



Training and Education  
in the 21st Century



Tennessee

student success  
**PREDICTABLE**  
valid  
RELIABLE  
timely results



Collaborative Assessments  
Solutions for Educators

Products of TE21, Inc.

CASE Assessments Products by TE21, Inc.

Benchmark Assessments

- Highly predictable
- Aligned to state standards
- Reports available 72 hours after answer documents received

Item Bank

- Over 70,000 high-quality, rigorous items
- Monitor student progress
- Delivery platform options

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

## Table of Contents

: <a href="#">TE21 Company Overview</a> .....	1
: <a href="#">CASE Products Overview</a> .....	2
: <a href="#">CASE Benchmark Assessments Overview</a> .....	3
: <a href="#">CASE Benchmark Assessments Sample Questions</a> .....	5
: <a href="#">CASE Benchmark Assessments Sample Reports</a> .....	41
: <a href="#">CASE Item Bank Overview</a> .....	53
: <a href="#">enCASE Assessment &amp; Item Creation Platform</a> .....	55
: <a href="#">CASE College and Career READY Assessment Overview</a> .....	59
: <a href="#">CASE College and Career READY Assessment Sample Reports</a> .....	61



# 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

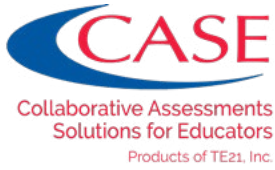
### Cindy Hollar, TE21 CEO

- 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

*"Through the (CASE) benchmark test and test item bank, our teachers have been able to engage in standards analysis as well as creating individual student needs profiles. The collaboration created from the benchmark results has been the driving force of our PLC conversations. TE21 is definitely a company that is accessible, reliable, and customer centered. We look forward to continuing our partnership with them."*

Michael Davis, Director of Schools  
Hardin County Schools, Tennessee



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

Tennessee	Language Arts	Math	Science	Social Studies
Kindergarten (2 per year)	K	K	N/A	N/A
Elementary (3 per year)	1-5	1-5	3-5	3-5
Middle School (3 per year)	6-8	6-8 Traditional - Algebra I Middle	6-8	6-8
		Integrated - Math I Middle		
High School (3 for traditional/year-long courses; 2 per semester course)	English I/II	Traditional - Geometry, Algebra I/II	Biology	U.S. History
		Integrated - Math I/II/III		

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

*"As a new testing system was implemented in Tennessee for 2016-2017, we wanted benchmark assessments that were not only valid and reliable, but also created based on our GMSD curriculum pacing guides. The staff at TE21 and CASE were top notch in providing customer support and technical assistance for our district. The data was returned quickly, and it allowed our teachers and administrators the opportunity to have conversations about differentiation in enrichment or interventions for our students. As a district, it was exciting to see the growth in our students from one benchmark to the next.*

Meredith Park, Ph.D., Director of Academic Advancement  
Germantown Municipal School District

## 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.





### Tennessee Sample Questions 1<sup>st</sup> Grade Language Arts



## "The Missing Ball"

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

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

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

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

---

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

- A Dogs have more fun than cats.
- B Cats are smarter than dogs.
- C Working together can solve problems.

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

- A helpful
- B lazy
- C silly

**3. Where did Joey look for his ball?**

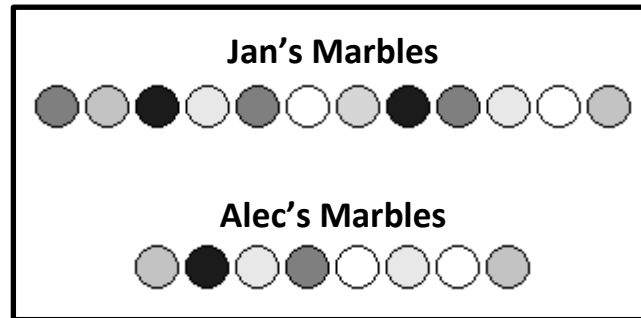
- A** in the field
- B** in the sandbox
- C** in the birdhouse

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

- A** found
- B** looked
- C** played



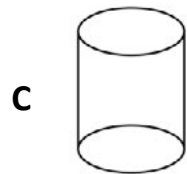
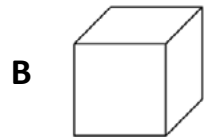
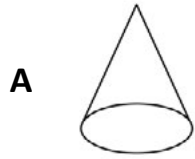
1. During recess, Jan and Alec are playing with marbles. Jan has 12 marbles, and Alec has 8 marbles.



