

Grade: 4 District: Benchmark Assessments District Test: ALL(28) Dates: 08/16/2019-07/15/2021 Test Assessed for: Grade 4

Assessed with: 1+ questions

Test 1: Interim Assessment 1 (Gr. 4), **Test 2:** Unit 1 Week 1 Assessment (Gr. 4), **Test 3:** Unit 1 Week 2 Assessment (Gr. 4), **Test 4:** Unit 1 Assessment (Gr. 4), **Test 5:** Unit 2 Week 1 Assessment (Gr. 4), **Test 6:** Unit 2 Assessment (Gr. 4), **Test 7:** Unit 3 Week 1 Assessment (Gr. 4), **Test 8:** Unit 3 Week 2 Assessment (Gr. 4), **Test 9:** Unit 2 Week 2 Assessment (Gr. 4), **Test 10:** Unit 3 Assessment (Gr. 4), **Test 11:** Interim Assessment 2 (Gr. 4), **Test 12:** Unit 4 Week 1 Assessment (Gr. 4), **Test 13:** Unit 4 Week 2 Assessment (Gr. 4), **Test 14:** Unit 4 Assessment (Gr. 4), **Test 15:** Unit 5 Week 1 Assessment (Gr. 4), **Test 16:** Unit 5 Performance Task (Gr. 4), **Test 17:** Unit 5 Assessment (Gr. 4), **Test 18:** Unit 6 Week 1 Assessment (Gr. 4), **Test 19:** Unit 6 Week 2 Assessment (Gr. 4), **Test 20:** Interim Assessment 3 (Gr. 4), **Test 21:** Unit 6 Assessment (Gr. 4), **Test 22:** Unit 7 Week 1 Assessment (Gr. 4), **Test 23:** Unit 8 Week 2 Assessment (Gr. 4), **Test 24:** Unit 8 Week 1 Assessment (Gr. 4), **Test 25:** Unit 9 Week 1 Assessment (Gr. 4), **Test 26:** Unit 9 Week 2 Assessment (Gr. 4), **Test 27:** Custom - Unit 10 Assessment (Gr. 4)

Standard	Definition	Student Distribution by Achievement Level	*	Avg. Date Submitted
CCSS English Language Arts (46)				
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Overall	70 93 45 10	218 6 55%	11/28/19
	Test 4	79 53 32 18	182 1 44%	10/03/19
	Test 6	47 54 60 22	183 1 55%	11/02/19
	Test 10	4 16 16 23	59 1 74%	11/28/19
	Test 14	27 54 25 17	123 1 56%	01/03/20
	Test 17	11 23 22 20	76 1 67%	02/05/20
	Test 21	18 18 11 9	56 1 53%	03/03/20
L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Overall	32 79 64 39	214 7 64%	11/06/19
	Test 4	8 97 0 77	182 2 69%	10/03/19
	Test 6	47 70 0 66	183 2 55%	11/02/19
	Test 17	13 37 0 26	76 3 71%	02/05/20
L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Overall	15 50 0 58	123 2 67%	01/03/20
	Test 14	15 50 0 58	123 2 67%	01/03/20
L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Overall	24 24 0 11	59 3 56%	01/13/20
	Test 10	9 37 0 13	59 2 53%	11/28/19
	Test 21	21 0 0 35	56 1 63%	03/03/20
L.4.1e Form and use prepositional phrases.	Overall	3 18 28 29	78 4 75%	02/16/20
	Test 17	2 18 0 56	76 2 86%	02/05/20
	Test 21	2 39 0 15	56 2 62%	03/03/20
L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Overall	17 41 19 107	184 4 78%	10/16/19
	Test 4	19 53 0 110	182 2 75%	10/03/19
	Test 10	2 11 0 46	59 2 87%	11/28/19
L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their)*	Overall	11 49 4 61	125 4 79%	02/18/20
	Test 14	11 52 0 60	123 3 79%	01/03/20
	Test 27	1 0 0 10	11 1 91%	07/15/21
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Overall	70 93 45 10	218 6 55%	11/28/19
	Test 4	79 53 32 18	182 1 44%	10/03/19
	Test 6	47 54 60 22	183 1 55%	11/02/19

