benchmark
Assessment Date: 11/1/2018 10:05:33 AM - 11/1/2018 11:19:05 AM	**Total Questions:** 50	**Total Standards:** 22
Assessment Core: ST: Science (2010)	**Subject:** Science	**Difficulty:** 2.260

Total Number of Sessions: 23

	✓	✗
Level 1 DOK	51%	49%
+/- Questions aligned to DOK		
5. Where is the majority of water located on Earth?	87%	13%
11. The model shows the flow of matter and energy. How can the supply of nitrogen best be described?	30%	70%
16. A city plans to replace a coal-powered power station with a solar-powered power station. Which type of resources are associated in the switch of power stations?	70%	30%
27. Plants absorb light energy from the Sun during the process of photosynthesis. Plants use this energy to prepare their own food. In which form is the light energy stored by plants?	26%	74%
28. Why are vaccines commonly used to limit the occurrences of epidemics?	52%	48%
31. What causes a species to become extinct?	65%	35%
35. A student packs a salad for lunch. How can the salad be classified?	78%	22%
36. For this item, drag the answer into the box.	48%	52%
37. Which career most likely makes use of biotechnology?	52%	48%
39. Which statement about the products in a chemical reaction is correct?	48%	52%

Student answers are instantly scored and recorded to their student transcript.

Prepare Students for the ACT with the CASE READY Assessment

TE21's CASE College/Career READY Assessment ensures that students have the knowledge they need to succeed on the ACT and are on track for college readiness. Schools that offer ACT preparation classes find the tool useful to gauge student knowledge.

- The CASE READY assessment helps students as they practice for the ACT.

- The CASE READY assessment provides students with data reports in a fraction of the time that it takes to get ACT reports.

CASE READY Assessment

- Mirrors the content, time, and length of the ACT.

- Covers four areas: English, reading, mathematics, science.

- Developed by a team of expert educators and assessment writers.

- All questions are newly created and are not pulled from old ACT tests.

- Provides reports for students, schools, and districts.

Diagnostic Data Targets Content Knowledge and Question Type

CASE READY Assessment tests student content knowledge—it's not just for test taking skills practice. With the reports offered by CASE Assessments Products, students and educators will know where students' weaknesses are and offer data to boost scores. CASE reports are provided to students and schools within 72 hours from the time CASE receives the answer documents. Typical ACT turnaround time for reports is 3-8 weeks.