**How many more marbles does Jan have than Alec?**

- A 20 marbles  
B 5 marbles  
C 4 marbles
2. Which number sentence is true?  
A  $78 < 87$   
B  $25 > 52$   
C  $16 = 61$

3. Which 3-dimensional shape has 2 circles?



4. What time does the clock show?



A 1:00

B 1:30

C 6:00



Benchmark  
Assessments

Product of TE21, Inc.

## Tennessee Sample Questions 3<sup>rd</sup> Grade Language Arts

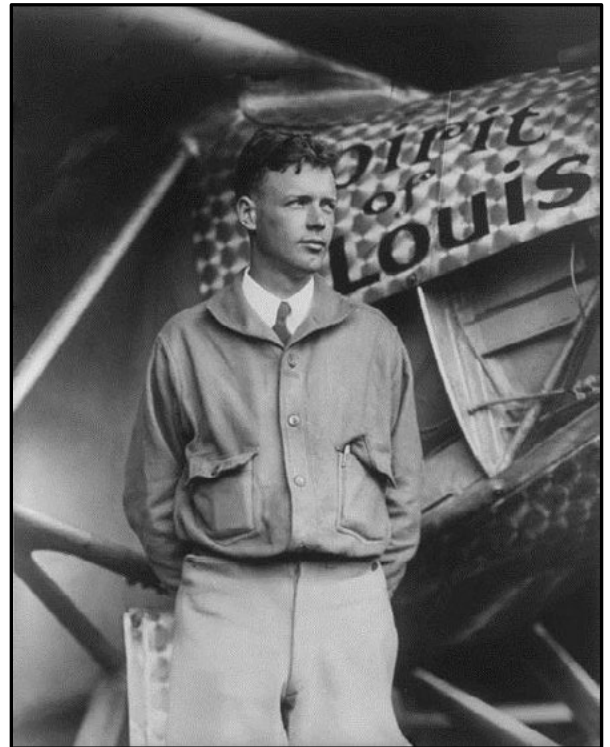
*Paper-and-pencil assessments will contain selected response items as well as performance tasks. Online assessments will also contain technology-enhanced items.*

### from ***Charles Lindbergh: Hero Pilot***

by David R. Collins

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

- 1 As the *Spirit of St. Louis* rolled to a stop, Charles could not believe what he saw. Thousands of people were running toward him. "Lindbergh!" they shouted, dashing forward. "Lindbergh!"
- 2 His plane had been seen, and the news that he was over Paris had been broadcast everywhere.
- 3 Charles heard wood cracking. Some of the people wanted a piece of the *Spirit of St. Louis* as a souvenir.
- 4 "Does anyone here speak English?" Charles yelled.
- 5 The men and women shouted louder, but no one answered Charles's question. He felt his airplane shake. Surely someone would help him save it.
- 6 Charles climbed out of the cockpit. Quickly the crowd lifted him high into the air. They cheered and carried him around the plane.
- 7 Finally, two French pilots came to help Charles out of the crowd. Police surrounded his plane. Charles was taken to a building where he met the American **ambassador**.
- 8 "You'll stay with me in Paris," the ambassador said.
- 9 The plane was put in a **hangar** under heavy guard. Charles was driven to the American **Embassy**, where he went to bed.
- 10 When Charles awoke, people filled the streets in front of the embassy. Newspapermen begged to speak with America's new hero.