Standard	Definition	Student Distribution by Achievement Level		Avg. Date Submitted
		Test 10 4 16 16 23	59 1 74%	11/28/19
		Test 14 27 54 25 17	123 1 56%	01/03/20
		Test 17 11 23 22 20	76 1 67%	02/05/20
		Test 21 18 18 11 9	56 1 53%	03/03/20
L.4.2a	Use correct capitalization.	Overall 7 12 0 194	213 2 94%	10/18/19
		Test 4 9 0 0 173	182 1 95%	10/03/19
		Test 6 12 0 0 171	183 1 93%	11/02/19
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	Overall 66 29 0 88	183 2 56%	12/01/19
		Test 6 88 0 0 95	183 1 52%	11/02/19
		Test 21 17 0 0 39	56 1 70%	03/03/20
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	Overall 11 49 4 61	125 4 79%	02/18/20
		Test 14 11 52 0 60	123 3 79%	01/03/20
		Test 27 1 0 0 10	11 1 91%	07/15/21
L.4.3a	Choose words and phrases to convey ideas precisely.*	Overall 32 35 0 116	183 3 73%	11/09/19
		Test 6 26 0 0 157	183 1 86%	11/02/19
		Test 10 9 37 0 13	59 2 53%	11/28/19
L.4.3b	Choose punctuation for effect.*	Overall 21 0 0 35	56 1 63%	03/03/20
		Test 21 21 0 0 35	56 1 63%	03/03/20
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Overall 25 0 0 34	59 1 58%	11/28/19
		Test 10 25 0 0 34	59 1 58%	11/28/19
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Overall 44 76 86 18	224 33 67%	11/22/19
		Test 1 47 119 31 3	200 6 56%	08/27/19
		Test 2 3 0 0 18	21 1 86%	09/13/19
		Test 4 44 87 0 51	182 2 52%	10/03/19
		Test 6 40 0 0 143	183 1 78%	11/02/19
		Test 11 23 56 0 45	124 2 59%	11/29/19
		Test 13 1 21 0 19	41 2 72%	12/16/19
		Test 14 37 0 0 86	123 1 70%	01/03/20
		Test 20 6 18 22 35	81 13 80%	03/02/20
		Test 21 3 15 0 38	56 2 81%	03/03/20
		Test 24 0 4 0 24	28 2 93%	04/22/20
		Test 27 2 0 0 9	11 1 82%	07/15/21

Standard	Definition	Student Distribution by Achievement Level	*	Avg. Date Submitted	
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Overall	23 61 81 56	221 20 73%	12/22/19
		Test 2	0 0 0 21	21 1 100%	09/13/19
		Test 4	49 0 0 133	182 1 73%	10/03/19
		Test 6	31 0 0 152	183 1 83%	11/02/19
		Test 8	0 0 0 21	21 1 100%	11/20/19
		Test 9	4 25 3 13	45 3 75%	11/26/19
		Test 14	16 75 0 32	123 2 57%	01/03/20
		Test 15	10 24 0 12	46 2 52%	01/20/20
		Test 17	15 25 0 36	76 3 76%	02/05/20
		Test 23	3 14 0 41	58 2 83%	04/19/20
		Test 25	7 19 0 26	52 2 68%	05/03/20
		Test 26	1 10 0 41	52 2 88%	05/10/20
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Overall	53 31 0 116	200 3 65%	11/22/19
		Test 1	46 0 0 154	200 1 77%	08/27/19
		Test 23	32 0 0 26	58 1 45%	04/19/20
		Test 26	32 0 0 20	52 1 38%	05/10/20
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Overall	0 0 0 21	21 1 100%	11/20/19
		Test 8	0 0 0 21	21 1 100%	11/20/19
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Overall	41 60 66 56	223 13 71%	11/17/19
		Test 1	95 0 0 105	200 1 53%	08/27/19
		Test 5	1 12 0 28	41 2 83%	10/15/19
		Test 6	40 0 0 143	183 1 78%	11/02/19
		Test 7	1 0 0 21	22 1 95%	11/12/19
		Test 10	18 0 0 41	59 1 69%	11/28/19
		Test 11	39 0 0 85	124 1 69%	11/29/19
		Test 13	1 21 0 19	41 2 72%	12/16/19
		Test 20	9 23 0 49	81 3 82%	03/02/20
		Test 25	31 0 0 21	52 1 40%	05/03/20
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Overall	25 51 39 89	204 8 76%	11/16/19
		Test 6	44 0 0 139	183 1 76%	11/02/19
		Test 7	17 0 0 5	22 1 23%	11/12/19
		Test 8	0 0 0 21	21 1 100%	11/20/19
		Test 10	5 25 0 29	59 2 70%	11/28/19
		Test 11	16 44 0 64	124 3 79%	11/29/19