CASE
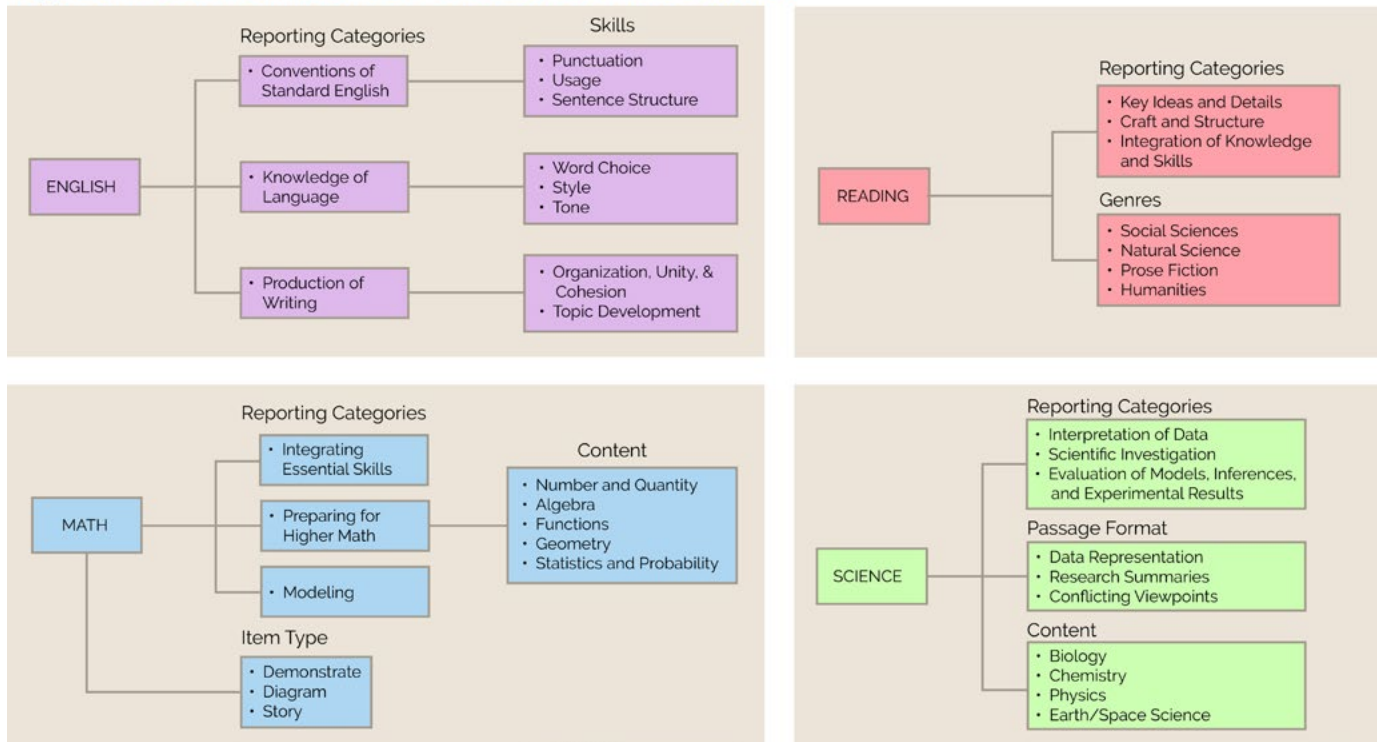
College/Career
READY Assessment

Product of TE21, Inc.

CASE READY Assessment tests student content knowledge—it's not just for test taking skills practice.

CASE Reports Provide Valuable Data

Schools and districts that administer CASE benchmarks value the reports that offer diagnostic data to target instruction. CASE diagnostic reports provide data on student achievement levels from minimum (not college/career ready) to advanced (above college/career ready). Schools and districts use the CASE diagnostic reports to determine how well students are likely to perform on the ACT. Schools also receive reports by subjects for Professional Learning Communities to use to improve instruction.

Reported Data Points for the CASE READY Assessment

ENGLISH

Reporting Categories
- Conventions of Standard English
- Knowledge of Language
- Production of Writing

Skills
- Punctuation
- Usage
- Sentence Structure
- Word Choice
- Style
- Tone
- Organization, Unity, & Cohesion
- Topic Development

READING

Reporting Categories
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Skills

Genres
- Social Sciences
- Natural Science
- Prose Fiction
- Humanities

MATH

Reporting Categories
- Integrating Essential Skills
- Preparing for Higher Math
- Modeling

Content
- Number and Quantity
- Algebra
- Functions
- Geometry
- Statistics and Probability

Item Type
- Demonstrate
- Diagram
- Story

SCIENCE

Reporting Categories
- Interpretation of Data
- Scientific Investigation
- Evaluation of Models, Inferences, and Experimental Results

Passage Format
- Data Representation
- Research Summaries
- Conflicting Viewpoints

Content
- Biology
- Chemistry
- Physics
- Earth/Space Science

CASE diagnostic reports provide data on student achievement levels from minimum (not college/career ready) to advanced (above college/career ready)

- **Student Report**—Students use the CASE diagnostic reports to determine areas they need to study before taking the ACT.

- **Grade Report**—Teachers use the CASE diagnostic grade reports in their professional learning communities (PLCs) to determine areas that need re-teaching.

- **Content Report**—Teachers use these reports by subject areas in PLCs, including question item analysis.

- **School Report**—Principals and teachers use the CASE diagnostic school reports by subject, grade, and overall achievement to improve instruction.

- **District Report**—Principals and district officials use the CASE diagnostic district reports to determine how well students are likely to perform on the ACT.

CASE diagnostic reports determine how well students are likely to perform on the ACT.

CASE READY Reports

STUDENT	2018-19	Traditional/Year	CASE Assessments
REPORT	CCRA Ready Assessment	1st Administration	Product of TE21, Inc.

Student Information:		Overall Achievement Levels	Range
Name: John Smith		1 - Below College Ready	1 - 12
Year 2017-18		2 - Near College Ready	13 - 20
School: Alpha High		3 - College Ready	21 - 27
District: Magnolia		4 - Above College Ready	28 - 36

Assessment Results

The Achievement Levels provided in this report are projections for how students will do on the ACT test based on this College and Career READY Assessment.