#### **Glossary**

**ambassador**—an official sent to another country to represent his or her home country

**hangar**—wide shelter used for housing an airplane

**embassy**—The office of an ambassador. Citizens of the ambassador's home country can find protection at an embassy.

- 11 "You might as well get used to all this attention," the American ambassador told Charles. "You are going to get a lot more of it."
- 12 How true those words were.
- 13 When Charles left France, he went to Belgium and then on to England. In each city where he stopped, he was given medals and gifts. He ate with kings and queens. Every night there were parties in his honor.
- 14 Americans were eager to welcome home the country's flying ace. People everywhere sang the song "Lucky Lindy," written in Charles's honor. The "Lone Eagle" became his nickname.
- 15 President Coolidge of the United States sent a ship to bring Charles and the *Spirit of St. Louis* home. On June 11, 1927, the ship sailed up the Potomac River to Washington, D.C. More than a hundred planes, flying in perfect formation, filled the sky. Cannons boomed. Flags flew from every pole.
- 16 As the ship docked, Charles saw his mother waiting to see him. A program in Charles's honor was held in front of the Washington Monument.
- 17 "We are proud and happy to welcome you back," said President Calvin Coolidge. From a small box, he took a new medal called the Distinguished Flying Cross. The president pinned it on Charles's coat.
- 18 From Washington, D.C., Charles went to New York City. There four million people cheered as he rode in a parade with the mayor. Paper floated from high windows.
- 19 "This is worse than the snowstorms I've flown in," Charles joked. He waved to the crowds, his boyish grin delighting the people.
- 20 Charles felt he owed a special treat to the people of St. Louis. He flew a plane over the city.
- 21 Wherever Charles went, crowds gathered. People begged for his autograph. They sent him presents and letters. Proud parents named their babies after him. City officials named streets and avenues for him.
- 22 "Charles Lindbergh belongs to all of us," wrote one newspaperman. "He is a member of each American family. He is the son and brother every American would like to have."

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



**Part A**

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

- A** Charles Lindbergh was celebrated after his historic flight over the Atlantic Ocean.
- B** Charles Lindbergh was welcomed in France and enjoyed seeing a new country after his flight.
- C** Charles Lindbergh was tired after his long flight and was eager to get home to America.
- D** Charles Lindbergh was worried about his plane after his flight and wanted it protected.

**Part B**

**2. Which detail from the passage *best* supports the answer in Part A?**

- A** "He felt his airplane shake. Surely someone would help him save it."
- B** "Quickly the crowd lifted him high into the air. They cheered and carried him around the plane."
- C** "The plane was put in a hangar under heavy guard."
- D** "As the ship docked, Charles saw his mother waiting to see him."

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

- A** The French citizens held a parade to honor Charles Lindbergh outside the embassy.
- B** A large group of people were outside the embassy hoping to see Charles Lindbergh.
- C** People at the embassy threw floating paper in the sky that fell on Charles Lindbergh on the street below.
- D** The French citizens moved Charles Lindbergh's plane from the hangar to the embassy.

**Part A**

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

- A** hero
- B** leader
- C** prisoner
- D** soldier

**Part B**

**5. Which two details from paragraphs 8-13 *best* support the answer to Part A?**

- A** "...stay with me..."
- B** "...under heavy guard."
- C** "...in front of the embassy."
- D** "...given medals and gifts."
- E** "...parties in his honor."

**6. According to the passage, how did the American ambassador help Charles Lindbergh?**

- A** The American ambassador sent a ship to take Charles Lindbergh back home.
- B** The American ambassador introduced Charles Lindbergh to newspaper reporters.
- C** The American ambassador gave Charles Lindbergh a place to sleep.
- D** The American ambassador gave Charles Lindbergh gifts and medals.

<h2>Writing Prompt</h2>
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*Writing prompts for language arts will be scored by teachers in each school/district using rubrics and/or scoring guides provided by TE21.*

**You have read *Charles Lindbergh: Hero Pilot* by David R. Collins. Write an essay that explains how Charles Lindbergh was honored by Americans for his historic flight. Be sure to use facts and details from the passage to support your explanation.**

## Editing

**7. Read the sentence.**

Eleanor Roosevelt was one of the more importanter women in history.

**What change, if any, is needed to the underlined text?**

- A importanter
- B importantest
- C most important
- D No change

**8. Read the sentence.**

Barry could not open the lid, yet he decided not to eat the crackers.

