Table of Contents

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
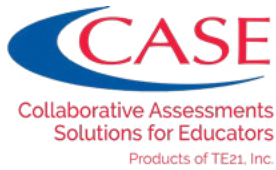- Cool Tool Award Finalist 2019

enCASE Platform
- Cool Tool Award Winner 2019

Cindy Hollar, TE21 CEO
- EdTech Leadership Finalist 2019

We employ experienced classroom teachers and curriculum directors who are expert educators and assessment writers.

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

"Using TE21's CASE Benchmark Assessments allows us an effective way to see if our instruction is at the level of rigor needed to perform well on state tests, a means to ensure curriculum alignment to our pacing, to determine individual and class wide mastery of those standards taught each quarter, and to also help us focus intervention efforts. Further, TE21 has been the most supportive, helpful, and consumer friendly company I have dealt with in my long career!"

Vicki H. Kirby, Instructional Coach
Latta Elementary School, South Carolina

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

South Carolina	Language Arts	Math	Science	Social Studies
Kindergarten (2 per year)	K	K	N/A	N/A
Elementary (3-4 per year)	1-5	1-5	4-5	3-5
Middle School (3-4 per year)	6-8	6-8 Algebra I Middle	6-8	6-8
High School (3 for traditional/year-long courses; 2 per semester course)	English I	Algebra I	Biology	US History

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

"The TE21 benchmark assessments have provided teachers with actionable data they can use to intervene and accelerate students immediately. Coupled with the power of Professional Learning Communities, the data is an invaluable resource that provides teachers with the information they need to break down barriers to student learning."

Jeff McCoy, Associate Superintendent for Academics
Greenville County Schools, Greenville, SC

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.

South Carolina Sample Questions
1st Grade Language Arts

CASE
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"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

CASE
Benchmark
Assessments
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"Blame It on the Wings"

1 Where did hummingbirds get their name? Blame it on the wings. These tiny birds fly so fast their wings look like a blur. Hummingbird wings beat about 70 times every second. As the wings flap, they make a humming sound, giving the little birds their name.

2 Those wings also help hummingbirds in other ways. Hummingbirds can fly in any direction they want. They can go straight up or down, backwards or forwards. They can even fly upside down. These wings also allow hummingbirds to fly a long way. Some have flown hundreds of miles from the United States to Mexico for the winter months.

3 These little birds come in many sizes. The smallest hummingbird weighs the same as two paper clips. The largest weighs about the same as 10 pennies. Even though hummingbirds are small, their size has never stopped them as their wings make them some of the most amazing birds in the sky.

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1. **What is the *central* idea of the passage?**

   A Hummingbirds have flown from the United States to Mexico.

   B Hummingbirds' wings help them fly upside down.

   C Hummingbirds' wings make a humming sound.

   D Hummingbirds are special birds with wings that can do amazing things.

2. **According to the passage, which statement is correct?**

   A Hummingbirds are the fastest birds in nature.

   B Hummingbirds can fly in any direction.

   C Hummingbirds have wings that beat over 100 times every second.

   D Hummingbirds can fly for 70 hours without stopping.

3. **What does the word *blur* mean in paragraph 1?**

    A a tool used for mixing ingredients

    B a bird with long wings

    C an object that is difficult to see clearly

    D an animal that is tired

4. **What causes the humming sound of a hummingbird?**

    A The humming sound of a hummingbird is made by the wings flapping so fast.

    B The humming sound of a hummingbird is made by the hummingbird's beak.

    C The humming sound of a hummingbird is made when the hummingbird sings.

    D The humming sound of a hummingbird is made when it flies upside down.

1. **Study the picture graph. Each student in Mr. White's class voted for his or her favorite sport. Each ball or puck in the graph represents 1 vote.**
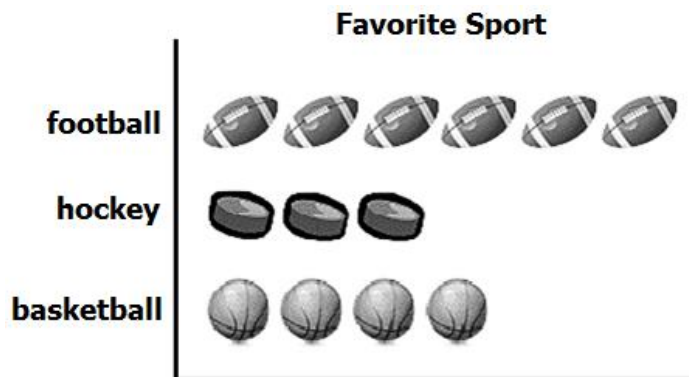
Favorite Sport

How many more students chose football as their favorite sport than hockey as their favorite sport?

A   1 student

B   2 students

C   3 students

D   4 students

2. **Which equation *best* represents the problem shown with the number line?**
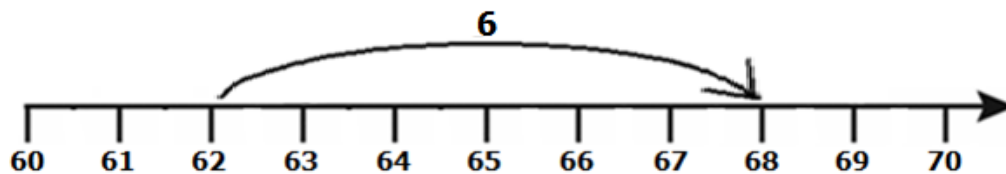
A $6 + 68 = 62$

B $6 - 62 = 68$

C $62 - 6 = 68$

D $62 + 6 = 68$

3. **If Carol colors in 10 more blocks gray, how many blocks will be gray?**
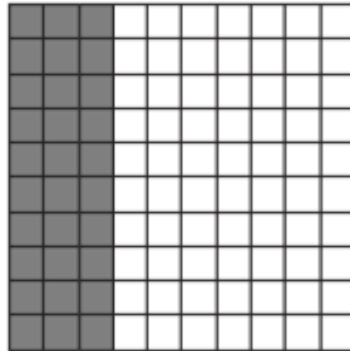
    A   20 blocks

    B   30 blocks

    C   40 blocks

    D   50 blocks

4. **Compare the objects.**
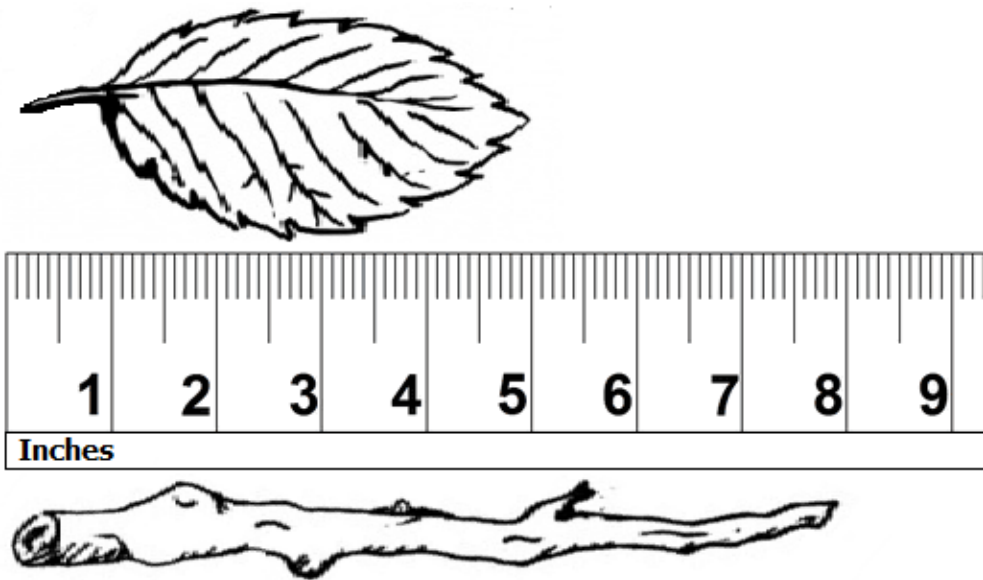
About **how much longer is the stick than the leaf?**

    A   8 inches

    B   5 inches

    C   4 inches

    D   3 inches

1. **This illustration shows what some Native Americans may have looked like before the arrival of Europeans in North America.**

The Native Americans in this illustration *most likely* lived in which area?

A the Eastern Woodlands

B the Great Plains

C the Pacific Northwest

D the Southwest

2. **Why did English colonies in New England create economies built around manufacturing and shipping?**

Select *two* that apply.

A Colonists in New England did not know how to farm.

B Native Americans controlled all of the land in New England.

C The cold climate was not good for growing cash crops in New England.

D There were no slaves in New England.

E New England is home to many natural ports and harbors.

F Colonists in New England did not trade with Native Americans.

3. **The dark line on this map shows the route taken by Lewis and Clark.**

Based on the map, what is true about Lewis and Clark's expedition?

A   They traveled south along the Mississippi River to the port of New Orleans.

B   They reached the Pacific Ocean and gave the United States claim to western territories.

C   They stayed close to the future southern border of the United States.

D   They traveled all the way from the Atlantic to the Pacific Ocean.

4. **President Lincoln made this statement as part of an executive order in 1864.**

> I do order and declare that all persons held as slaves within said designated states…are and henceforth shall be free.

How did this action change the Civil War?

A   It changed the purpose of the war to ending slavery.

B   It encouraged additional southern states to secede.

C   It prevented African Americans from serving in the military.

D   It caused France to support the Confederacy.

South Carolina Sample Questions
6th Grade Math

Multiple Choice

1. A bag contains $17\frac{1}{4}$ cups of sugar. If 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

2. 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

3. The box plot represents the heights, in inches, of 10 students in a math class.

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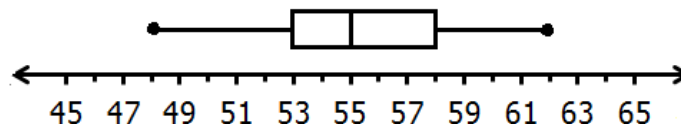
   Which data set *could* be the heights of the students?

   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

Multiple Response

4. Which statements are true? Select *ALL* that apply.

   A $\frac{1}{2} = 0.5\%$

   B $35\% = \frac{35}{100}$

   C $0.1 = \frac{1}{10}$

   D $\frac{1}{4} = 0.25$

   E $\frac{5}{9} = 45\%$

Gridded Response

Question 1 requires you to write your answer in the boxes provided. 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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1. **A crowbar is used to remove a nail from a piece of wood.**

   crowbar

   nail
   wood
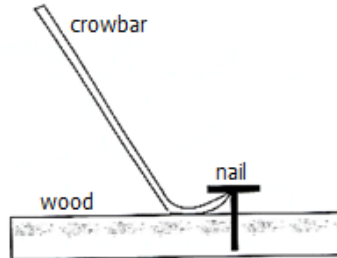
   How is the crowbar *best* classified as a simple machine?

   A Inclined plane; the crowbar is held at an incline.

   B Lever; the crowbar moves around the fulcrum.

   C Pulley; the crowbar is pulled directly upward.

   D Wheel and axle; the crowbar is rotated around the nail.

2. **The monarch and viceroy butterflies both have bright orange coloring with black stripes. The monarch butterfly tastes terrible due to the milkweed it eats. This foul taste discourages predators from eating the monarch butterfly.**

   monarch butterfly   viceroy butterfly

   What type of response does the viceroy butterfly use, and why?

   A The viceroy butterfly mimics the appearance of the monarch butterfly so it can camouflage itself among the plants that it eats.

   B The viceroy butterfly mimics the appearance of the monarch butterfly so predators mistake it for the foul-tasting monarch butterfly.

   C The viceroy butterfly migrates constantly during the year so predators are unable to use it as a food source.

   D The viceroy butterfly migrates away from the monarch butterfly so predators do not mistake it for a monarch butterfly and eat it.

3. **For a month, a houseplant is placed on a window sill that receives direct sunlight, while a second houseplant is kept in a dark room. Each plant receives all of the nutrients necessary for life, and neither plant is moved.**

   If the plant that was kept in the dark for a month has yellowish-brown leaves that wilt, which statement *likely* describes the appearance of the plant kept in the sunlight after a month?

   A The leaves will also turn yellowish-brown and wilt.

   B The stem will bend toward the sunlit window.

   C The roots of the plant will grow upward toward the light.

   D The plant will lose all of its leaves and become dormant.