Math	
Preparing for Higher Math	**3**
Numbers	2
Algebra	3
Functions	3
Geometry	3
Statistics and Probability	2
Integrating Essential Skills	**4**
Modeling	**3**
Item Type - Demonstrate	3
Item Type - Diagram	2
Item Type - Story	3

Overall College and Career Readiness	
Overall Achievement Level:*	3-
Overall Projected ACT Score:	21
College/Career Ready?	**YES**

Score Breakdown		
Subject	Target Score	Your Score
English	18	19
Math	22	21
Reading	22	24
Science	23	21
Overall	**20**	**21**

Reading	
Key Ideas and Details	**3**
Craft and Structure	**3**
Integration of Knowledge and Skills	**4**
Passage Genre - Humanities	3
Passage Genre - Natural Science	4
Passage Genre - Prose Fiction	3
Passage Genre - Social Studies	3

Individual Subject Readiness Data			
Subject	Proj. Ach	Proj. ACT	College/Career Ready
English	3	19	**YES**
Math	2	21	**NO**
Reading	3	24	**YES**
Science	2	21	**NO**

Science	
Interpretation of Data	**3**
Scientific Investigation	**2**
Eval of Models, Inferences, and Exp Results	**2**
Content - Biology	2
Content - Chemistry	3
Content - Earth/Space Science	2
Content - Physics	1
Passage Type - Conflicting Viewpoints	2
Passage Type - Data Representation	2
Passage Type - Research Summaries	3

English	
Conventions of Standard English	**3**
Grammar & Usage	4
Punctuation	3
Sentence Structure	2
Knowledge of Language	**3**
Production of Writing	**3**
Organization, Unity, & Cohesion	3
Topic Development	3

* For the Overall Achievement Level, the score indicates where within the level a student might be:
(+) = top of level   (-) = bottom of level   no symbol = middle of level

Score Category Descriptions

English

Conventions of Standard English (COSE):

Punctuation (PUNC): Recognize correct punctuation in Standard English

Grammar & Usage (USAG): Recognize correct grammar and usage in Standard English

Sentence Structure (SSTF): Understand clauses, placement of modifiers, and shifts in sentence structure

Knowledge of Language (KNOL):

Word Choice, Style & Tone (WCST): Make appropriate word choices to ensure concision and precision of writing, style, and tone

Production of Writing (PROW):

Organization, Unity, & Cohesion (ORUC): Use various strategies to ensure that a text is organized logically, the writing contributes effectively to the central purpose, and the ideas of the text flow smoothly

Topic Development (TODE): Identify purposes and parts of texts, demonstrate an understanding of the rhetorical aspects of texts, and evaluate the relevance of material in terms of a text's focus

Math

Integrating Essential Skills (IESK): Concepts prior to 8th grade such as rates, percentages, and proportional relationships; expressions; geometric concepts; and, basic statistical concepts

Preparing for Higher Math (PHMA): Mathematical content beyond 8th grade in the 5 content areas listed (N, A, F, G, or S)

Number and Quantity (NUMB): Demonstrate knowledge of the real and/or complex number systems including reasoning with numbers and numerical quantities in various forms

Algebra (ALGE): Demonstrate knowledge of applying, graphing, modeling, simplifying, and/or solving various types of expressions, equations, and systems of equations

Functions (FUNC): Demonstrate knowledge of functions including definition, interpretation, transformations, graphing, understanding/evaluating applications, and creating/evaluating representations

Geometry (GEOM): demonstrate knowledge of congruence/similarity, surface area/volume, trigonometric rations/conic sections, solving for missing values in geometric shapes using geometric and algebraic concepts

Statistics & Probability (STAT): Demonstrate knowledge of statistical concepts including analyzing data collection processes, analyzing distributions/bivariate data, and calculating probabilities and/or sample spaces

Modeling (MODE): Requires a student to understand, interpret/evaluate, produce, and/or improve models

Item Types:

Diagram (DIAG): Item utilizes a diagram or a situation that should be diagrammed.

Story (STOR): Item includes a story.

Demonstrate (DEMO): Item requires knowledge of a specific math concept.

Reading

Key Ideas and Details (KIAD): Determine central ideas and themes, summarize information and ideas correctly, make logical inferences, and understand structural relationships within a text

Craft and Structure (CRAS): Determine meanings of words and phrases; analyze author's word choice, text structure, characters' points of view, author's purpose and perspective; differentiate between various perspectives

Integration of Knowledge and Ideas (IKAI): Understand authors' claims, differentiate facts and opinions, make connections between related texts, analyze an author's argument, and evaluate reasoning and evidence

Passage Genres:

Social Studies (SOCS): Passages about archaeology, biography, business, economics, history, and psychology

Natural Science (NSCI): Passages about sciences such as biology, chemistry, natural history, physics, and technology

Prose Fiction (PFIC): Passages based on excerpts from short stories or novels

Humanities (HUMA): Passages based on personal essays concerning architecture, art, language, and philosophy