**What change, if any, is needed to the underlined text?**

- A lid, but
- B lid, or
- C lid, so
- D No change

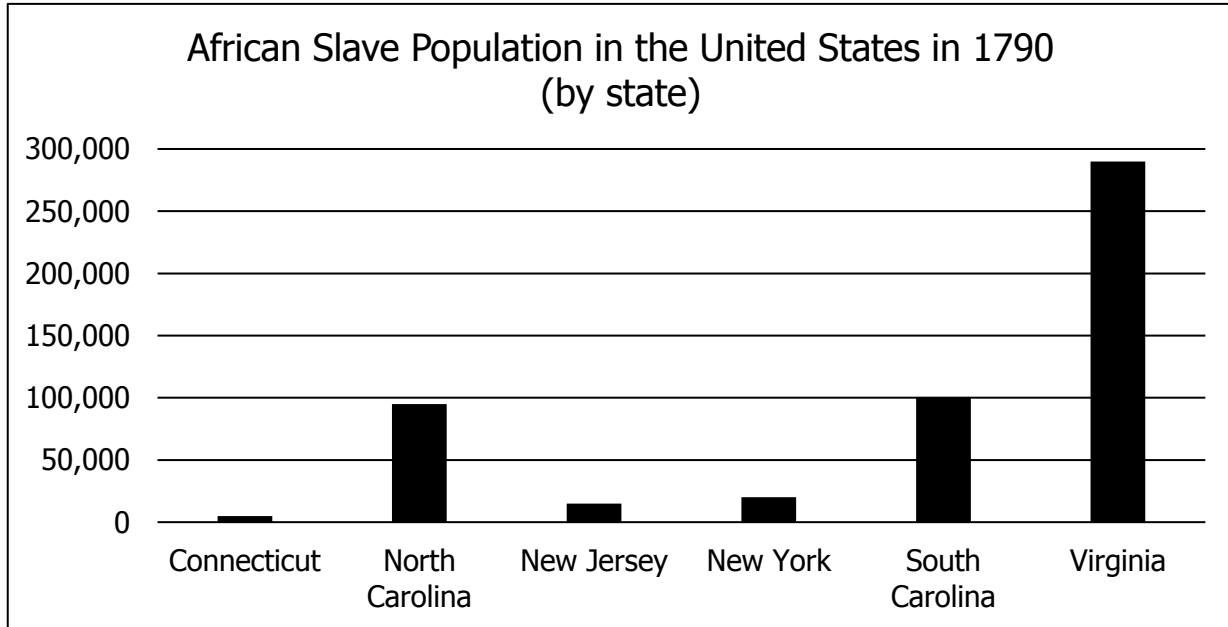
**9. Read the sentence.**

Danny sent a letter in the mail to his grandma.

**What change, if any, is needed to the underlined text?**

- A Send
- B Sended
- C Sented
- D No change

1. **This chart shows the African slave population in several states in the United States after the American Revolution.**



**Which statement explains the trend seen in this chart?**

- A Southern states had more immigrants.
  - B Southern states depended on slave labor.
  - C Southern states had larger cities.
  - D Southern states made slavery illegal.
2. **This is a quote from one historical figure.**

If we mean to have heroes, statesmen, and philosophers, we should have [educated] women.