4. **Examine the weather for the northeastern United States.**
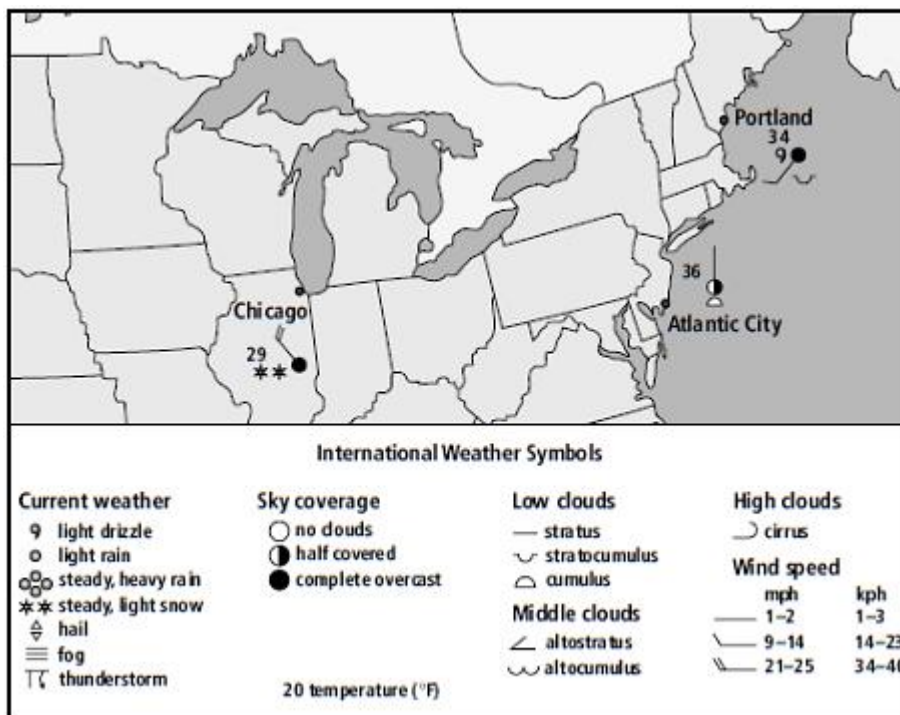
   What is the forecast for Atlantic City?

   A mostly cloudy, light winds from the east, little to no rain

   B partly cloudy, light winds from the north, little to no rain

   C partly cloudy, heavy winds from the east, heavy rain

   D mostly cloudy, light winds from the south, light rain

Paper-and-pencil assessments will contain selected response and constructed response items. Online assessments will also contain technology-enhanced items.

from **"Science Invites Us to Be Kind to Snakes"**

by Dr. W. H. Ballou

1   The United States Department of Agriculture experts are asking the people to refrain from killing harmless snakes. California has passed a law protecting the gopher snake of that state. Gopher Snake Clubs, in order to carry on the campaign of education, have been formed by the dozen. In New York City, a Reptile Study Society has been organized for the same purpose of being kind to mankind's legendary worst enemy. Legislation similar to that enacted by California is being considered in other parts of the country.

2   One of the sayings of the Reptile Study Society and which is supported by the government is, "Kill a snake and you destroy 100 pounds of wheat because the number of rats and mice that would eat that much wheat in a year are just the number one snake would itself eat."

3   The defense for the snakes files the following points:

1. They feed on insects, slugs, snails, etc., that destroy grains, vegetables, and fruit.
2. They feed on moles and gophers, which destroy lawns and gardens.
3. They feed on rats and mice, which not only destroy foodstuffs, but carry disease.
4. Some species, such as the king snakes, live almost exclusively on rattlesnakes, copperheads, moccasins, and other poisonous varieties. They are immune to the poison of these reptiles, but we do not know why and wish we could find out.

4   The accusation against them is this:

1. The poisonous ones are mighty bad with which to come into contact.
2. All serpents produce in most of us the most unpleasant of sensations.
3. They catch birds and eat them, particularly song birds. Against this, the defense offers in evidence that our domestic cats kill and devour more birds than all the snakes do and are not a fraction as useful. Therefore, if this point is sufficient to sign the death warrant of the serpent, it ought doubly to sign that of the cat.
4. They rob birds' nests, eating the eggs, particularly of species that nest on the ground. Snakes can, and do, to some extent, climb up trees and rob nests that are low down. At the same time a snake exposes himself while robbing a nest, it is likely to be seized by a hawk. So nature nicely balances that matter.

5   Leaving man out of the matter, snakes have more natural enemies than all other animals combined—another reason, say his defenders, for declaring a closed season on his slaughter by man.

6   All species of hawks hovering in air above the snake regard him as an easy meal ticket. Owls feed on him. Many owls constantly search the swamps and meadows for snakes to eat. Night owls get him on their nocturnal excursions. There are snake birds and many species of wading water birds, such as the heron family, that go after snakes that live in water.

7   The small boy is the worst human enemy of snakes, and it will require much agitation in the common schools and among boy scouts to persuade them not to kill.

8   All told, nature is pretty well able to keep down to normal the supply of snakes.

9   The rising menace to all snakes is the increasing commercial use of their skins. Formerly this use was confined to rattlers. It is now rapidly extending to all species. The most gaudily colored snakes will be the first to become extinct.

10   It is highly probable that all species of rattlesnake everywhere will become hard to find, if not totally exterminated. Like the alligator, the rattler is the victim of commerce because of his valuable skin. Thousands of people are hunting out the rattler in his lair and selling his hide to the tanneries.

Excerpt from "Science Invites Us to Be Kind to Snakes" by Dr. W. H. Ballou. *The Washington Times*. August 3, 1919. Washington, D.C.

Part A

1.   What does the word *commerce* mean as it is used in paragraph 10?

   A   trade

   B   misconception

   C   illness

   D   discrimination

Part B

2.   Which phrase from the passage *best* helps the reader understand the meaning of *commerce*?

   A   "…if not totally exterminated."

   B   "Like the alligator, the rattler is the victim…"

   C   "Thousands of people are hunting out the rattler…"

   D   "…selling his hide to the tanneries."

3. **Which _three_ details should be included in an objective summary of the passage?**

   A Snakes offer many benefits to humans.

   B Strict laws protect snakes in most of the states in our country.

   C Owls and other birds feed on the different varieties of snakes.

   D Although some people are afraid of snakes, snakes have many enemies in the wild.

   E In order to diminish the fear of snakes, humans should hunt and kill the poisonous ones.

   F Several species of snakes are already extinct because people hunt them for their skins.

Part A

4. **How does the author's use of text structure contribute to the development of ideas within the passage?**

   A The author's use of description develops the idea that humans should not kill snakes because snakes have plenty of enemies in their environments already.

   B The author's use of problem and solution develops the idea that the demise of snakes can be solved by eliminating the commercial use of snakeskin.

   C The author's use of chronology develops the idea that snake populations will continue to decrease over time if their mistreatment is not ended.

   D The author's use of cause and effect develops the idea that leaving snakes alone in the wild will help increase their populations once again.

Part B

5. **Which detail from the passage provides evidence to support the answer to Part A?**

   A "They feed on insects, slugs, snails, etc., that destroy grains, vegetables, and fruit." (paragraph 3)

   B "All species of hawks hovering in air above the snake regard him as an easy meal ticket. Owls feed on him. Many owls constantly search the swamps and meadows for snakes to eat. Night owls get him on their nocturnal excursions." (paragraph 6)

   C "All told, nature is pretty well able to keep down to normal the supply of snakes." (paragraph 8)

   D "It is highly probable that all species of rattlesnake everywhere will become hard to find, if not totally exterminated. Like the alligator, the rattler is the victim of commerce because of his valuable skin." (paragraph 10)

6. **Based on the passage, which detail can be considered a reasoned judgment in support of the author's claim about the defense of snakes?**

   A "California has passed a law protecting the gopher snake of that state." (paragraph 1)

   B "They feed on moles and gophers, which destroy lawns and gardens." (paragraph 3)

   C "Many owls constantly search the swamps and meadows for snakes to eat." (paragraph 6)

   D "All told, nature is pretty well able to keep down to normal the supply of snakes." (paragraph 8)

7. **Based on the passage, which detail can be considered speculation in support of the author's claim about the defense of snakes?**

   A "Therefore, if this point is sufficient to sign the death warrant of the serpent, it ought doubly to sign that of the cat." (paragraph 4)

   B "Leaving man out of the matter, snakes have more natural enemies than all other animals combined…" (paragraph 5)

   C "The small boy is the worst human enemy of snakes, and it will require much agitation in the common schools and among boy scouts to persuade them not to kill." (paragraph 7)

   D "The rising menace to all snakes is the increasing commercial use of their skins." (paragraph 9)

Text-Dependent Analysis (TDA)

TDA items for language arts will be scored by teachers in each school/district using rubrics and/or scoring guides provided by TE21. Though this is an example of a TDA, the products each school/district will receive with a benchmark order will be cold read passages that will be delivered with the first assessment.

Based on "Science Invites Us to Be Kind to Snakes," write an essay analyzing why people should be kind to snakes. Provide details from the passage to support your answer.

8. **Read the paragraph.**

> **Often referred to as the birthplaces of western culture, ancient Greece and Rome shared a love of art, philosophy, and culture. The two societies differed significantly, however, in how their governments were organized. For much of its history, ancient Greece was made up of independent city-states, some of which utilized direct democracies. Rome, on the other hand, was a republic during many of its most powerful years; the government was centralized, and the people were ruled by elected officials.**

Which graphic *could* be used to organize the information given in the paragraph?

A   a Venn diagram that illustrates the similarities and differences between the Greeks and Romans

B   a timeline that organizes the most important dates from ancient Greek and Roman societies

C   a website that lists the characteristics of the ancient Greeks, including their love of art and philosophy

D   a story map that tells the dramatic story of the rise and fall of the ancient Roman Empire

9. **Read the sentence.**

> **Stalking its prey, the tiger crept quietly under the brush.**

Which word does the underlined phrase modify?

A   tiger

B   crept

C   quietly

D   brush

10. Read the introductory sentence for Amanda's essay.

> **Although both men wanted Americans to be free and happy, Thomas Jefferson and John Adams had very different ideas about how the new nation's government would function.**

This sentence introduces Amanda's topic, previewing what is to follow. Which is _most likely_ the topic of Amanda's essay?

A a biographical essay about Jefferson and Adams and their early educations and experiences

B a cause/effect essay about the impact Jefferson and Adams had on America

C a narrative essay that tells the story of Adams's personal friendship with Jefferson

D a comparison/contrast essay about the political ideals of Jefferson and Adams

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1. **This is a quote from John Locke's *Second Treatise of Government* published in 1690.**

> For, when any number of men have, by the consent of every individual, made a community, they have thereby made that community one body, with a power to act as one body, which is only by the will and determination of the majority.

   Based on this quote, what idea would John Locke support?

   A A government should be divided into three separate branches.

   B Government should carry out the will of the people being governed.

   C Checks and balances are needed to limit the power of the people.

   D A jury trial must be available for anyone accused of a crime.

2. **Portugal created colonies on which continents?**

   Select *three* that apply.

   A Africa

   B Antarctica

   C Asia

   D Australia

   E North America

   F South America

3. **During the 17ᵗʰ and 18ᵗʰ centuries, how were the actions of European governments influenced by the economic policy of mercantilism?**

   A Governments forced independently owned businesses to close.

   B Governments formed large, international alliances and dominated global trade.

   C Governments owned all aspects of production and international trade.

   D Governments regulated trade in order to build national wealth.

4. What factor contributed to the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union after World War I?

A an economic depression resulting in high inflation and unemployment

B too much political regulation by the League of Nations

C the influence of strong religious leaders in these countries

D a lack of industrialization in these countries

5. This political cartoon was published in the British newspaper *The Daily Mail* in 1946.

Which aspect of the Cold War is symbolized by this political cartoon?

A the lack of factories in some parts of Europe

B the desire of European nations to work together

C the use of secret operations to gain information about communism in Europe

D the division of Europe that resulted from different political systems

1. **The graph shows the distance traveled by a toy car over time.**
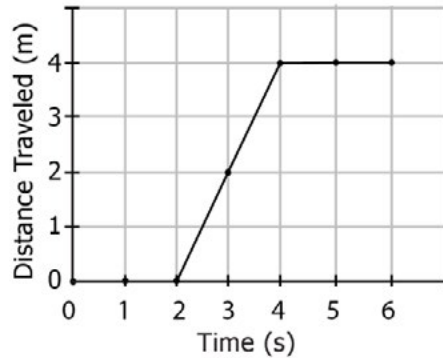
   What was the toy car's average speed during the 6-second interval shown in the graph?

   A 0.67 m/s

   B 1.50 m/s

   C 4.00 m/s

   D 6.00 m/s

2. **Study the image of the Earth and Sun.**
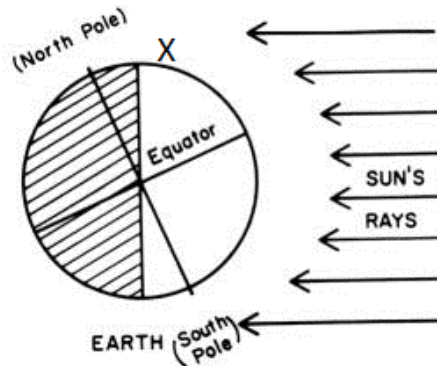
   What will people who live at the place marked with an X experience?