Standard	Definition	Student Distribution by Achievement Level		Avg. Date Submitted																																																																
L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Overall <table border="1"><tr><td>4</td><td>0</td><td>0</td><td>7</td></tr></table> Test 27 <table border="1"><tr><td>4</td><td>0</td><td>0</td><td>7</td></tr></table>	4	0	0	7	4	0	0	7	11 1 64%	07/15/21																																																								
4	0	0	7																																																																	
4	0	0	7																																																																	
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Overall <table border="1"><tr><td>18</td><td>53</td><td>27</td><td>110</td></tr></table> Test 5 <table border="1"><tr><td>2</td><td>2</td><td>0</td><td>37</td></tr></table> Test 6 <table border="1"><tr><td>3</td><td>38</td><td>0</td><td>142</td></tr></table> Test 9 <table border="1"><tr><td>4</td><td>25</td><td>3</td><td>13</td></tr></table> Test 11 <table border="1"><tr><td>51</td><td>0</td><td>0</td><td>73</td></tr></table>	18	53	27	110	2	2	0	37	3	38	0	142	4	25	3	13	51	0	0	73	208 7 81%	11/12/19																																												
18	53	27	110																																																																	
2	2	0	37																																																																	
3	38	0	142																																																																	
4	25	3	13																																																																	
51	0	0	73																																																																	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Overall <table border="1"><tr><td>23</td><td>50</td><td>31</td><td>117</td></tr></table> Test 1 <table border="1"><tr><td>64</td><td>0</td><td>0</td><td>136</td></tr></table> Test 19 <table border="1"><tr><td>0</td><td>5</td><td>0</td><td>94</td></tr></table> Test 20 <table border="1"><tr><td>9</td><td>6</td><td>31</td><td>35</td></tr></table> Test 21 <table border="1"><tr><td>0</td><td>21</td><td>0</td><td>35</td></tr></table> Test 22 <table border="1"><tr><td>2</td><td>0</td><td>0</td><td>39</td></tr></table> Test 25 <table border="1"><tr><td>9</td><td>0</td><td>0</td><td>43</td></tr></table> Test 26 <table border="1"><tr><td>32</td><td>0</td><td>0</td><td>20</td></tr></table> Test 27 <table border="1"><tr><td>5</td><td>0</td><td>0</td><td>6</td></tr></table>	23	50	31	117	64	0	0	136	0	5	0	94	9	6	31	35	0	21	0	35	2	0	0	39	9	0	0	43	32	0	0	20	5	0	0	6	221 16 80%	01/18/20																												
23	50	31	117																																																																	
64	0	0	136																																																																	
0	5	0	94																																																																	
9	6	31	35																																																																	
0	21	0	35																																																																	
2	0	0	39																																																																	
9	0	0	43																																																																	
32	0	0	20																																																																	
5	0	0	6																																																																	
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Overall <table border="1"><tr><td>13</td><td>34</td><td>94</td><td>83</td></tr></table> Test 1 <table border="1"><tr><td>15</td><td>87</td><td>0</td><td>98</td></tr></table> Test 2 <table border="1"><tr><td>3</td><td>5</td><td>0</td><td>13</td></tr></table> Test 3 <table border="1"><tr><td>1</td><td>3</td><td>0</td><td>12</td></tr></table> Test 4 <table border="1"><tr><td>21</td><td>46</td><td>0</td><td>115</td></tr></table> Test 5 <table border="1"><tr><td>0</td><td>10</td><td>0</td><td>31</td></tr></table> Test 6 <table border="1"><tr><td>9</td><td>27</td><td>0</td><td>147</td></tr></table> Test 7 <table border="1"><tr><td>3</td><td>0</td><td>0</td><td>19</td></tr></table> Test 8 <table border="1"><tr><td>4</td><td>0</td><td>0</td><td>17</td></tr></table> Test 9 <table border="1"><tr><td>1</td><td>2</td><td>1</td><td>41</td></tr></table> Test 10 <table border="1"><tr><td>4</td><td>16</td><td>0</td><td>39</td></tr></table> Test 11 <table border="1"><tr><td>2</td><td>14</td><td>33</td><td>75</td></tr></table> Test 12 <table border="1"><tr><td>3</td><td>0</td><td>0</td><td>16</td></tr></table> Test 13 <table border="1"><tr><td>3</td><td>0</td><td>0</td><td>38</td></tr></table> Test 14 <table border="1"><tr><td>21</td><td>55</td><td>0</td><td>47</td></tr></table> Test 15 <table border="1"><tr><td>1</td><td>8</td><td>0</td><td>37</td></tr></table>	13	34	94	83	15	87	0	98	3	5	0	13	1	3	0	12	21	46	0	115	0	10	0	31	9	27	0	147	3	0	0	19	4	0	0	17	1	2	1	41	4	16	0	39	2	14	33	75	3	0	0	16	3	0	0	38	21	55	0	47	1	8	0	37	224 36 82%	11/23/19
13	34	94	83																																																																	
15	87	0	98																																																																	
3	5	0	13																																																																	
1	3	0	12																																																																	
21	46	0	115																																																																	
0	10	0	31																																																																	
9	27	0	147																																																																	
3	0	0	19																																																																	
4	0	0	17																																																																	
1	2	1	41																																																																	
4	16	0	39																																																																	
2	14	33	75																																																																	
3	0	0	16																																																																	
3	0	0	38																																																																	
21	55	0	47																																																																	
1	8	0	37																																																																	