**Which historical figure *most likely* made this quote?**

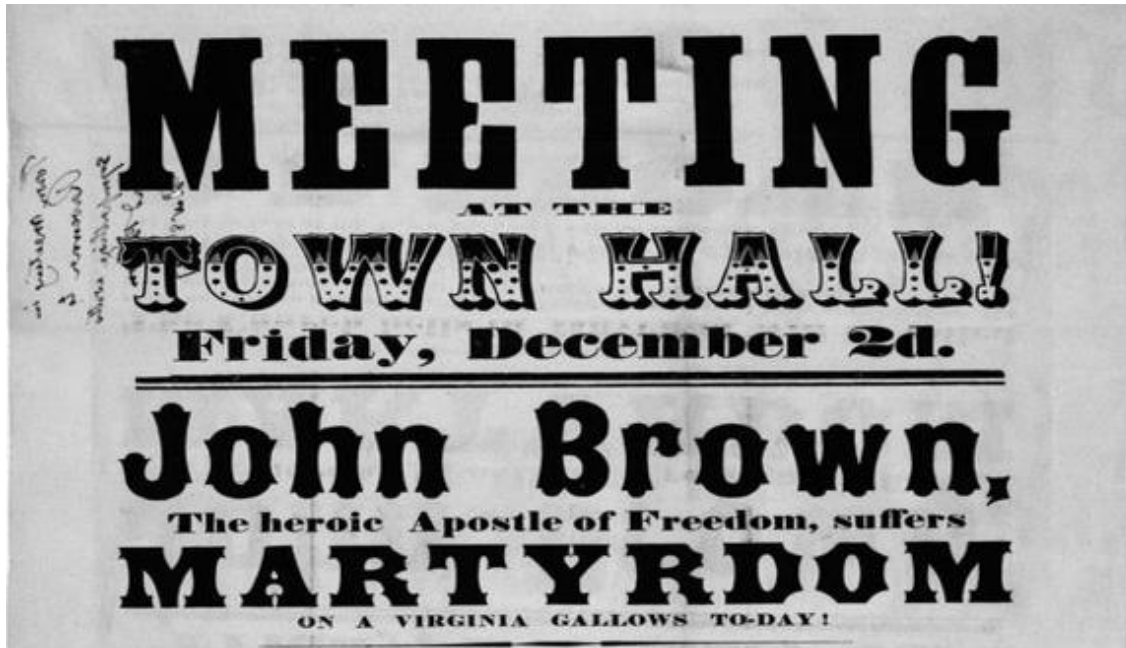
- A Abigail Adams
- B King George III
- C William Jasper
- D Thomas Sumter



3. How did the French and Indian War have a *negative* impact on American colonists?

- A It decreased safety.
- B It increased taxes.
- C It decreased the number of Native American wars.
- D It increased the amount of land available to Native Americans.

4. This is a poster created in 1859.



What event led to the creation of this poster?

- A raid on Harper's Ferry
- B election of Abraham Lincoln
- C Missouri Compromise
- D Kansas-Nebraska Act

5. Which advantages did the North have during the Civil War?

Select *three* that apply.

- A larger population
- B industrialized cities
- C larger transportation systems
- D better knowledge of the lands fought over
- E better generals
- F stronger cash crop industry

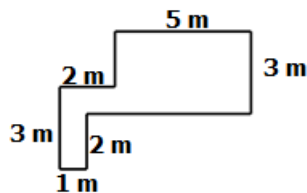
*Paper-and-pencil assessments will contain multiple choice, multiple select, and integrated items. Online assessments will also contain technology-enhanced items.*

**Multiple Choice**

1. Elliot has  $\frac{5}{6}$  pound of ground beef to make hamburgers. How many  $\frac{1}{4}$  pound hamburgers can Elliot make?

- A  $3\frac{2}{3}$  hamburgers
- B  $3\frac{1}{3}$  hamburgers
- C  $2\frac{2}{3}$  hamburgers
- D  $2\frac{1}{3}$  hamburgers

2. A figure is drawn with the given dimensions.



What is the area of the figure?

- A  $19 \text{ m}^2$
  - B  $18 \text{ m}^2$
  - C  $17 \text{ m}^2$
  - D  $16 \text{ m}^2$
3. Kay owns a bakery. Last week, she paid \$45.84 for 12 gallons of milk.

How much can Kay expect to pay for 15 gallons of milk if the price per gallon remains the same?

- A \$57.30
- B \$48.84
- C \$42.84
- D \$36.67

**Multiple Select**

4. Which situations are *appropriately* represented by a negative integer? Select *ALL* that apply.
- A the coldest temperature ever recorded in Alaska
  - B the depth at which an inchworm is found in the dirt
  - C the elevation of a mountaintop
  - D the height at which an airplane is flying
  - E the total distance traveled along a river by a kayak

**Integrated Items**

The table shows the costs of different pairs of shoes at two different stores. Walk-for-Less sells the same shoes as the Department Store for a discounted price.