   A long days with direct sunlight

   B long days with indirect sunlight

   C short days with direct sunlight

   D short days with indirect sunlight

3. **Use the rock layers (with fossils) diagram to answer the question. Assume the rock layers are undisturbed.**
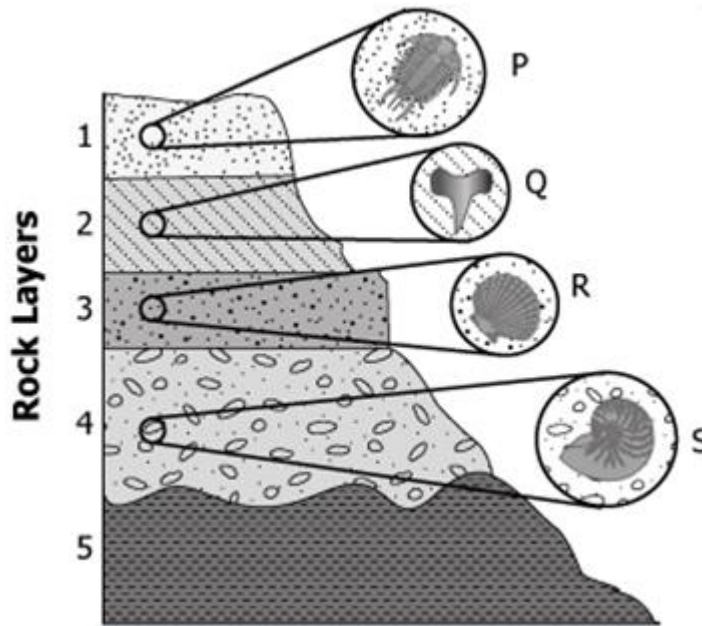
Which statement is true about the relative ages of fossils in the diagram?

A Fossil Q is younger than fossil P.

B Fossils in layer 3 are older than fossils found in layer 4.

C Fossil P is younger than fossil R.

D Fossils in layer 4 are younger than fossils found in layer 3.

4. **The Earth is composed of three major layers: the crust, the mantle, and the core. Each layer is made of differing types of rocks, but the crust is completely composed of solid materials.**

If only the crust is made of a solid material, why does it not sink below the plastic mantle?

A The pressure exerted by the substances in the mantle and the core is much higher than the crust, which keeps the crust afloat.

B The density of the substances that compose the crust is lower than that of the mantle, which keeps the crust afloat.

C The heat produced by the substances in the mantle is not high enough to make the crust melt and sink beneath the mantle.

D The volume of space between the substances that compose the crust is too small to allow the mantle to rise through the crust and force it to sink.

from **"Dreams Have a Meaning"**

by Sigmund Freud

1   In what we may term "prescientific days" people were in no uncertainty about the interpretation of dreams. When they were recalled after awakening, they were regarded as either the friendly or the hostile manifestation of some higher powers, demoniacal and Divine. With the rise of scientific thought the whole of this expressive mythology was transferred to psychology; today there is but a small minority among educated persons who doubt that the dream is the dreamer's own psychical act.

2   But since the downfall of the mythological hypothesis an interpretation of the dream has been wanting. The conditions of its origin; its relationship to our psychical life when we are awake; its independence of disturbances which, during the state of sleep, seem to compel notice; its many peculiarities repugnant to our waking thought; the incongruence between its images and the feelings they engender; then the dream's evanescence, the way in which, on awakening, our thoughts thrust it aside as something bizarre, and our reminiscences mutilating or rejecting it—all these and many other problems have for many hundred years demanded answers which up till now could never have been satisfactory. Before all there is the question as to the meaning of the dream, a question which is in itself double-sided. There is, firstly, the psychical significance of the dream, its position with regard to the psychical processes, as to a possible biological function; secondly, has the dream a meaning—can sense be made of each single dream as of other mental syntheses?

3   Three tendencies can be observed in the estimation of dreams. Many philosophers have given currency to one of these tendencies, one that at the same time preserves something of the dream's former over-valuation. The foundation of dream life is for them a peculiar state of psychical activity, which they even celebrate as elevation to some higher state. Schubert, for instance, claims: "The dream is the liberation of the spirit from the pressure of external nature, a detachment of the soul from the fetters of matter." Not all go so far as this, but many maintain that dreams have their origin in real spiritual excitations, and are the outward manifestations of spiritual powers whose free movements have been hampered during the day. A large number of observers acknowledge that dream life is capable of extraordinary achievements—at any rate, in certain fields.

4   In striking contradiction with this, the majority of medical writers hardly admit that the dream is a psychical phenomenon at all. According to them dreams are provoked and initiated exclusively by stimuli proceeding from the senses or the body, which either reach the sleeper from without or are accidental disturbances of his internal organs. The dream has no greater claim to meaning and importance than the sound called forth by the ten fingers of a person quite unacquainted with music running his fingers over the keys of an instrument. The dream is to be regarded, says Binz, "as a physical process always useless, frequently morbid." All the peculiarities of dream life are explicable as the incoherent effort, due to some physiological stimulus, of certain organs, or of the cortical elements of a brain otherwise asleep.

5   But slightly affected by scientific opinion and untroubled as to the origin of dreams, the popular view holds firmly to the belief that dreams really have got a meaning, in some way they do foretell the future, whilst the meaning can be unraveled in some way or other from its oft bizarre and enigmatical content. The reading of dreams consists in replacing the events of the dream, so far as remembered, by other events. This is done either scene by scene, according to some rigid key, or the dream as a whole is replaced by something else of which it was a symbol. Serious-minded persons laugh at these efforts—"Dreams are but sea-foam!"

6   One day I discovered to my amazement that the popular view grounded in superstition, and not the medical one, comes nearer to the truth about dreams. I arrived at new conclusions about dreams by the use of a new method of psychological investigation, one which had rendered me good service in the investigation of phobias, obsessions, illusions, and the like, and which, under the name "psycho-analysis," had found acceptance by a whole school of investigators. The manifold analogies of dream life with the most diverse conditions of psychical disease in the waking state have been rightly insisted upon by a number of medical observers. It seemed, therefore, a priori, hopeful to apply to the interpretation of dreams methods of investigation, which had been tested in psychopathological processes. Obsessions and those peculiar sensations of haunting dread remain as strange to normal consciousness as do dreams to our waking consciousness; their origin is as unknown to consciousness as is that of dreams. It was practical ends that impelled us, in these diseases, to fathom their origin and formation. Experience had shown us that a cure and a consequent mastery of the obsessing ideas did result when once those thoughts, the connecting links between the morbid ideas and the rest of the psychical content, were revealed which were heretofore veiled from consciousness. The procedure I employed for the interpretation of dreams thus arose from psychotherapy.

7   This procedure is readily described, although its practice demands instruction and experience. Suppose the patient is suffering from intense morbid dread. He is requested to direct his attention to the idea in question, without, however, as he has so frequently done, meditating upon it. Every impression about it, without any exception, which occurs to him should be imparted to the doctor. The statement, which will be perhaps then made, that he cannot concentrate his attention upon anything at all, is to be countered by assuring him most positively that such a blank state of mind is utterly impossible. As a matter of fact, a great number of impressions will soon occur, with which others will associate themselves. These will be invariably accompanied by the expression of the observer's opinion that they have no meaning or are unimportant. It will be at once noticed that it is this self-criticism, which prevented the patient from imparting the ideas, which had indeed already excluded them from consciousness. If the patient can be induced to abandon this self-criticism and to pursue the trains of thought which are yielded by concentrating the attention, most significant matter will be obtained, matter which will be presently seen to be clearly linked to the morbid idea in question. Its connection with other ideas will be manifest, and later on will permit the replacement of the morbid idea by a fresh one, which is perfectly adapted to psychical continuity.

Excerpt from "Dreams Have a Meaning" by Sigmund Freud. *Dream Psychology: Psychoanalysis for Beginners*. Copyright 1921. The James A. McCann Company, New York.

1. **What does the word _evanescence_ mean as it is used in paragraph 2?**

    A   evaporation

    B   isolation

    C   misperception

    D   withdrawal

Part A

2. **Which is a central idea of paragraphs 2-5?**

    A   There are three beliefs as to the origins of dreams that are accepted by most people.

    B   Dreams originate as biological responses to our senses.

    C   Doctors see no connection between dreams and psychical processes.

    D   Dreams do not provide enough concrete evidence for reliable interpretation.

Part B

3. **Which _three_ details provide evidence to support the central idea from Part A?**

    A   There is no accurate method of dream interpretation.

    B   Dreams originate as forms of spiritual activities.

    C   Dreams begin as physiological responses.

    D   Dreams are symbols that represent events or problems from our lives.

    E   The search for a connection between conscious and unconscious thoughts is continual.

Part A

4. **How does the author use structure in paragraph 6 to clarify the relationship between obsessions and dreams?**

    A by using description to show how obsessions impact daily life

    B by using procedural order to detail the methodology of interpreting dreams

    C by using comparison and contrast to reveal the parallelism in the origins of obsessions and dreams

    D by using cause and effect to show how dreams can be interpreted through the analysis of obsessions

Part B

5. **Which quotation from paragraph 6 provides support for the answer in Part A?**

    A "The manifold analogies of dream life with the most diverse conditions of psychical disease in the waking state have been rightly insisted upon by a number of medical observers."

    B "It seemed, therefore, a priori, hopeful to apply to the interpretation of dreams methods of investigation, which had been tested in psychopathological processes."

    C "Obsessions and those peculiar sensations of haunting dread remain as strange to normal consciousness as do dreams to our waking consciousness; their origin is as unknown to consciousness as is that of dreams."

    D "Experience had shown us that a cure and a consequent mastery of the obsessing ideas did result when once those thoughts, the connecting links between the morbid ideas and the rest of the psychical content, were revealed which were heretofore veiled from consciousness."

Text-Dependent Analysis (TDA)

TDA items for language arts will be scored by teachers in each school/district using rubrics and/or scoring guides provided by TE21. Though this is an example of a TDA, the products each school/district will receive with a benchmark order will be cold read passages that will be delivered with the first assessment.

Based on "Dreams Have a Meaning," write an essay analyzing the differences between the scientific and popular views regarding the meanings of dreams. Provide details from the passage to support your answer.

Directions: Read the passage, and answer the questions that follow.

"The Greensboro Four"

(1) The year was 1960 and all across America, a bad feeling regarding the current policy of segregation, made legal by *Plessy v. Ferguson* in 1896, was sweeping the nation. (2) Change was looming, though no one knew how or when it would occur.

(3) In Greensboro, North Carolina, there was a popular department store called Woolworth's with a lunch counter. (4) This lunch counter was "whites only" and would refuse to serve any black customers who came in. (5) Nearby was a college, where four freshman students, Joseph McNeil, Franklin McCain, Ezell Blair Jr., and David Richmond, later known as the Greensboro Four, attended. (6) Having lived under the segregation laws of the South all their lives, they were ready for a change and decided to hold a sit-in.

(7) A sit-in is a nonviolent form of protesting where black protesters would go to an all-white restaurant and wait to be served, usually to no avail. (8) This tactic had been in use as far back as 1942 in some documented cases in India. (9) As a nonviolent protest, the protesters would usually simply sit quietly and wait to be served, ignoring any and all harassment.

(10) On February 1, 1960, the four students walked into Woolworth's lunch counter and sat down, ordering coffee. (11) Following store policy, they were refused service and were asked to leave. (12) However, the four remained until the lunch counter closed that day, studying quietly while they were harassed by white customers. (13) The next day, they came back, with more than twenty others. (14) The lunch counter still refused to serve them. (15) By the end of the week, the Woolworth's sit-in had grown to 300 people, and the protest had garnered national media attention. (16) Woolworth's and other segregated stores like it were forced to abandon their policies of segregation in hopes of saving their businesses from decreasing sales.

(17) It's hard to imagine what those four students were intending to accomplish the day they decided to challenge the status quo and sit in a segregated lunch counter. (18) It certainly could not have been easy. (19) But what cannot be denied is that their actions made a huge impact on the Civil Rights movement and inspired many others, helping change come to America faster. (20) In 1993, a portion of the lunch counter was acquired by the Smithsonian Institute, where it is proudly displayed today as a piece of history that all can see and enjoy.

6. What would be a better word choice than "a bad feeling" in sentence 1?

    A discontent

    B insecurity

    C treachery

    D viciousness

7. Which sentence *most effectively* combines sentences 3 and 4?

  (3) In Greensboro, North Carolina, there was a popular department store called Woolworth's with a lunch counter. (4) This lunch counter was "whites only" and would refuse to serve any black customers who came in.

    A In Greensboro, North Carolina, there was a popular department store called Woolworth's with a lunch counter, and this lunch counter was "whites only" and would refuse to serve any black customers who came in.

    B In Greensboro, North Carolina, there was a popular department store called Woolworth's with a lunch counter, although this lunch counter was "whites only" and would refuse to serve any black customers who came in.

    C In Greensboro, North Carolina, there was a popular department store called Woolworth's and a "whites only" lunch counter which refused to serve any black customers who came in.

    D In Greensboro, North Carolina, there was a popular department store called Woolworth's with a "whites only" lunch counter that refused to serve any black customers who came in.

8. Which sentence interrupts the logical progression of ideas?

    A sentence 6

    B sentence 7

    C sentence 8

    D sentence 9

South Carolina Sample Questions
Algebra I

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

Multiple Choice

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. Consider the expression.

    $$x^{1/3}$$

    Which is equivalent to the expression?

    A $\sqrt{3^x}$

    B $\sqrt{x^3}$

    C $\sqrt[3]{x}$

    D $\sqrt{\dfrac{x}{3}}$

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

4. 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?