Standard	Definition	Student Distribution by Achievement Level		Avg. Date Submitted
		Test 17 10 23 0 43	76 3 80%	02/05/20
		Test 18 23 0 0 101	124 1 81%	02/14/20
		Test 23 32 0 0 26	58 1 45%	04/19/20
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	Overall 0 0 0 28	28 1 100%	04/22/20
		Test 24 0 0 0 28	28 1 100%	04/22/20
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Overall 75 83 56 9	223 51 58%	12/17/19
		Test 1 81 67 46 6	200 2 44%	08/27/19
		Test 3 0 0 3 13	16 6 93%	09/23/19
		Test 4 98 27 30 27	182 2 50%	10/03/19
		Test 7 19 3 0 0	22 2 19%	11/12/19
		Test 8 0 2 5 14	21 4 92%	11/20/19
		Test 10 9 18 14 18	59 3 73%	11/28/19
		Test 11 32 31 46 15	124 4 63%	11/29/19
		Test 15 26 9 0 11	46 1 34%	01/20/20
		Test 16 23 19 14 1	57 6 53%	02/04/20
		Test 17 14 16 36 10	76 3 69%	02/05/20
		Test 20 40 30 1 10	81 3 44%	03/02/20
		Test 22 26 4 9 2	41 2 45%	03/07/20
		Test 23 8 16 24 10	58 5 75%	04/19/20
		Test 24 0 7 15 6	28 4 82%	04/22/20
		Test 26 22 19 0 11	52 1 47%	05/10/20
		Test 27 3 0 5 3	11 3 72%	07/15/21
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Overall 129 70 21 3	223 35 47%	12/23/19
		Test 1 170 17 13 0	200 3 31%	08/27/19
		Test 3 1 3 12 0	16 2 67%	09/23/19
		Test 4 88 37 0 57	182 1 47%	10/03/19
		Test 7 19 3 0 0	22 4 22%	11/12/19
		Test 8 0 2 5 14	21 4 92%	11/20/19
		Test 10 9 15 29 6	59 5 68%	11/28/19
		Test 11 30 41 0 53	124 1 66%	11/29/19
		Test 15 32 11 0 3	46 2 35%	01/20/20
		Test 16 17 28 8 4	57 2 48%	02/04/20
		Test 17 25 34 0 17	76 1 45%	02/05/20
		Test 20 51 24 0 6	81 2 37%	03/02/20
		Test 22 13 23 0 5	41 1 51%	03/07/20
		Test 23 13 28 0 17	58 1 64%	04/19/20