	Department Store	Walk-for-Less
Pair 1	\$15.00	\$12.00
Pair 2	\$20.00	\$16.00
Pair 3	\$25.00	\$20.00
Pair 4	\$35.00	\$28.00
Pair 5	\$45.00	\$36.00

5. What is the percent discount on each pair of shoes at Walk-for-Less when compared to the price of the pair of shoes at the Department Store?
6. If a pair of shoes costs \$30.00 at the Department Store, what is the cost of the pair of shoes at Walk-for-Less?



Benchmark  
Assessments

Product of TE21, Inc.

## Tennessee Sample Questions 7<sup>th</sup> Grade Language Arts

*Paper-and-pencil assessments will contain selected response items and writing prompts. Online assessments will also contain technology-enhanced items.*

**Read the passage "Science Invites Us to Be Kind to Snakes." After reading the passage, answer the questions that follow.**

### 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.

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### 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)

### **Writing Prompt**

*Writing prompts for language arts will be scored by teachers in each school/district using rubrics and/or scoring guides provided by TE21.*

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

**Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.**

There are five words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, choose the correct replacement.

## “The Lost Art of Letter Writing”

Many people use email today to communicate with each other. If you have access to a computer, it is a great way to send messages easily, in a quick manner, and on as many occasions as you like. No longer is it necessary to find a pen or paper, not to mention an envelope or a stamp.

Are we missing anything by not writing actual letters to people? Is the experience of receiving such letters worth the trouble of writing them? Most people feel email has helped reduce the use of paper and improve the efficiency in which we communicate, however, I feel there is a side to the argument that deserves a second look.

I believe that the kinds of letters people used to write tended to be more personal than the vast majority of emails sent every day. Of course when it comes to sending quick messages to communicate specific information email is the best method. If you really want to send an important message to someone, a letter is a more effective, long-lasting, meaningful method.

Handwritten letters are the most personal. If you can type fast, you can fit a lot of information into a letter. But a typewritten letter is simply a step or two away from an email. When you take the time to put your thoughts and feelings into a handwritten letter, the person who receives it is getting your message and an experience with the words you physically put onto the paper. The emotion of that experience cannot be felt threw an email.

Since the art of letter writing is losing popularity to the convenience and immediacy of email communication, receiving a letter in the mail is an exciting moment. Lost in among the junk mail and bills is a letter, written especially for you, and simply opening that envelope is fun.



**8. Replace communicate, however, with:**

- A communicate, however,
- B communicate, however
- C communicate; however,
- D communicate: however,

**9. Replace course when it comes to sending quick messages to communicate specific information email with:**

- A course when it comes to sending quick messages to communicate specific information email
- B course, when it comes to sending quick messages to communicate specific information, email
- C course, when it comes to sending quick messages, to communicate specific information, email
- D course when it comes to sending quick messages to communicate specific information, email

**10. Replace letter. But with:**

- A letter. But
- B letter, but
- C letter: but
- D letter; but

**11. Replace threw with:**

- A threw
- B through
- C though
- D thorough

**12. Replace is fun with:**

- A is fun
- B is exciting
- C is a welcomed break
- D is a gift in itself



Benchmark  
Assessments

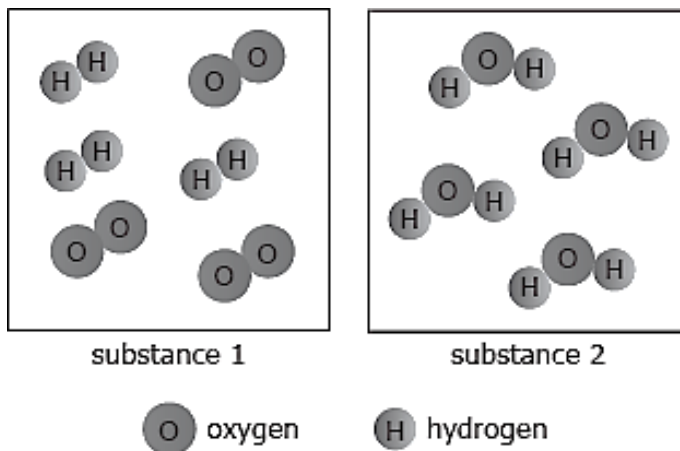
Product of TE21, Inc.