A

C

B

D
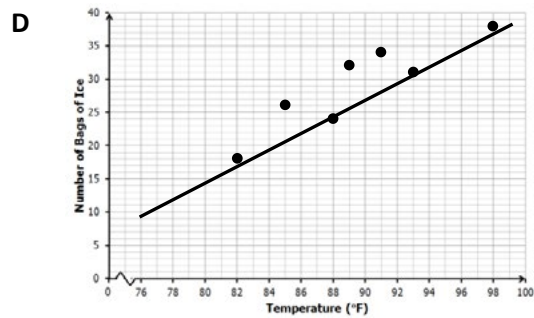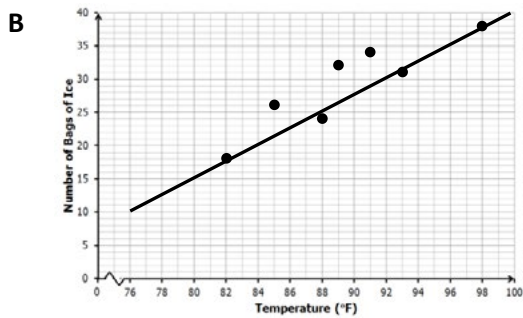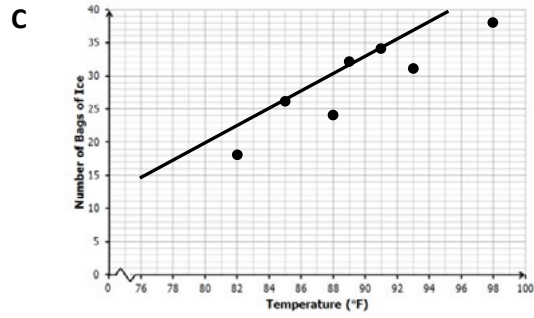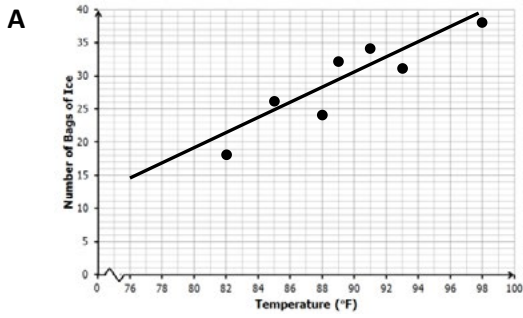
Multiple Response

5. Which sets of points represent functions? Select *ALL* that apply.

A   {(-3, 5), (-3, 2), (0, 6), (8, -4)}

B   {(2, 5), (7, 2), (9, -6), (-3, -1)}

C   {(1, -9), (5, -6), (1, 1), (2, 7)}

D   {(-2, 4), (4, 4), (8, 4), (9, 4)}

E   {(3, -5), (3, -3), (3, 2), (3, 7)}

South Carolina Sample Questions
Biology

CASE
Benchmark
Assessments
Product of TE21, Inc.

1. **The table shows the typical diploid number of chromosomes in five eukaryotic organisms.**

Turkey	Dog	Giraffe	Pineapple	Earthworm
80	78	62	50	36

    Which statement explains these numbers?

    A The diploid number of chromosomes refers to the number of chromosomes present once a cell's DNA is replicated.

    B The diploid numbers are all even, so when meiosis I and II occur, each resulting gamete will have the correct number of chromosomes.

    C The diploid number represents the number of chromosomes found in the gametes and somatic cells of each organism.

    D During meiosis II, the haploid cells double to form diploid cells that contain an even number of chromosomes, half from each parent.

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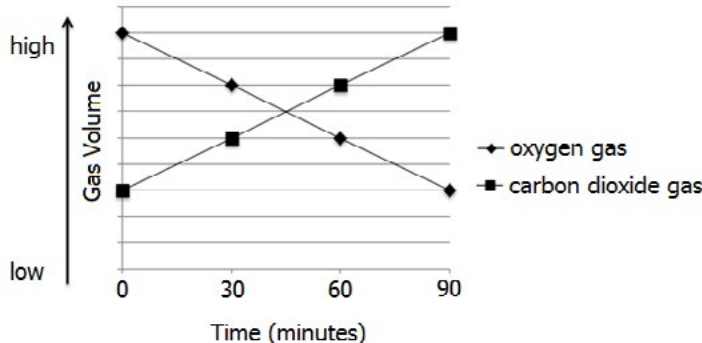
    What process is represented by this data?

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

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

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

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

3. **The carbon cycle involves many processes that shuffle carbon atoms in various forms between terrestrial, aquatic, and atmospheric locations.**
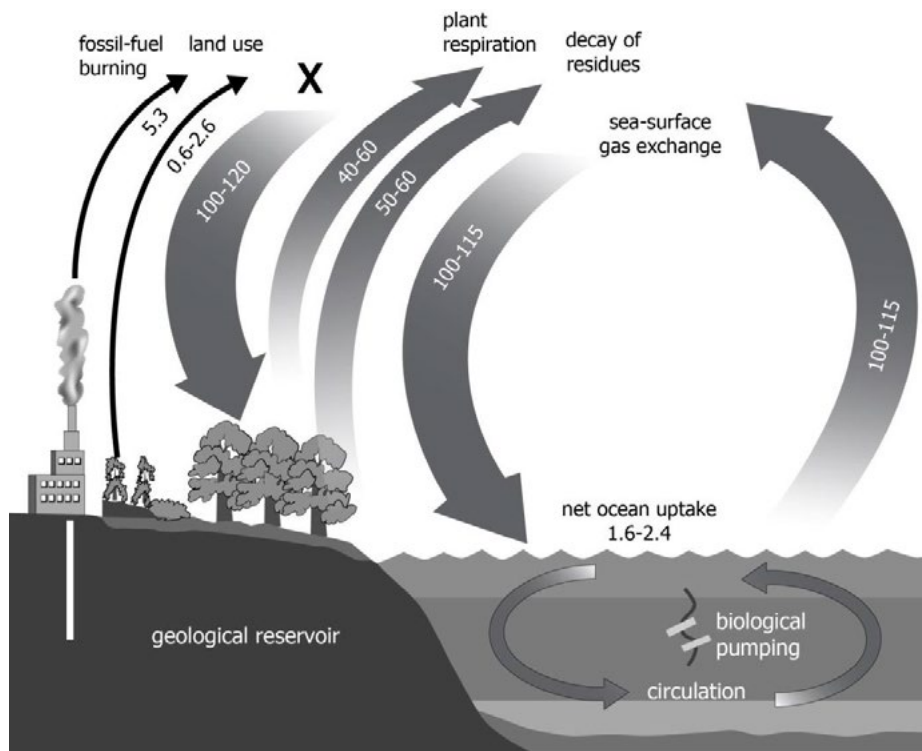
What process is represented by the arrow indicated with an X in this diagram?

A   combustion

B   condensation

C   nitrification

D   photosynthesis

4. **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

1. **Because of the focus on small farms and manufacturing rather than a plantation economy, how was life in the New England colonies different from life in the South?**

   A New England colonies had more flexible social hierarchies.

   B New England colonies were unable to be profitable.

   C New England colonies needed more slaves.

   D New England colonies had higher mortality rates.

2. **This is Article II, Section 2, Clause 2 of the United States Constitution.**

   > He shall have power, by and with the advice of the Senate to make treaties, provided two thirds of the Senators present concur, and shall nominate, and by and with the consent of the Senate, appoint ambassadors, other public ministers and consuls, and judges of the Supreme Court, and all other officers of the United States.

   Why did the Framers of the Constitution include provisions such as this one in the document?

   A to give state governments the right to challenge treaties

   B to prevent one branch of government from becoming too powerful

   C to divide power between the federal and state governments

   D to allow the Senate to negotiate treaties with foreign nations

3. **What actions were taken by the United States government to promote industrial growth in the late 1800s?**

   Select *ALL* that apply.

   A raising tariffs on foreign imports

   B providing loans to entrepreneurs

   C giving subsidies to railroad companies

   D supporting the creation of labor unions

   E setting price and wage controls

   F allowing the formation of monopolies and trusts

4. **This graph shows a trend in voter turnout.**

Voter Turnout
1912-1924

Voter Turnout in Millions

40

20

0

1912   1916   1920   1924

Year
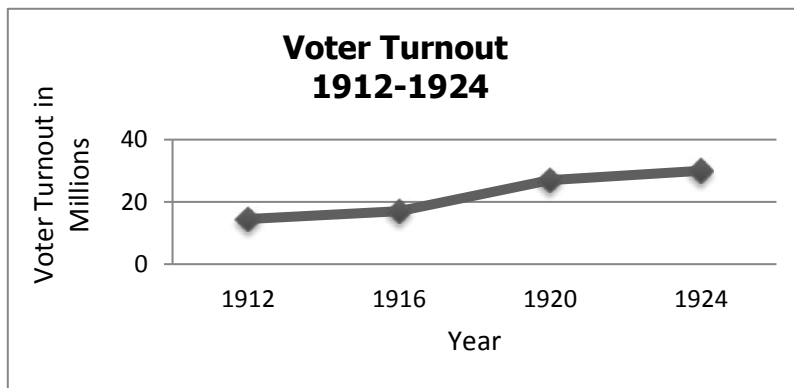
Which *best* explains the trend depicted by the data in this graph?

A Large numbers of immigrants became citizens and started voting.

B The issue of prohibition convinced many people to vote.

C Veterans of World War I returned home from Europe.

D The 19th Amendment to the Constitution was ratified.

5. **This photograph of the Levittown, New York, neighborhood was taken in the 1950s.**

Joe Scherschel/LIFE

What conclusion can be drawn about American society in the 1950s from this photograph?

A Most Americans were very wealthy, and custom-designed homes were popular.

B Building materials were scarce, and people used whatever resources they could find.

C Post-war prosperity led to a culture of middle-class conformity.

D Extreme poverty caused people to live close together.

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 — SC 2018-19 BENCHMARK 3RD GRADE ELA — TRADITIONAL 1ST ADMINISTRATION — CASE Assessments

Assessment items: 30
James, P
Period: 2
Total Scores: 20

	Total Outcomes			DoK Results			Strands				Genres				
	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	Read Lit n=8	Read Info n=10	Inquiry n=4	Writing n=8	Fict n=8	Nonf n=5	Poet n=7	Sci n=5	SocSt n=5
Alan, Michael	56.7	3-	72-C	3	3	2	3	3	3	2	3	3	2	3	3
Anderson, Jarvis	85.0	4+	99-A	4	4	4	4	4	4	4	4	4	4	4	4
Clayton, Kendra	38.3	2-	58-F	2	2	1	2	1	2	1	2	1	1	2	2
Crudup, Natalie	31.7	1	55-F	2	1	1	2	1	1	1	2	1	1	1	2
Davis, Maria	36.7	1+	57-F	2	2	1	2	1	2	1	2	1	1	2	2
Dragaj, Sestina	66.7	3	82-B	3	4	2	4	2	3	3	4	2	3	3	4
Dugan, Saria	91.7	4+	100-A	4	4	4	4	4	4	4	4	4	4	4	4
Elphman, Grace	83.3	4	98-A	4	4	3	4	4	4	3	4	4	3	4	4
Field, Rodney	41.7	2-	59-F	2	2	1	2	1	2	1	2	1	1	2	2
Groden, Shelley	73.3	3+	88-B	4	4	3	4	2	4	4	4	2	4	4	4
Hackett, Brian	81.7	4	96-A	4	4	4	4	4	4	3	4	4	3	4	4
Jackson, Sarah	65.0	3	79-C	4	3	2	4	3	3	2	4	3	2	3	4
Lance, Sean	53.3	2+	68-D	3	2	2	3	2	3	1	3	2	1	3	3
Montague, Shiela	78.3	4-	92-A	4	4	3	4	4	3	3	4	4	3	3	4
Nealson, Rashawn	43.3	2	60-D	2	2	2	2	1	3	1	2	1	1	3	2
Paton, Trevaugn	76.7	4-	90-A	4	4	3	4	3	4	3	4	3	3	4	4
Peirce, Roberto	70.0	3+	85-B	3	3	4	4	4	3	3	4	4	3	3	4
Reed, Felicia	28.3	1-	52-F	1	1	1	1	1	1	1	1	1	1	1	1
Sanders, Kecia	78.3	4-	92-A	4	4	3	3	4	4	3	3	4	3	4	3
Sears, Kelli	81.7	4	96-A	4	4	3	4	4	4	3	4	4	3	4	4

Class, Sch, & District Summary	Tot Val Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	Read Lit n=8	Read Info n=10	Inquiry n=4	Writing n=8	Fict n=8	Nonf n=5	Poet n=7	Sci n=5	SocSt n=5
James, P	20	63.1	65.0	77-C	3.2	3.0	2.5	3.2	2.7	3.1	2.4	3.2	2.7	2.4	3.1	3.2
Northside	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.9	2.2	2.9	2.7	2.2	2.9	3.0
District	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.7	2.0	2.8	2.6	2.0	2.7	3.0

SCHOOL REPORT — SC 2018-19 BENCHMARK 3RD GRADE ELA — TRADITIONAL 1ST ADMINISTRATION — CASE Assessments

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	Read Lit n=8	Read Info n=10	Inquiry n=4	Writing n=8	Fict n=8	Nonf n=5	Poet n=7	Sci n=5	SocSt n=5
James, P	2	20	63.1	65.0	77-C	3.2	3.0	2.5	3.2	2.7	3.1	2.4	3.2	2.7	2.4	3.1	3.2
Paul, C	5	31	67.2	67.8	80-B	3.3	3.1	2.7	3.3	2.8	3.1	2.5	3.3	2.8	2.5	3.2	3.2
Small, N	3	30	58.3	46.6	72-C	2.8	2.6	1.6	2.6	2.4	2.3	2.0	2.6	2.4	2.0	2.3	2.6
Northside	All	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.9	2.2	2.9	2.7	2.2	2.9	3.0
District	All	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.7	2.0	2.8	2.6	2.0	2.7	3.0