Standard	Definition	Student Distribution by Achievement Level		Avg. Date Submitted
		Test 24	28 1 86%	04/22/20
		Test 25	52 2 39%	05/03/20
		Test 26	52 2 45%	05/10/20
		Test 27	11 1 76%	07/15/21
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Overall	203 13 65%	12/29/19
		Test 1	200 1 48%	08/27/19
		Test 16	57 4 62%	02/04/20
		Test 23	58 3 80%	04/19/20
		Test 24	28 1 96%	04/22/20
		Test 26	52 1 50%	05/10/20
		Test 27	11 3 79%	07/15/21
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Overall	223 26 56%	12/25/19
		Test 1	200 4 40%	08/27/19
		Test 4	182 1 45%	10/03/19
		Test 11	124 3 65%	11/29/19
		Test 15	46 2 52%	01/20/20
		Test 16	57 2 36%	02/04/20
		Test 17	76 3 76%	02/05/20
		Test 20	81 3 76%	03/02/20
		Test 23	58 2 83%	04/19/20
		Test 24	28 1 86%	04/22/20
		Test 25	52 2 47%	05/03/20
		Test 26	52 2 88%	05/10/20
		Test 27	11 1 82%	07/15/21
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Overall	178 12 66%	03/19/20
		Test 15	46 1 54%	01/20/20
		Test 17	76 1 74%	02/05/20
		Test 20	81 1 33%	03/02/20
		Test 22	41 1 37%	03/07/20
		Test 23	58 1 88%	04/19/20
		Test 24	28 3 81%	04/22/20
		Test 25	52 2 55%	05/03/20
		Test 26	52 2 75%	05/10/20

Standard	Definition	Student Distribution by Achievement Level		Avg. Date Submitted				
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Overall	165	0 0 35	200 1 18%	08/27/19		
		Test 1	165	0 0 35	200 1 18%	08/27/19		
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Overall	60	70	63	29	222 18 61%	11/29/19
		Test 1	131	0	0	69	200 1 35%	08/27/19
		Test 3	0	6	0	10	16 2 88%	09/23/19
		Test 4	17	59	0	106	182 2 74%	10/03/19
		Test 10	24	0	0	35	59 1 59%	11/28/19
		Test 11	77	37	0	10	124 2 40%	11/29/19
		Test 20	15	33	0	33	81 1 61%	03/02/20
		Test 22	4	12	0	25	41 2 76%	03/07/20
		Test 23	5	15	0	38	58 3 86%	04/19/20
		Test 24	2	0	0	26	28 1 93%	04/22/20
		Test 27	0	5	3	3	11 3 79%	07/15/21
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	Overall	115	76	27	5	223 27 51%	12/16/19
		Test 1	140	45	0	15	200 1 19%	08/27/19
		Test 3	0	0	0	16	16 3 100%	09/23/19
		Test 4	44	74	0	64	182 1 55%	10/03/19
		Test 11	56	22	40	6	124 4 55%	11/29/19
		Test 15	5	31	0	10	46 1 55%	01/20/20
		Test 16	22	27	0	8	57 1 38%	02/04/20
		Test 17	19	19	30	8	76 6 60%	02/05/20
		Test 20	46	22	5	8	81 3 41%	03/02/20
		Test 22	5	8	0	28	41 2 78%	03/07/20
		Test 25	8	27	0	17	52 1 59%	05/03/20
		Test 26	24	17	0	11	52 2 51%	05/10/20
		Test 27	3	1	4	3	11 2 70%	07/15/21
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Overall	44	107	59	13	223 10 61%	11/06/19
		Test 1	50	131	0	19	200 2 42%	08/27/19
		Test 4	16	90	0	76	182 1 66%	10/03/19
		Test 8	0	0	0	21	21 1 100%	11/20/19
		Test 10	19	0	0	40	59 1 68%	11/28/19
		Test 11	11	47	0	66	124 1 72%	11/29/19
		Test 17	20	20	23	13	76 2 58%	02/05/20
		Test 20	13	28	0	40	81 2 67%	03/02/20