Science

Interpretation of Data (IODA): Manipulate and analyze data presented in tables, graphs, and diagrams

Scientific Investigation (SINV): Understand experimental tools, procedures, and designs and be able to compare, extend, and modify experiments

Evaluation of Models, Inferences, and Experimental Results (EMIR): Judge the validity of scientific information and formulate conclusions and predictions

Passage Types:

Data Representation (DATA): Read/interpret graphs and scatterplots, tables, diagrams, and figures

Research Summaries (RESE): Describe experiments focusing on experimental design and interpretation of the results

Conflicting Viewpoints (CONF): Understand, analyze, and compare different viewpoints or hypotheses

Content:

Biology (BIOL): Life and organisms

Chemistry (CHEM): Composition, properties, and behavior of matter

Physics (PHYS): Matter and its motion through space and time including energy and force

Earth/Space Science (EASS): Astronomy, geology, meteorology, and oceanography

Assessment items: 215 Student Results	Total Perc Corr	Total Proj ACT	Total Proj Ach	Eng Perc Corr	Eng Proj ACT	Eng Proj Ach	Math Perc Corr	Math Proj ACT	Math Proj Ach	Read Perc Corr	Read Proj ACT	Read Proj Ach	Sci Perc Corr	Sci Proj ACT	Sci Proj Ach
Student 1	98.9	35	4+	97.4	33	4	100.0	36	4	98.3	35	4	100.0	36	4
Student 2	81.9	29	4	100.0	36	4	64.8	24	3	84.4	28	4	78.4	27	3
Student 3	71.4	25	4-	60.4	22	3	74.5	26	4	68.4	24	4	82.4	28	4
Student 4	71.8	25	3+	78.4	27	4	68.4	24	3	56.3	21	2	84.2	29	4
Student 5	66.3	23	3+	66.6	24	4	61.8	21	2	68.4	24	4	68.4	24	3
Student 6	47.5	18	2	45.3	18	3	52.4	19	2	45.3	18	1	46.8	18	2
Student 7	77.7	27	4	75.8	26	4	94.0	33	4	68.4	24	4	72.4	25	3
Student 8	52.0	19	2+	66.6	24	4	48.7	18	1	70.0	25	4	22.8	12	1
Student 9	55.7	21	3-	45.3	18	3	78.6	27	4	62.4	23	3	36.4	15	1
Student 10	55.4	19	2+	42.6	17	2	66.4	22	3	65.6	23	3	46.8	18	2
Student 11	61.7	22	3	44.2	18	3	61.8	21	2	68.4	24	4	72.4	25	3
Student 12	59.5	22	3	84.2	28	4	56.6	20	2	45.3	18	1	52.0	20	2
Student 13	40.1	17	1+	38.4	16	2	42.6	17	1	46.8	19	2	32.4	14	1

School & District Results			Total Perc Corr	Total Proj ACT	Perc Prof	Eng Perc Corr	Eng Proj ACT	Eng Proj Ach	Math Perc Corr	Math Proj ACT	Math Proj Ach	Read Perc Corr	Read Proj ACT	Read Proj Ach	Sci Perc Corr	Sci Proj ACT	Sci Proj Ach
Alpha High	All	357	64.0	23.5	62.2	62.6	23.0	3.3	66.7	23.7	3.1	61.0	22.4	3.0	67.1	24.0	3.1
District	All	974	56.3	21.0	57.7	56.6	21.0	3.1	60.1	22.3	2.9	54.2	20.1	2.7	54.7	20.0	2.7

MATH SUBJECT REPORT | **2018-19 CCRA READY ASSESSMENT** | CASE Assessments Product of TE21, Inc.