DISTRICT REPORT — SC 2018-19 BENCHMARK 3RD GRADE ELA — TRADITIONAL 1ST ADMINISTRATION — CASE Assessments

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=16	DOK 3 n=6	Read Lit n=8	Read Info n=10	Inquiry n=4	Writing n=8	Fict n=8	Nonf n=5	Poet n=7	Sci n=5	SocSt n=5
Eastside	All	109	67.1	62.1	78-C	3.3	3.0	2.3	3.0	2.8	3.0	2.2	3.0	2.8	2.2	3.0	3.1
Northside	All	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.9	2.2	2.9	2.7	2.2	2.9	3.0
Westside	All	111	51.8	37.1	67-D	3.0	2.6	1.4	2.3	2.3	2.3	1.6	2.3	2.3	1.6	2.3	2.9
District	All	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.7	2.0	2.8	2.6	2.0	2.7	3.0

CLASS REPORT — SC 2018-19 BENCHMARK — 3RD GRADE MATH — TRADITIONAL — 1ST ADMINISTRATION

Assessment items: 30	Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard										
Jones, K — Period: 2 — Total Scores: 20	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	NSBT.1 n=4	NSBT.2 n=6	NSBT.3 n=7	ATO.1 n=8	ATO.2 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Crudup, James	56.7	3-	72-C	3	3	2	3	3	2	3	3						
Davis, Brevard	85.0	4+	99-A	4	4	4	4	4	4	4	4						
Doe, Jane	38.3	2-	58-F	2	2	1	2	1	1	2	2						
Dragaj, Justina	31.7	1	55-F	2	1	1	2	1	1	1	2						
Earman, Marianne	36.7	1+	57-F	2	2	1	2	1	1	2	2						
Fifield, Mary	66.7	3	82-B	3	4	2	4	2	3	3	4						
Groden, Shelley	91.7	4+	100-A	4	4	4	4	4	4	4	4						
Haakinson, Sue	83.3	4	98-A	4	4	3	4	4	3	4	4						
Hasty, LaShawn	41.7	2-	59-F	2	2	1	2	1	1	2	2						
Inasuku, Deshawn	73.3	3+	88-B	4	4	3	4	2	4	4	4						
Krenzke, Rosalind	81.7	4	96-A	4	4	4	4	4	3	4	4						
Laboy, Bernard	65.0	3	79-C	4	3	2	4	3	2	3	4						
Mockus, Zackary	53.3	2+	68-D	3	2	2	3	2	1	3	3						
Pou, Valerie	78.3	4-	92-A	4	4	3	4	4	3	3	4						
Reich, Winnie	43.3	2	60-D	2	2	2	2	1	1	3	2						
Roudabush, Cruz	76.7	4-	90-A	4	4	3	4	3	3	4	4						
Smith, Pilar	70.0	3+	85-B	3	3	4	4	4	3	3	4						
Tinnes, Billie	28.3	1-	52-F	1	1	1	1	1	1	1	1						
Vaill, Essie	78.3	4-	92-A	4	4	3	3	4	3	4	3						
Worlds, Trudy	81.7	4	96-A	4	4	3	4	4	3	4	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	NSBT.1 n=4	NSBT.2 n=6	NSBT.3 n=7	ATO.1 n=8	ATO.2 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	63.1	65.0	77-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2						
Northside	All	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0						
District	All	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.0	2.7	3.0						

SCHOOL REPORT — SC 2018-19 BENCHMARK — 3RD GRADE MATH — TRADITIONAL — 1ST ADMINISTRATION

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	NSBT.1 n=4	NSBT.2 n=6	NSBT.3 n=7	ATO.1 n=8	ATO.2 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	63.1	65.0	77-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2						
Paul, C	5	31	67.2	67.8	80-B	3.3	3.1	2.7	3.4	2.8	2.5	3.1	3.3						
Small, N	3	30	58.3	46.6	72-C	2.8	2.6	1.6	2.8	2.3	2.0	2.7	2.8						
Northside	All	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0						
District	All	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.0	2.7	3.0						

DISTRICT REPORT — SC 2018-19 BENCHMARK — 3RD GRADE MATH — TRADITIONAL — 1ST ADMINISTRATION

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=16	DOK 3 n=6	NSBT.1 n=4	NSBT.2 n=6	NSBT.3 n=7	ATO.1 n=8	ATO.2 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Eastside	All	109	67.1	62.1	78-C	3.3	3.0	2.3	3.0	2.8	2.2	3.0	3.1						
Northside	All	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0						
Westside	All	111	51.8	37.1	67-D	3.0	2.6	1.4	2.3	2.3	1.6	2.3	2.9						
District	All	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.0	2.7	3.0						

CASE Assessments (Product of TE21, Inc.)

CLASS REPORT | **SC 2018-19 BENCHMARK 4TH GRADE SCIENCE** | **TRADITIONAL COMP ADMINISTRATION** | CASE Assessments

Assessment items: 60					DOK 1	DOK 2	DOK 3	E.2A	E.2B	E.3A	E.3B	L.5A	L.5B	P.4A	P.4B	Stan #	Stan #	Stan #
Jones, K		Pct Corr	Proj Ach Lvl	Sugg Marks	n=16	n=32	n=12	n=5	n=6	n=5	n=6	n=6	n=5	n=7	n=5	n=#	n=#	n=#
Period: 2																		
Total Scores: 20																		
Crudup, James		56.7	3-	72-C	3	3	2	3	3	2	3	3	3	3	2			
Davis, Brevard		85.0	4+	99-A	4	4	4	4	4	4	4	4	4	4	4			
Doe, Jane		38.3	2-	58-F	2	2	1	2	1	1	2	2	2	1	1			
Dragaj, Justina		31.7	1	55-F	2	1	1	2	1	1	1	2	2	1	1			
Earman, Marianne		36.7	1+	57-F	2	2	1	2	1	1	2	2	2	1	1			
Fifield, Mary		66.7	3	82-B	3	4	2	4	2	3	3	4	4	2	3			
Groden, Shelley		91.7	4+	100-A	4	4	4	4	4	4	4	4	4	4	4			
Haakinson, Sue		83.3	4	98-A	4	4	3	4	4	3	4	4	4	4	3			
Hasty, LaShawn		41.7	2-	59-F	2	2	1	2	1	1	2	2	2	1	1			
Inasuku, Deshawn		73.3	3+	88-B	4	4	3	4	2	4	4	4	4	2	4			
Krenzke, Rosalind		81.7	4	96-A	4	4	4	4	4	3	4	4	4	4	3			
Laboy, Bernard		65.0	3	79-C	4	3	2	4	3	2	3	4	4	3	2			
Mockus, Zackary		53.3	2+	68-D	3	2	2	3	2	1	3	3	3	2	1			
Pou, Valerie		78.3	4-	92-A	4	4	3	4	4	3	3	4	4	4	3			
Reich, Winnie		43.3	2	60-D	2	2	2	2	1	1	3	2	2	1	1			
Roudabush, Cruz		76.7	4-	90-A	4	4	3	4	3	3	4	4	4	3	3			
Smith, Pilar		70.0	3+	85-B	3	3	4	4	4	3	3	4	4	4	3			
Tinnes, Billie		28.3	1-	52-F	1	1	1	1	1	1	1	1	1	1	1			
Vaill, Essie		78.3	4-	92-A	4	4	3	3	4	3	4	3	3	4	3			
Worlds, Trudy		81.7	4	96-A	4	4	3	4	4	3	4	4	4	4	3			

Class, Sch, & District Summary	Cls Per	Tot Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1 n=16	DOK 2 n=32	DOK 3 n=12	E.2A n=5	E.2B n=6	E.3A n=5	E.3B n=6	L.5A n=6	L.5B n=5	P.4A n=7	P.4B n=5	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	63.1	65.0	77-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2	3.2	2.7	2.4			
Northside	All	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0	2.9	2.7	2.2			
District	All	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.0	2.7	3.0	2.8	2.6	2.0			

SCHOOL REPORT | **SC 2018-19 BENCHMARK 4TH GRADE SCIENCE** | **TRADITIONAL COMP ADMINISTRATION** | CASE Assessments

Assessment items: 60

Class, Sch, & District Summary	Cls Per	Tot Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1 n=16	DOK 2 n=32	DOK 3 n=12	E.2A n=5	E.2B n=6	E.3A n=5	E.3B n=6	L.5A n=6	L.5B n=5	P.4A n=7	P.4B n=5	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	63.1	65.0	77-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2	3.2	2.7	2.4			
Paul, C	5	31	67.2	67.8	80-B	3.3	3.1	2.7	3.4	2.8	2.5	3.1	3.3	3.4	2.8	2.5			
Small, N	3	30	58.3	46.6	72-C	2.8	2.6	1.6	2.8	2.3	2.0	2.7	2.8	2.8	2.3	2.0			
Northside	All	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0	2.9	2.7	2.2			
District	All	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.0	2.7	3.0	2.8	2.6	2.0			

DISTRICT REPORT | **SC 2018-19 BENCHMARK 4TH GRADE SCIENCE** | **TRADITIONAL COMP ADMINISTRATION** | CASE Assessments

Assessment items: 60

School & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 n=16	DOK 2 n=32	DOK 3 n=12	1 n=13	2 n=12	3 n=13	4 n=12	5 n=10	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Eastside	All	109	67.1	62.1	84-C	3.3	3.0	2.3	3.0	2.8	2.2	3.0	3.1	3.0	2.8	2.2			
Northside	All	81	62.8	59.3	82-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0	2.9	2.7	2.2			
Westide	All	111	51.8	37.1	74-D	3.0	2.6	1.4	2.3	2.3	1.6	2.3	2.9	2.3	2.3	1.6			
District	All	301	60.3	52.1	79-C	3.2	2.8	1.9	2.8	2.6	2.0	2.7	3.0	2.8	2.6	2.0			

CLASS REPORT — SC 2018-19 BENCHMARK — 6TH GRADE ELA — TRADITIONAL — 1ST ADMINISTRATION

CASE Assessments

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=16	DOK 3 n=6	Read Lit n=8	Read Info n=10	Inquiry n=4	Writing n=8	Fict n=8	Nonf n=5	Poet n=7	Sci n=5	SocSt n=5
Alan, Michael	56.7	3-	72-C	3	3	2	3	3	3	2	3	3	2	3	3
Anderson, Jarvis	85.0	4+	99-A	4	4	4	4	4	4	4	4	4	4	4	4
Clayton, Kendra	38.3	2-	58-F	2	2	1	2	1	2	1	2	1	1	2	2
Crudup, Natalie	31.7	1	55-F	2	1	1	2	1	1	1	2	1	1	1	2
Davis, Maria	36.7	1+	57-F	2	2	1	2	1	2	1	2	1	1	2	2
Dragaj, Sestina	66.7	3	82-B	3	4	2	4	2	3	3	4	2	3	3	4
Dugan, Saria	91.7	4+	100-A	4	4	4	4	4	4	4	4	4	4	4	4
Elphman, Grace	83.3	4	98-A	4	4	3	4	4	4	3	4	4	3	4	4
Field, Rodney	41.7	2-	59-F	2	2	1	2	1	2	1	2	1	1	2	2
Groden, Shelley	73.3	3+	88-B	4	4	3	4	2	4	4	4	2	4	4	4
Hackett, Brian	81.7	4	96-A	4	4	4	4	4	4	3	4	4	3	4	4
Jackson, Sarah	65.0	3	79-C	4	3	2	4	3	3	2	4	3	2	3	4
Lance, Sean	53.3	2+	68-D	3	2	2	3	2	3	1	3	2	1	3	3
Montague, Shiela	78.3	4-	92-A	4	4	3	4	4	3	3	4	4	3	3	4
Nealson, Rashawn	43.3	2	60-D	2	2	2	2	1	3	1	2	1	1	3	2
Paton, Trevaugn	76.7	4-	90-A	4	4	3	4	3	4	3	4	3	3	4	4
Peirce, Roberto	70.0	3+	85-B	3	3	4	4	4	3	3	4	4	3	3	4
Reed, Felicia	28.3	1-	52-F	1	1	1	1	1	1	1	1	1	1	1	1
Sanders, Kecia	78.3	4-	92-A	4	4	3	3	4	4	3	3	4	3	4	3
Sears, Kelli	81.7	4	96-A	4	4	3	4	4	4	3	4	4	3	4	4

Class, Sch, & District Summary	Tot Val Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	Read Lit n=8	Read Info n=10	Inquiry n=4	Writing n=8	Fict n=8	Nonf n=5	Poet n=7	Sci n=5	SocSt n=5
James, P	20	63.1	65.0	77-C	3.2	3.0	2.5	3.2	2.7	3.1	2.4	3.2	2.7	2.4	3.1	3.2
Northside	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.9	2.2	2.9	2.7	2.2	2.9	3.0
District	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.7	2.0	2.8	2.6	2.0	2.7	3.0