Standard	Definition	Student Distribution by Achievement Level		Avg. Date Submitted			
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Overall	77 107 39 1	224 56 55%	11/29/19		
		Test 1	111 60 29 0	200 6 46%	08/27/19		
		Test 2	2 7 0 12	21 2 83%	09/13/19		
		Test 4	153 22 0 7	182 2 34%	10/03/19		
		Test 6	56 76 29 22	183 3 56%	11/02/19		
		Test 8	0 0 0 21	21 1 100%	11/20/19		
		Test 9	3 23 4 15	45 1 65%	11/26/19		
		Test 10	11 39 0 9	59 1 48%	11/28/19		
		Test 11	36 56 13 19	124 3 58%	11/29/19		
		Test 12	12 4 3 0	19 4 41%	12/11/19		
		Test 13	16 22 3 0	41 6 52%	12/16/19		
		Test 14	37 58 21 7	123 7 57%	01/03/20		
		Test 18	46 47 16 15	124 3 54%	02/14/20		
		Test 19	18 46 27 8	99 7 62%	02/25/20		
		Test 20	13 15 18 35	81 3 75%	03/02/20		
		Test 21	9 21 14 12	56 7 68%	03/03/20		
		RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Overall	109 95 20 0	224 29 50%	11/28/19
Test 1	191 2 0 7			200 3 20%	08/27/19		
Test 2	21 0 0 0			21 2 3%	09/13/19		
Test 4	156 18 0 8			182 2 28%	10/03/19		
Test 5	12 0 0 29			41 1 71%	10/15/19		
Test 6	13 33 51 86			183 3 79%	11/02/19		
Test 9	18 18 5 4			45 1 53%	11/26/19		
Test 11	46 56 0 22			124 1 57%	11/29/19		
Test 12	17 2 0 0			19 2 23%	12/11/19		
Test 13	21 15 0 5			41 1 30%	12/16/19		
Test 14	81 21 16 5			123 3 42%	01/03/20		
Test 18	19 24 57 25			125 3 67%	02/14/20		
Test 19	81 6 0 12			99 2 41%	02/25/20		
Test 20	4 2 0 75			81 1 94%	03/02/20		
Test 21	16 25 11 4			56 4 57%	03/03/20		
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).			Overall	38 79 86 21	224 41 67%	11/28/19
				Test 1	73 87 34 6	200 3 50%	08/27/19
		Test 2	7 0 0 14	21 1 67%	09/13/19		
		Test 4	8 48 0 126	182 1 82%	10/03/19		
		Test 5	2 9 0 30	41 3 89%	10/15/19		
		Test 6	39 26 42 76	183 3 70%	11/02/19		