Assessment items: 215 Student Summary	Pct Corr	Proj ACT	Proj Ach	Pct Corr	Proj ACT	Proj Ach	Math PHMA	Math NUMB	Math ALGE	Math FUNC	Math GEOM	Math STAT	Math IESK	Math MODE	Math DEMO	Math DIAG	Math STOR
Avery, J	98.9	35	4+	100.0	36	4	4	4	4	4	4	4	4	4	4	4	4
Brinn, A	81.9	29	4	64.8	24	3	4	4	4	3	3	4	3	3	3	3	3
Brinn, J	71.4	25	4-	74.5	26	4	4	4	3	3	4	3	4	3	4	3	4
Emory, J	71.8	25	3+	68.4	24	3	3	3	3	3	3	3	4	3	3	3	4
Harris, C	66.3	23	3+	61.8	21	2	3	3	3	1	3	3	3	1	3	3	3
Hester, N	47.5	18	2	52.4	19	2	3	3	2	3	3	2	3	3	3	3	3
Hoffman, M	77.7	27	4	94.0	33	4	4	4	4	4	4	4	4	4	4	4	4
Isgett, J	52.0	19	2+	48.7	18	1	3	2	2	1	2	1	1	1	2	1	1
Johnson, G	55.7	21	3-	78.6	27	4	4	4	4	3	4	4	3	3	4	3	4
Overbey, G	55.4	19	2+	66.4	22	3	3	3	3	3	3	3	3	3	3	3	3
Sneed, D	61.7	22	3	61.8	21	2	3	3	3	3	3	4	2	3	3	3	3
Stephenson, D	59.5	22	3	56.6	20	2	3	3	2	3	3	2	3	3	3	2	3
Williams, K	40.1	17	1+	42.6	17	1	2	2	1	1	2	1	2	1	2	1	3

District & School Summary			Pct Corr	Proj ACT	Proj Ach	Pct Corr	Proj ACT	Proj Ach	Math PHMA	Math NUMB	Math ALGE	Math FUNC	Math GEOM	Math STAT	Math IESK	Math MODE	Math DEMO	Math DIAG	Math STOR
Alpha High	All	357	64.0	23.5	62.2	66.7	23.7	63.7	3.0	3.3	3.5	2.9	3.0	3.1	3.2	2.9	3.0	2.9	3.3
District	All	974	56.3	21.0	57.7	60.1	22.3	59.6	3.0	3.4	3.2	3.0	2.7	3.3	3.1	3.0	2.7	3.0	3.3

item	en01	en02	en03	en04	en05	en06	en07	en08	en09	en10	en11	en12
Main Subject	English	English	English	English	English	English	English	English	English	English	English	English
Main Subject Subcategory 1	COSE	COSE	KNOL	COSE	COSE	COSE	COSE	COSE	COSE	PROW	COSE	COSE
Main Subject Subcategory 2	PUNC	USAG	WCST	USAG	USAG	SSTF	USAG	SSTF	SSTF	ORUC	SSTF	SSTF
Main Subject Subcategory 3	na	na	na	na	na	na	na	na	na	na	na	na
Main Subject Subcategory 4	na	na	na	na	na	na	na	na	na	na	na	na
School Percent Corect	51.7	40.3	12.1	48.3	59.7	82.6	83.2	49.7	7.4	44.3	37.6	31.5
Answer	**A**	**D**	**B**	**B**	**A**	**C**	**B**	**D**	**A**	**C**	**B**	**D**
Student1	A	A	A	A	D	C	B	C	C	A	B	B
Student2	B	B	D	D	A	C	A	A	C	B	B	C
Student3	A	B	A	D	A	C	B	A	B	A	B	B
Student4	B	A	A	D	C	C	B	A	C	C	C	A
Student5	A	D	B	B	A	C	B	B	C	B	A	B
Student6	B	A	D	B	D	C	B	A	C	B	B	D
Student7	A	D	A	D	A	C	B	D	A	B	B	D
Student8	B	A	A	B	A	C	B	D	C	A	D	B
Student9	A	D	A	B	A	C	B	D	C	C	A	C
Student10	C	D	A	D	C	C	B	D	C	C	A	D
Student11	A	A	A	B	A	B	B	D	C	B	B	C
Student12	C	D	A	A	A	B	B	D	C	D	C	B
Student13	C	D	B	C	C	C	B	D	C	B	D	D
Student14	A	B	D	C	D	C	B	A	C	B	D	B
Student15	B	A	D	A	C	A	B	B	C	D	Z	B
Student16	A	A	A	D	A	C	C	D	C	C	A	D
Student17	A	D	B	A	A	C	B	D	C	D	B	A
Student18	A	A	A	D	C	C	B	A	C	C	D	C
Student19	C	D	D	A	C	C	B	A	D	B	C	C
Student20	D	D	A	A	A	C	B	D	C	C	B	D
Student21	A	D	A	B	A	B	B	A	C	B	D	A
Student22	A	A	D	B	C	C	B	D	C	C	B	D
Student23	A	D	C	D	D	C	B	A	C	B	B	B
Student24	B	A	A	A	A	A	B	D	C	C	D	C
Student25	A	B	C	A	C	C	B	A	C	A	A	B

CASE

College/Career
READY Assessment
Product of TE21, Inc.

CASE

Collaborative Assessments
Solutions for Educators

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