SCHOOL REPORT — SC 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=16	DOK 3 n=6	Read Lit n=8	Read Info n=10	Inquiry n=4	Writing n=8	Fict n=8	Nonf n=5	Poet n=7	Sci n=5	SocSt n=5
James, P	2	20	63.1	65.0	77-C	3.2	3.0	2.5	3.2	2.7	3.1	2.4	3.2	2.7	2.4	3.1	3.2
Paul, C	5	31	67.2	67.8	80-B	3.3	3.1	2.7	3.3	2.8	3.1	2.5	3.3	2.8	2.5	3.2	3.2
Small, N	3	30	58.3	46.6	72-C	2.8	2.6	1.6	2.6	2.4	2.3	2.0	2.6	2.4	2.0	2.3	2.6
Northside	All	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.9	2.2	2.9	2.7	2.2	2.9	3.0
District	All	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.7	2.0	2.8	2.6	2.0	2.7	3.0

DISTRICT REPORT — SC 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=16	DOK 3 n=6	Read Lit n=8	Read Info n=10	Inquiry n=4	Writing n=8	Fict n=8	Nonf n=5	Poet n=7	Sci n=5	SocSt n=5
Eastside	All	109	67.1	62.1	78-C	3.3	3.0	2.3	3.0	2.8	3.0	2.2	3.0	2.8	2.2	3.0	3.1
Northside	All	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.9	2.2	2.9	2.7	2.2	2.9	3.0
Westide	All	111	51.8	37.1	67-D	3.0	2.6	1.4	2.3	2.3	2.3	1.6	2.3	2.3	1.6	2.3	2.9
District	All	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.7	2.0	2.8	2.6	2.0	2.7	3.0

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

Assessment items: 30		Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard										
Jones, K			Proj		DOK 1	DOK 2	DOK 3						Stan #	Stan #	Stan #	Stan #	Stan #	Stan #
Period: 2		Pct Corr	Ach Lvl	Sugg Marks	n=8	n=16	n=6	NS.1 n=4	NS.2 n=6	NS.3 n=7	RP.1 n=8	RP.2 n=5	n=#	n=#	n=#	n=#	n=#	n=#
Total Scores: 20																		
Crudup, James		56.7	3-	72-C	3	3	2	3	3	2	3	3						
Davis, Brevard		85.0	4+	99-A	4	4	4	4	4	4	4	4						
Doe, Jane		38.3	2-	58-F	2	2	1	2	1	1	2	2						
Dragaj, Justina		31.7	1	55-F	2	1	1	2	1	1	1	2						
Earman, Marianne		36.7	1+	57-F	2	2	1	2	1	1	2	2						
Fifield, Mary		66.7	3	82-B	3	4	2	4	2	3	3	4						
Groden, Shelley		91.7	4+	100-A	4	4	4	4	4	4	4	4						
Haakinson, Sue		83.3	4	98-A	4	4	3	4	4	3	4	4						
Hasty, LaShawn		41.7	2-	59-F	2	2	1	2	1	1	2	2						
Inasuku, Deshawn		73.3	3+	88-B	4	4	3	4	2	4	4	4						
Krenzke, Rosalind		81.7	4	96-A	4	4	4	4	4	3	4	4						
Laboy, Bernard		65.0	3	79-C	4	3	2	4	3	2	3	4						
Mockus, Zackary		53.3	2+	68-D	3	2	2	3	2	1	3	3						
Pou, Valerie		78.3	4-	92-A	4	4	3	4	4	3	3	4						
Reich, Winnie		43.3	2	60-D	2	2	2	2	1	1	3	2						
Roudabush, Cruz		76.7	4-	90-A	4	4	3	4	3	3	4	4						
Smith, Pilar		70.0	3+	85-B	3	3	4	4	4	3	3	4						
Tinnes, Billie		28.3	1-	52-F	1	1	1	1	1	1	1	1						
Vaill, Essie		78.3	4-	92-A	4	4	3	3	4	3	4	3						
Worlds, Trudy		81.7	4	96-A	4	4	3	4	4	3	4	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	NS.1 n=4	NS.2 n=6	NS.3 n=7	RP.1 n=8	RP.2 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	63.1	65.0	77-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2						
Northside	All	81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0						
District	All	301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.0	2.7	3.0						

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

Assessment items: 30		Total Outcomes			Depth of Knowledge			Items and Ach Level for each 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	NS.1 n=4	NS.2 n=6	NS.3 n=7	RP.1 n=8	RP.2 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2 / 20	63.1	65.0	77-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2						
Paul, C	5 / 31	67.2	67.8	80-B	3.3	3.1	2.7	3.4	2.8	2.5	3.1	3.3						
Small, N	3 / 30	58.3	46.6	72-C	2.8	2.6	1.6	2.8	2.3	2.0	2.7	2.8						
Northside	All / 81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0						
District	All / 301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.0	2.7	3.0						

DISTRICT REPORT — SC 2018-19 BENCHMARK — 6TH GRADE MATH — TRADITIONAL — 1ST ADMINISTRATION

Assessment items: 30		Total Outcomes			Depth of Knowledge			Items and Ach Level for each 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	NS.1 n=4	NS.2 n=6	NS.3 n=7	RP.1 n=8	RP.2 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Eastside	All / 109	67.1	62.1	78-C	3.3	3.0	2.3	3.0	2.8	2.2	3.0	3.1						
Northside	All / 81	62.8	59.3	76-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0						
Westside	All / 111	51.8	37.1	67-D	3.0	2.6	1.4	2.3	2.3	1.6	2.3	2.9						
District	All / 301	60.3	52.1	75-C	3.2	2.8	1.9	2.8	2.6	2.0	2.7	3.0						

43

CLASS REPORT — SC 2018-19 BENCHMARK 7TH GRADE SOC STUDIES — TRADITIONAL COMP ADMINISTRATION

Assessment items: 60 · Jones, K · Period: 2 · Total Scores: 20

Name	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 (n=16)	DOK 2 (n=32)	DOK 3 (n=12)	1 (n=8)	2 (n=12)	3 (n=10)	4 (n=12)	5 (n=10)	6 (n=8)	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Crudup, James	44.0	2-	63-D	2	2	1	1	3	2	1	3	1					
Davis, Brevard	40.0	1+	59-F	2	2	1	1	2	1	1	1	1					
Doe, Jane	60.0	3-	73-C	2	4	1	2	3	3	1	5	2					
Dragaj, Justina	76.0	4+	87-B	5	4	4	4	5	4	5	5	4					
Earman, Marianne	96.0	5+	99-A	5	5	5	5	5	5	5	5	5					
Fifield, Mary	64.0	3	76-C	2	3	4	4	2	3	3	5	4					
Groden, Shelley	66.0	3+	78-C	5	3	3	4	3	3	5	5	4					
Haakinson, Sue	56.0	3-	70-C	5	3	1	3	2	3	2	3	3					
Hasty, LaShawn	74.0	4	85-B	5	5	2	2	5	4	5	5	2					
Inasuku, Deshawn	54.0	2+	69-D	5	2	1	3	1	2	3	3	3					
Krenzke, Rosalind	70.0	4-	81-B	3	4	4	4	3	4	4	5	4					
Laboy, Bernard	66.0	3+	78-C	5	4	2	4	3	3	4	3	4					
Mockus, Zackary	60.0	3-	73-C	2	3	3	2	3	3	3	5	2					
Pou, Valerie	90.0	5	96-A	5	5	4	5	5	5	5	5	5					
Reich, Winnie	80.0	4+	89-B	5	5	3	5	5	4	5	3	5					
Roudabush, Cruz	64.0	3	76-C	5	3	2	5	3	3	5	1	5					
Smith, Pilar	86.0	5	94-A	5	5	4	5	4	5	5	5	5					
Tinnes, Billie	34.0	1-	52-F	2	1	1	1	1	1	1	3	1					
Vaill, Essie	74.0	4	85-B	3	4	4	3	5	4	4	3	3					
Worlds, Trudy	46.0	2	65-D	1	2	2	1	3	2	1	3	1					

Class, Sch, & District Summary	Cls Per	Tot Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1 (n=16)	DOK 2 (n=32)	DOK 3 (n=12)	1 (n=8)	2 (n=12)	3 (n=10)	4 (n=12)	5 (n=10)	6 (n=8)	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	65.0	65.0	77-C	3.7	3.5	2.6	3.2	3.3	3.2	3.4	3.8	3.2					
Northside	All	81	61.4	59.3	76-C	3.7	3.3	2.5	3.0	3.3	3.1	3.3	3.7	3.0					
District	All	301	58.2	52.1	75-C	3.6	3.3	2.4	2.9	3.2	3.0	3.1	3.7	2.9					

SCHOOL REPORT — SC 2018-19 BENCHMARK 7TH GRADE SOC STUDIES — TRADITIONAL COMP ADMINISTRATION

Assessment items: 60

Class, Sch, & District Summary	Cls Per	Tot Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1 (n=16)	DOK 2 (n=32)	DOK 3 (n=12)	1 (n=8)	2 (n=12)	3 (n=10)	4 (n=12)	5 (n=10)	6 (n=8)	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	65.0	75.0	77-C	3.7	3.5	2.6	3.2	3.3	3.2	3.4	3.8	3.2					
Paul, C	5	31	59.3	54.9	80-B	3.6	3.0	2.5	2.8	3.2	3.0	3.2	3.7	2.8					
Small, N	3	30	60.2	60.3	72-C	3.8	3.2	2.4	3.0	3.4	3.1	3.3	3.7	3.0					
Northside	All	81	61.4	59.3	76-C	3.7	3.3	2.5	3.0	3.3	3.1	3.3	3.7	3.0					
District	All	301	58.2	52.1	75-C	3.6	3.3	2.4	2.9	3.2	3.0	3.1	3.7	2.9					

DISTRICT REPORT — SC 2018-19 BENCHMARK 7TH GRADE SOC STUDIES — TRADITIONAL COMP ADMINISTRATION

Assessment items: 60

School & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 (n=16)	DOK 2 (n=32)	DOK 3 (n=12)	1 (n=8)	2 (n=12)	3 (n=10)	4 (n=12)	5 (n=10)	6 (n=8)	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Eastside	All	109	63.9	66.2	78-C	3.6	3.3	2.4	2.9	3.2	3.3	3.1	4.0	2.9					
Northside	All	81	61.4	59.3	76-C	3.7	3.3	2.5	3.0	3.3	3.1	3.3	3.7	3.0					
Westside	All	111	49.3	30.8	67-D	3.3	3.2	2.3	2.8	3.2	2.7	3.1	3.4	2.8					
District	All	301	58.2	52.1	75-C	3.6	3.3	2.4	2.9	3.2	3.0	3.1	3.7	2.9					

CLASS REPORT   SC 2018-19 BENCHMARK ENGLISH 1   TRADITIONAL 3RD ADMINISTRATION

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=17	Read Info n=20	Inquiry n=4	Writing n=5	Comm n=4	Fict n=11	Nonf n=11	Poet n=9	Sci n=10	SocSt n=9
Alan, Michael	44.0	2-	63-D	2	2	1	1	3	2	1	3	1	3	3	2	2
Anderson, Jarvis	40.0	1+	59-F	2	2	1	1	2	1	1	1	1	3	3	1	1
Clayton, Kendra	60.0	3-	73-C	2	4	1	2	3	3	1	5	1	3	3	5	3
Crudup, Natalie	76.0	4+	87-B	5	4	4	4	5	4	5	5	5	1	5	5	4
Davis, Maria	96.0	5+	99-A	5	5	5	5	5	5	5	5	5	5	5	5	5
Dragaj, Sestina	64.0	3	76-C	2	3	4	4	2	3	3	5	3	5	1	5	3
Dugan, Saria	66.0	3+	78-C	5	3	3	4	3	3	5	5	5	1	1	3	3
Elphman, Grace	56.0	3-	70-C	5	3	1	3	2	3	2	3	2	4	1	5	3
Field, Rodney	74.0	4	85-B	5	5	2	2	5	4	5	5	5	1	5	5	4
Groden, Shelley	54.0	2+	69-D	5	2	1	3	1	2	3	3	3	4	1	3	2
Hackett, Brian	70.0	4-	81-B	3	4	4	4	3	4	4	5	4	3	3	5	4
Jackson, Sarah	66.0	3+	78-C	5	4	2	4	3	3	4	3	4	3	4	3	3
Lance, Sean	60.0	3-	73-C	2	3	3	2	3	3	3	5	3	1	3	5	3
Montague, Shiela	90.0	5	96-A	5	5	4	5	5	5	5	5	5	5	4	5	5
Nealson, Rashawn	80.0	4+	89-B	5	5	3	5	5	4	5	3	5	4	5	5	4
Paton, Trevaugn	64.0	3	76-C	5	3	2	5	3	3	5	1	5	3	3	2	3
Peirce, Roberto	86.0	5	94-A	5	5	4	5	4	5	5	5	5	4	4	5	5
Reed, Felicia	34.0	1-	52-F	2	1	1	1	1	1	1	3	1	1	1	3	1
Sanders, Kecia	74.0	4	85-B	3	4	4	3	5	4	4	3	4	1	5	5	4
Sears, Kelli	46.0	2	65-D	1	2	2	1	3	2	1	3	1	1	3	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=17	Read Info n=20	Inquiry n=4	Writing n=5	Comm n=4	Fict n=11	Nonf n=11	Poet n=9	Sci n=10	SocSt n=9
James, P	20	65.0	65.0	77-C	3.7	3.5	2.6	3.2	3.3	3.2	3.4	3.8	3.4	2.8	3.2	4.0	3.2
Northside	81	61.4	59.3	76-C	3.7	3.3	2.5	3.0	3.3	3.1	3.3	3.7	3.3	2.6	3.3	3.9	3.1
District	301	58.2	52.1	75-C	3.6	3.3	2.4	2.9	3.2	3.0	3.1	3.7	3.1	2.7	3.1	3.9	3.0