Standard	Definition	Student Distribution by Achievement Level	*	Avg. Date Submitted	
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Test 9	5 13 13 14	45 3 75%	11/26/19
		Test 11	24 20 23 57	124 3 76%	11/29/19
		Test 12	7 9 3 0	19 3 45%	12/11/19
		Test 13	13 10 16 2	41 4 59%	12/16/19
		Test 14	15 59 24 25	123 3 62%	01/03/20
		Test 18	41 39 10 34	124 2 56%	02/14/20
		Test 19	7 18 55 19	99 5 77%	02/25/20
		Test 20	13 10 17 41	81 3 75%	03/02/20
		Test 21	1 24 12 19	56 4 79%	03/03/20
		Overall	29 67 103 25	224 37 71%	11/21/19
		Test 1	39 106 35 20	200 5 61%	08/27/19
		Test 2	0 3 0 18	21 2 93%	09/13/19
		Test 4	18 88 0 76	182 2 66%	10/03/19
		Test 5	2 2 0 37	41 1 93%	10/15/19
Test 6	8 55 0 120	183 2 81%	11/02/19		
Test 8	0 0 0 21	21 1 100%	11/20/19		
Test 9	4 25 3 13	45 3 75%	11/26/19		
Test 10	18 0 0 41	59 1 69%	11/28/19		
Test 11	21 44 0 59	124 3 76%	11/29/19		
Test 13	2 0 0 39	41 1 95%	12/16/19		
Test 14	36 64 0 23	123 3 61%	01/03/20		
Test 18	71 0 0 53	124 1 43%	02/14/20		
Test 20	5 6 23 47	81 10 81%	03/02/20		
Test 21	3 15 0 38	56 2 81%	03/03/20		
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Overall	100 40 0 61	201 2 44%	09/17/19
		Test 1	137 0 0 63	200 1 32%	08/27/19
		Test 10	9 0 0 50	59 1 85%	11/28/19
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Overall	49 44 66 63	222 12 68%	11/20/19
		Test 1	76 0 0 124	200 1 62%	08/27/19
		Test 8	0 0 1 20	21 2 99%	11/20/19
		Test 10	8 29 18 4	59 2 58%	11/28/19
		Test 11	29 0 0 95	124 1 77%	11/29/19
		Test 12	3 4 0 12	19 1 74%	12/11/19

Standard	Definition	Student Distribution by Achievement Level		Avg. Date Submitted
		Test 13 15 22 0 4	41 1 50%	12/16/19
		Test 14 20 45 36 22	123 3 68%	01/03/20
		Test 20 13 16 0 52	81 1 74%	03/02/20
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Overall 73 53 8 72	206 3 54%	11/07/19
		Test 6 79 46 0 58	183 1 44%	11/02/19
		Test 9 1 10 5 29	45 2 84%	11/26/19
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Overall 63 77 65 19	224 11 61%	11/21/19
		Test 1 112 0 0 88	200 1 44%	08/27/19
		Test 6 37 82 0 64	183 2 71%	11/02/19
		Test 10 11 39 0 9	59 1 48%	11/28/19
		Test 11 33 63 0 28	124 2 64%	11/29/19
		Test 14 34 51 0 38	123 1 52%	01/03/20
		Test 20 12 38 0 31	81 2 62%	03/02/20
		Test 21 17 28 0 11	56 2 62%	03/03/20
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Overall 38 65 43 21	167 4 63%	01/30/20
		Test 14 27 54 25 17	123 1 56%	01/03/20
		Test 16 8 13 20 16	57 1 68%	02/04/20
		Test 17 11 23 22 20	76 1 67%	02/05/20
		Test 20 12 26 15 28	81 1 67%	03/02/20
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Overall 31 31 45 17	124 2 63%	11/29/19
		Test 10 4 16 16 23	59 1 74%	11/28/19
		Test 11 34 30 43 17	124 1 58%	11/29/19
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Overall 129 72 18 2	221 4 41%	10/13/19
		Test 1 162 29 6 3	200 1 21%	08/27/19
		Test 4 79 53 32 18	182 1 44%	10/03/19
		Test 6 47 54 60 22	183 1 55%	11/02/19
		Test 21 18 18 11 9	56 1 53%	03/03/20
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [link to="CCSS.ELA-Literacy.L.4"]here[/link].)	Overall 44 5 0 18	67 4 40%	05/24/20
		Test 21 41 0 0 15	56 1 27%	03/03/20
		Test 27 3 5 0 3	11 3 64%	07/15/21

Depth of Knowledge (4)