SCHOOL REPORT   SC 2018-19 BENCHMARK ENGLISH 1   TRADITIONAL 3RD ADMINISTRATION

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=17	Read Info n=20	Inquiry n=4	Writing n=5	Comm n=4	Fict n=11	Nonf n=11	Poet n=9	Sci n=10	SocSt n=9
James, P	2	20	65.0	75.0	77-C	3.7	3.5	2.6	3.2	3.3	3.2	3.4	3.8	3.4	2.8	3.2	4.0	3.2
Paul, C	5	31	59.3	54.9	80-B	3.6	3.2	2.5	2.8	3.2	3.0	3.2	3.7	3.2	2.5	3.3	3.9	3.0
Small, N	3	30	60.2	60.3	72-C	3.8	3.2	2.4	3.0	3.4	3.1	3.3	3.7	3.3	2.5	3.4	3.9	3.1
Northside	All	81	61.4	59.3	76-C	3.7	3.3	2.5	3.0	3.3	3.1	3.3	3.7	3.3	2.6	3.3	3.9	3.1
District	All	301	58.2	52.1	75-C	3.6	3.3	2.4	2.9	3.2	3.0	3.1	3.7	3.1	2.7	3.1	3.9	3.0

DISTRICT REPORT   SC 2018-19 BENCHMARK ENGLISH 1   TRADITIONAL 3RD ADMINISTRATION

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=17	Read Info n=20	Inquiry n=4	Writing n=5	Comm n=4	Fict n=11	Nonf n=11	Poet n=9	Sci n=10	SocSt n=9
Eastside	All	109	63.9	66.2	78-C	3.6	3.3	2.4	2.9	3.2	3.3	3.1	4.0	3.1	2.8	3.2	4.0	3.1
Northside	All	81	61.4	59.3	76-C	3.7	3.3	2.5	3.0	3.3	3.1	3.3	3.7	3.3	2.6	3.3	3.9	3.1
Westide	All	111	49.3	30.8	67-D	3.3	3.2	2.3	2.8	3.2	2.7	3.1	3.4	3.1	2.7	3.0	3.8	2.8
District	All	301	58.2	52.1	75-C	3.6	3.3	2.4	2.9	3.2	3.0	3.1	3.7	3.1	2.7	3.1	3.9	3.0

CLASS REPORT — SC 2018-19 BENCHMARK ALGEBRA 1 — TRADITIONAL — 1ST ADMINISTRATION

Assessment items: 30

Jones, K
Period: 2
Total Scores: 20

	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	AAPR.1 n=4	ACE.1 n=6	ACE.2 n=7	AREI.1 n=8	AREI.3 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Crudup, James	44.0	2-	63-D	2	2	1	1	3	2	1	3						
Davis, Brevard	40.0	1+	59-F	2	2	1	1	2	1	1	1						
Doe, Jane	60.0	3-	73-C	2	4	1	2	3	3	1	5						
Dragaj, Justina	76.0	4+	87-B	5	4	4	4	5	4	5	5						
Earman, Marianne	96.0	5+	99-A	5	5	5	5	5	5	5	5						
Fifield, Mary	64.0	3	76-C	2	3	4	4	2	3	3	5						
Groden, Shelley	66.0	3+	78-C	5	3	3	4	3	3	5	5						
Haakinson, Sue	56.0	3-	70-C	5	3	1	3	2	3	2	3						
Hasty, LaShawn	74.0	4	85-B	5	5	2	2	5	4	5	5						
Inasuku, Deshawn	54.0	2+	69-D	5	2	1	3	1	2	3	3						
Krenzke, Rosalind	70.0	4-	81-B	3	4	4	4	3	4	4	5						
Laboy, Bernard	66.0	3+	78-C	5	4	2	4	3	3	4	3						
Mockus, Zackary	60.0	3-	73-C	2	3	3	2	3	3	3	5						
Pou, Valerie	90.0	5	96-A	5	5	4	5	5	5	5	5						
Reich, Winnie	80.0	4+	89-B	5	5	3	5	5	4	5	3						
Roudabush, Cruz	64.0	3	76-C	5	3	2	5	3	3	5	1						
Smith, Pilar	86.0	5	94-A	5	5	4	5	4	5	5	5						
Tinnes, Billie	34.0	1-	52-F	2	1	1	1	1	1	1	3						
Vaill, Essie	74.0	4	85-B	3	4	4	3	5	4	4	3						
Worlds, Trudy	46.0	2	65-D	1	2	2	1	3	2	1	3						

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	AAPR.1 n=4	ACE.1 n=6	ACE.2 n=7	AREI.1 n=8	AREI.3 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	65.0	65.0	77-C	3.7	3.5	2.6	3.2	3.3	3.2	3.4	3.8						
Northside	All	81	61.4	59.3	76-C	3.7	3.3	2.5	3.0	3.3	3.1	3.3	3.7						
District	All	301	58.2	52.1	75-C	3.6	3.3	2.4	2.9	3.2	3.0	3.1	3.7						

SCHOOL REPORT — SC 2018-19 BENCHMARK ALGEBRA 1 — TRADITIONAL — 1ST ADMINISTRATION

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	AAPR.1 n=4	ACE.1 n=6	ACE.2 n=7	AREI.1 n=8	AREI.3 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	65.0	75.0	77-C	3.7	3.5	2.6	3.2	3.3	3.2	3.4	3.8						
Paul, C	5	31	59.3	54.9	80-B	3.6	3.0	2.5	2.8	3.2	3.0	3.2	3.7						
Small, N	3	30	60.2	60.3	72-C	3.8	3.2	2.4	3.0	3.4	3.1	3.3	3.7						
Northside	All	81	61.4	59.3	76-C	3.7	3.3	2.5	3.0	3.3	3.1	3.3	3.7						
District	All	301	58.2	52.1	75-C	3.6	3.3	2.4	2.9	3.2	3.0	3.1	3.7						

DISTRICT REPORT — SC 2018-19 BENCHMARK ALGEBRA 1 — TRADITIONAL — 1ST ADMINISTRATION

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=16	DOK 3 n=6	AAPR.1 n=4	ACE.1 n=6	ACE.2 n=7	AREI.1 n=8	AREI.3 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Eastside	All	109	63.9	66.2	78-C	3.6	3.3	2.4	2.9	3.2	3.3	3.1	4.0						
Northside	All	81	61.4	59.3	76-C	3.7	3.3	2.5	3.0	3.3	3.1	3.3	3.7						
Westside	All	111	49.3	30.8	67-D	3.3	3.2	2.3	2.8	3.2	2.7	3.1	3.4						
District	All	301	58.2	52.1	75-C	3.6	3.3	2.4	2.9	3.2	3.0	3.1	3.7						

Assessment items: 50	Total Outcomes			Depth of Knowledge			Number of Items and Ach Level for each Standard											
Jones, Kecia		Proj		DOK 1	DOK 2	DOK 3						Stan #	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #
Period: 2	Pct Corr	Ach Lvl	Sugg Marks	n=8	n=26	n=16	B.2 n=8	B.3 n=12	B.4 n=8	B.5 n=5	B.6 n=8	n=#	n=#	n=#	n=#	n=#	n=#	n=#
Total Scores: 20																		
Crudup, James	44.0	2-	63-D	2	2	1	1	3	2	1	3							
Davis, Brevard	40.0	1+	59-F	2	2	1	1	2	1	1	1							
Doe, Jane	60.0	3-	73-C	2	4	1	2	3	3	1	5							
Dragaj, Justina	76.0	4+	87-B	5	4	4	4	5	4	5	5							
Earman, Marianne	96.0	5+	99-A	5	5	5	5	5	5	5	5							
Fifield, Mary	64.0	3	76-C	2	3	4	4	2	3	3	5							
Groden, Shelley	66.0	3+	78-C	5	3	3	4	3	3	5	5							
Haakinson, Sue	56.0	3-	70-C	5	3	1	3	2	3	2	3							
Hasty, LaShawn	74.0	4	85-B	5	5	2	2	5	4	5	5							
Inasuku, Deshawn	54.0	2+	69-D	5	2	1	3	1	2	3	3							
Krenzke, Rosalind	70.0	4-	81-B	3	4	4	4	3	4	4	5							
Laboy, Bernard	66.0	3+	78-C	5	4	2	4	3	3	4	3							
Mockus, Zackary	60.0	3-	73-C	2	3	3	2	3	3	3	5							
Pou, Valerie	90.0	5	96-A	5	5	4	5	5	5	5	5							
Reich, Winnie	80.0	4+	89-B	5	5	3	5	5	4	5	3							
Roudabush, Cruz	64.0	3	76-C	5	3	2	5	3	3	5	1							
Smith, Pilar	86.0	5	94-A	5	5	4	5	4	5	5	5							
Tinnes, Billie	34.0	1-	52-F	2	1	1	1	1	1	1	3							
Vaill, Essie	74.0	4	85-B	3	4	4	3	5	4	4	3							
Worlds, Trudy	46.0	2	65-D	1	2	2	1	3	2	1	3							

Class, Sch, & District Summary	Cls Per	Tot Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1 n=8	DOK 2 n=26	DOK 3 n=16	B.2 n=8	B.3 n=12	B.4 n=8	B.5 n=5	B.6 n=8	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	65.0	65.0	77-C	3.7	3.5	2.6	3.2	3.3	3.2	3.4	3.8							
Northside	All	81	61.4	59.3	76-C	3.7	3.3	2.5	3.0	3.3	3.1	3.3	3.7							
District	All	301	58.2	52.1	75-C	3.6	3.3	2.4	2.9	3.2	3.0	3.1	3.7							

Assessment items: 50	Assessment Outcomes			Depth of Knowledge			Number of Items and Ach Level for each Standard											
Class, Sch, & District Summary	Cls Per	Tot Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1 n=8	DOK 2 n=26	DOK 3 n=16	B.2 n=13	B.3 n=17	B.4 n=8	B.5 n=5	B.6 n=7	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#

Class, Sch, & District Summary	Cls Per	Tot Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1	DOK 2	DOK 3	B.2	B.3	B.4	B.5	B.6
Jones, K	2	20	65.0	75.0	77-C	3.7	3.5	2.6	3.6	2.8	3.3	3.6	2.5
Paul, C	5	31	59.3	54.9	80-B	3.6	3.0	2.5	3.8	2.9	3.6	3.8	2.8
Small, N	3	30	60.2	60.3	72-C	3.8	3.2	2.4	2.8	2.7	2.4	2.7	1.8
Northside	All	81	61.4	59.3	76-C	3.7	3.3	2.5	3.3	2.8	3.1	3.2	2.3
District	All	301	58.2	52.1	75-C	3.6	3.3	2.4	2.8	2.1	2.6	3.1	2.0

Assessment items: 50	Assessment Outcomes			Depth of Knowledge			Number of Items and Ach Level for each Standard											
Class, Sch, & District Summary	Cls Per	Tot Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	DOK 1 n=8	DOK 2 n=26	DOK 3 n=16	B.2 n=13	B.3 n=17	B.4 n=8	B.5 n=5	B.6 n=7	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Eastside	All	109	63.9	66.2	78-C	3.6	3.3	2.4	2.9	3.2	3.3	3.1	4.0					
Northside	All	81	61.4	59.3	76-C	3.7	3.3	2.5	3.0	3.3	3.1	3.3	3.7					
Westside	All	111	49.3	30.8	67-D	3.3	3.2	2.3	2.8	3.2	2.7	3.1	3.4					
District	All	301	58.2	52.1	75-C	3.6	3.3	2.4	2.9	3.2	3.0	3.1	3.7					

Item Analysis

Teacher:								
Period:								
Subject:								
School:								
Item	mc_item1	mc_item2	mc_item3	mc_item4	mc_item5	mc_item6	mc_item7	mc_item8
Standard	RL.MC.5.1	RL.MC.6.1	RL.LCS.9.1	RL.LCS.9.2	RL.LCS.10.1	RL.LCS.10.2	RL.MC.5.1	RL.LCS.11.2
DoK	2	2	2	2	2	1	2	1
Text Complexity	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium
Genre	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
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

Teacher:								
Period:								
Subject: 5th Grade Math								
School:								
Item	mc_item1	mc_item2	mc_item3	mc_item4	mc_item5	mc_item6	mc_item7	mc_item8
Standard	NSBT.1	NSBT.2	NSBT.3	NSBT.2	ATO.1	ATO.2	NSBT.1	ATO.2
DoK	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 | SC 2018-19 BENCHMARK | TRADITIONAL | CASE Assessments |
| REPORT | 7TH GRADE ELA | 3RD ADMINISTRATION | |

Student Information	SC Achievement Levels & Descriptions
Name: Student Name	1 - Not Met
Teacher: Teacher Name	2 - Approaches
Period: Class Period	3 - Met
School: School Name	4 - Exceeds
District: District Name	

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-

Strand and Genre Data

Strand	Ach Lev
Read Lit	2
Read Info	3
Inquiry	2
Writing	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	SC Achievement Levels & Descriptions
Name: Student Name	1 - Not Met
Teacher: Teacher Name	2 - Approaches
Period: Class Period	3 - Met
School: School Name	4 - Exceeds
District: District Name	

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+**

Standard Data

Ccore	Description	Ach Lev
1	Global Trade	4
2	Government Limits	3
3	Independence Movements	3
4	World Conflicts	4
5	Cold War	2
6	1989 - Present	2

Depth of Knowledge

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

DoK 1 Achievement Level:	**4**

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:	**3**

Comparison

Number of items answered correctly on this assessment:	**25**

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

Difference:	**3**

* 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 | SC 2018-19 BENCHMARK | TRADITIONAL | CASE |
| REPORT | 5TH GRADE MATH | 3RD ADMINISTRATION | Assessments |

Student Information	SC Achievement Levels & Descriptions
Name: Student Name **Teacher:** Teacher Name **Period:** Class Period **School:** School Name **District:** District Name	1 - Does Not Meet 2 - Approaches 3 - Meets 4 - Exceeds

Assessment Results

Achievement Data

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

*Overall Achievement Level:	3-

Standard Data

Domain	Description	Ach Lev
ATO	Alg Thinking & Ops	3
NSBT	Numbers Base Ten	2
NSF	Fractions	3
MDA	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

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* 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.
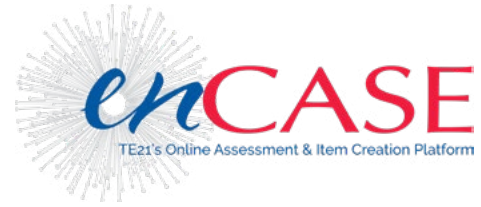
Item Types

- 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.
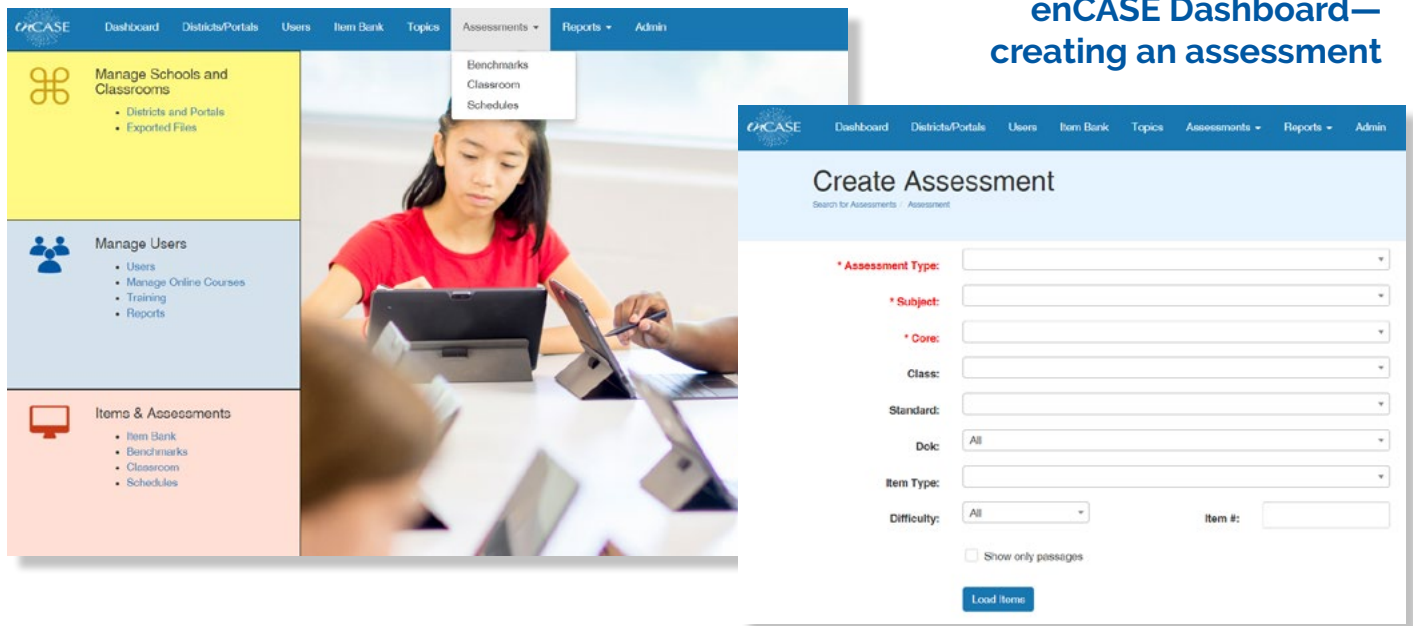
**enCASE Dashboard—
creating an assessment**

Powerful and Easy to Use

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.
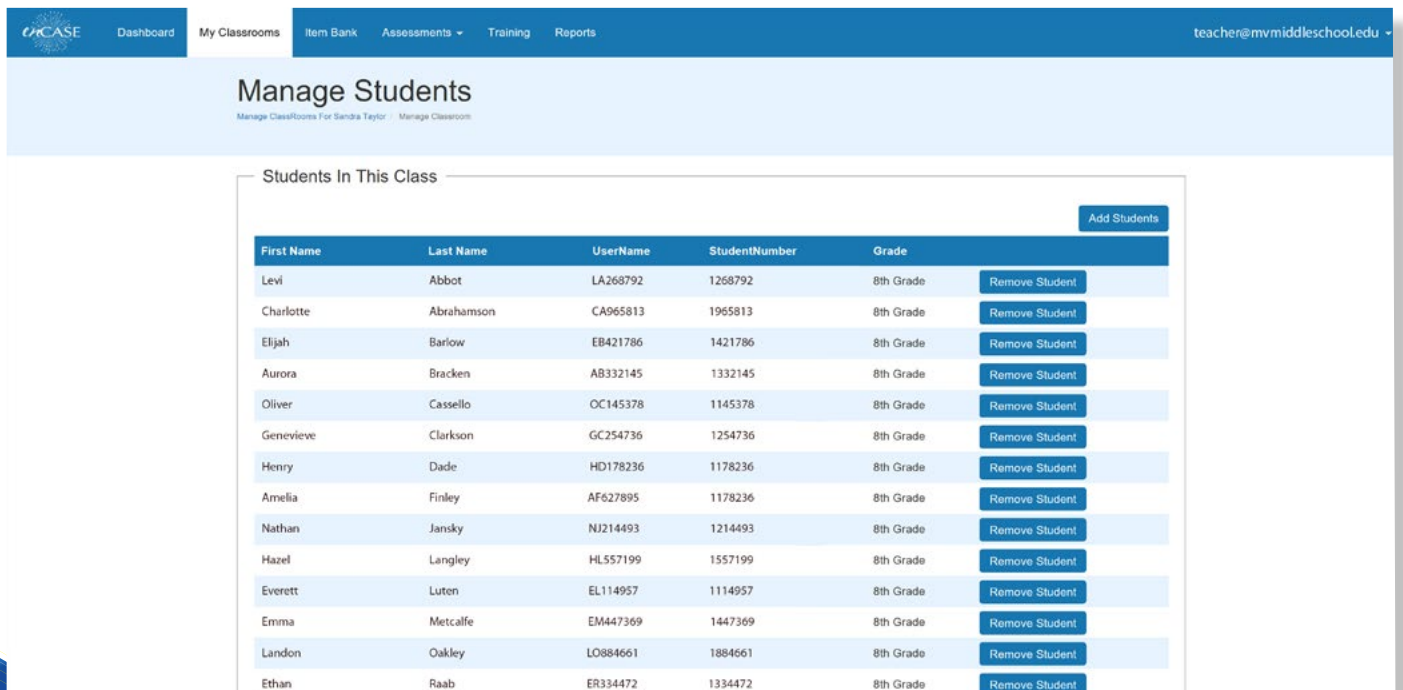
Real-Time Results – Student answers are instantly scored and recorded to their student file. Results show percentage overall, item analysis and standard-based results.

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 10:06:33 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

	⊘ 57%	⊗ 43%
1) NCES.8.E.1.1: Explain the structure of the hydrosphere including:		

+/- 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%

	⊘ 39%	⊗ 61%
2) NCES.8.E.1.2: Summarize evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms:		

+/- 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 10:06:33 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

	⊘ 65%	⊗ 35%
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?		

+/- Standard

NCES.8.P.1.4 - Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.

	⊘ 0%	⊗ 100%
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.		

+/- Standard

NCES.8.P.2.1 - Explain the environmental consequences of the various methods of obtaining, transforming and distributing energy.

	⊘ 13%	⊗ 87%
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?		

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 10:06:33 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

	⊘ 51%	⊗ 49%
Level 1 DOK		

+/- 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.
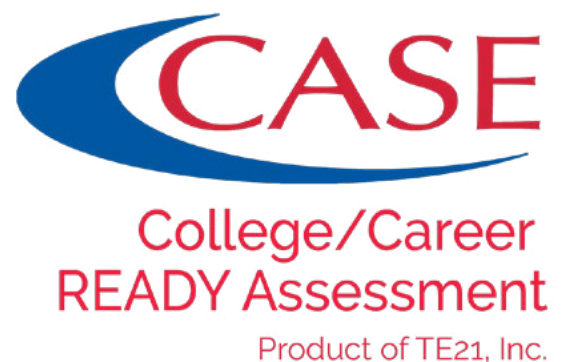
CASE READY Assessment

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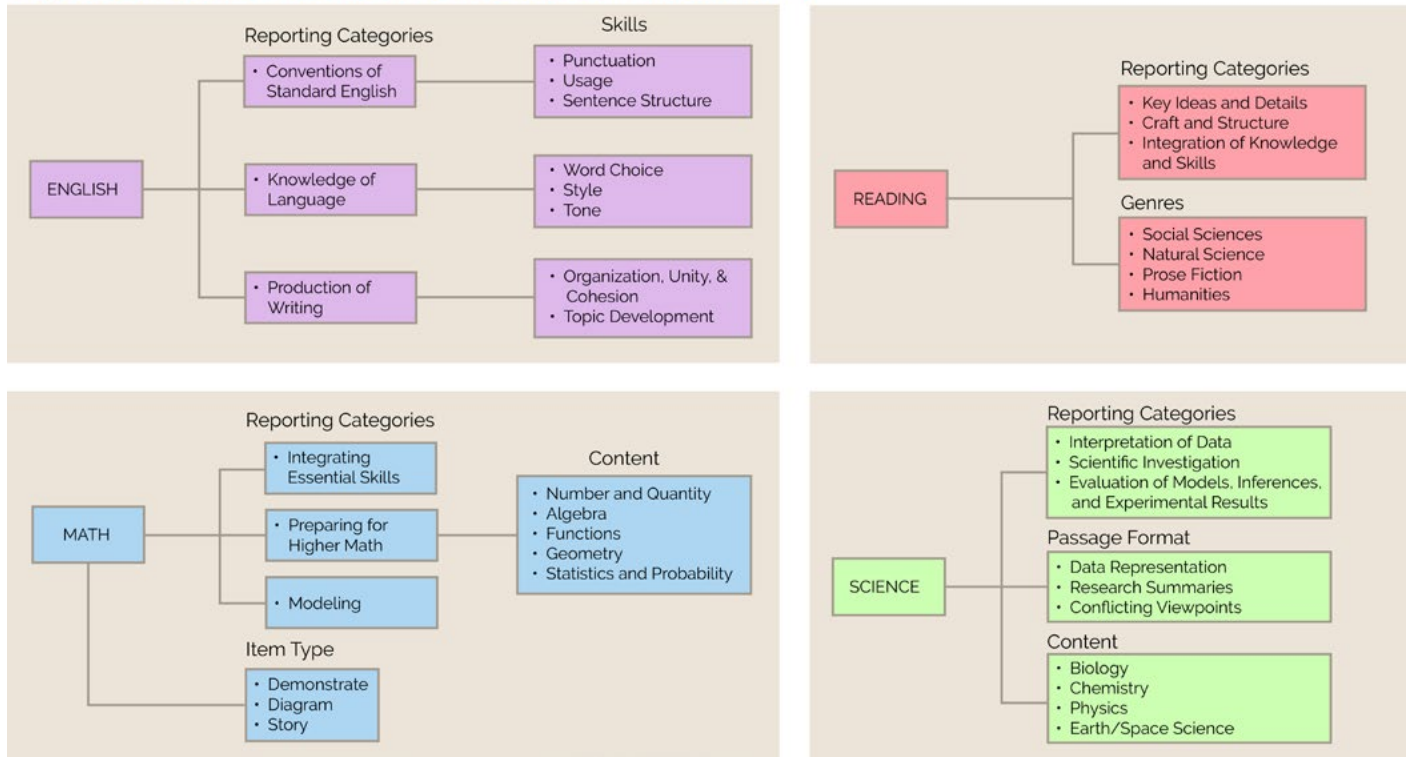
CASE diagnostic reports provide data on student achievement levels from minimum (not college/career ready) to advanced (above college/career ready)

- **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	

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**

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

Science (continued)	
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

* 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

Assessment items: 215

Student Summary

	Total Pct Corr	Total Proj ACT	Total Proj Ach	Math Pct Corr	Math Proj ACT	Math 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

			Total Pct Corr	Total Proj ACT	Total Proj Ach	Math Pct Corr	Math Proj ACT	Math 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

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