 Achievement Levels: <50% 50-69% 70-89% >90%


Total Students | No. of Questions Assessed | Avg. Score %

Standard	Definition	Student Distribution by Achievement Level		Avg. Date Submitted	
DOK 1	Recall/Reproduction	Overall	13 33 104 74	224 48 80%	11/13/19
		Test 1	22 32 75 71	200 5 78%	08/27/19
		Test 2	7 0 0 14	21 1 67%	09/13/19
		Test 3	1 3 0 12	16 2 84%	09/23/19
		Test 4	21 46 0 115	182 2 76%	10/03/19
		Test 5	3 10 0 28	41 3 87%	10/15/19
		Test 6	13 10 106 54	183 7 82%	11/02/19
		Test 7	3 0 0 19	22 1 86%	11/12/19
		Test 8	4 0 0 17	21 1 81%	11/20/19
		Test 9	1 13 4 27	45 3 88%	11/26/19
		Test 10	5 17 29 8	59 4 67%	11/28/19
		Test 11	2 14 33 75	124 6 90%	11/29/19
		Test 12	3 0 0 16	19 1 84%	12/11/19
		Test 13	15 22 0 4	41 1 50%	12/16/19
		Test 14	25 0 0 98	123 1 80%	01/03/20
		Test 15	1 8 0 37	46 2 89%	01/20/20
		Test 17	10 23 0 43	76 3 80%	02/05/20
Test 27	2 4 4 1	11 5 67%	07/15/21		
DOK 2	Skill/Concept	Overall	59 119 46 0	224 162 59%	11/16/19
		Test 1	155 39 6 0	200 16 38%	08/27/19
		Test 2	0 6 15 0	21 6 73%	09/13/19
		Test 3	0 3 13 0	16 5 80%	09/23/19
		Test 4	30 77 53 22	182 13 68%	10/03/19
		Test 5	2 1 20 18	41 6 86%	10/15/19
		Test 6	23 64 69 27	183 12 70%	11/02/19
		Test 7	19 3 0 0	22 6 30%	11/12/19
		Test 8	0 0 1 20	21 7 98%	11/20/19
		Test 9	4 16 19 6	45 8 71%	11/26/19
		Test 10	6 17 32 4	59 14 70%	11/28/19
		Test 11	28 53 40 3	124 17 61%	11/29/19
		Test 12	12 7 0 0	19 6 44%	12/11/19
		Test 13	12 25 4 0	41 8 58%	12/16/19
		Test 14	29 42 47 5	123 15 61%	01/03/20
		Test 15	25 18 3 0	46 4 42%	01/20/20
		Test 16	27 25 5 0	57 4 42%	02/04/20
Test 17	8 15 33 20	76 10 72%	02/05/20		
Test 27	0 5 4 2	11 5 77%	07/15/21		

Standard	Definition	Student Distribution by Achievement Level	*	Avg. Date Submitted	
DOK 3	Strategic Thinking	Overall	78 97 49 0	224 66 57%	11/17/19
		Test 1	121 62 17 0	200 9 43%	08/27/19
		Test 2	2 18 1 0	21 2 48%	09/13/19
		Test 3	0 0 4 12	16 5 97%	09/23/19
		Test 4	87 52 36 7	182 5 48%	10/03/19
		Test 6	54 33 52 44	183 3 67%	11/02/19
		Test 8	0 1 4 16	21 3 95%	11/20/19
		Test 10	11 23 19 6	59 3 64%	11/28/19
		Test 11	30 35 48 11	124 11 63%	11/29/19
		Test 12	3 4 0 12	19 1 74%	12/11/19
		Test 13	7 25 0 9	41 1 52%	12/16/19
		Test 14	31 36 39 17	123 6 61%	01/03/20
		Test 15	29 9 8 0	46 3 47%	01/20/20
		Test 16	27 12 16 2	57 5 51%	02/04/20
		Test 17	17 24 21 14	76 5 66%	02/05/20
		Test 27	3 0 3 5	11 4 73%	07/15/21
DOK 4	Extended Thinking	Overall	113 87 21 3	224 7 48%	11/05/19
		Test 1	162 29 6 3	200 1 21%	08/27/19
		Test 4	79 53 32 18	182 1 44%	10/03/19
		Test 6	47 54 60 22	183 1 55%	11/02/19
		Test 10	4 16 16 23	59 1 74%	11/28/19
		Test 14	27 54 25 17	123 1 56%	01/03/20
		Test 16	8 13 20 16	57 1 68%	02/04/20
		Test 17	11 23 22 20	76 1 67%	02/05/20