## Tennessee Sample Questions 7<sup>th</sup> Grade Science

1. A student reads that hoverflies mimic the pattern of yellow and black coloration present on the body of a wasp. However, hoverflies are unable to sting other organisms like a wasp.

Why do hoverflies mimic a wasp?

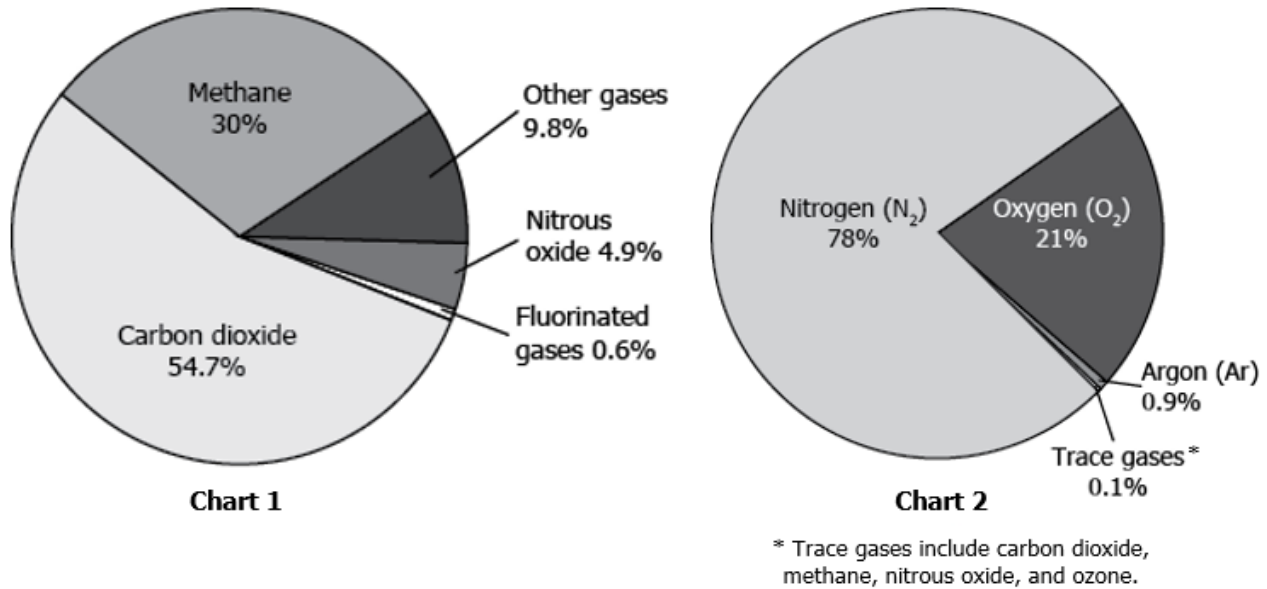
- A to attract mates
  - B to fly effectively
  - C to lure prey
  - D to ward off predators
2. The diagram shows the atomic arrangement of two substances formed by hydrogen (H) and oxygen (O) atoms.



Which option *correctly* identifies the substances?

- A substance 1: mixture; substance 2: mixture
- B substance 1: compound; substance 2: mixture
- C substance 1: mixture; substance 2: compound
- D substance 1: compound; substance 2: compound

3. A teacher displays two charts on the board, as shown. Chart 1 shows the major greenhouse gases that are added to the atmosphere due to human activities, and Chart 2 shows the composition of air.



Which component of the atmosphere will *likely* increase due to additional greenhouse gas production?

- A Argon gas
  - B Nitrogen gas
  - C Oxygen gas
  - D Trace gases
4. A young child has been diagnosed with a rare genetic mutation in a protein called myostatin, which plays a role in regulating muscle growth. The child has very high amounts of muscle and very little fat because of the mutation. Having such high muscle content makes the child stronger and faster than peers, allowing the child to excel in sports. The parents must provide enough fat in the child’s diet to keep the brain healthy since the body cannot store fat.

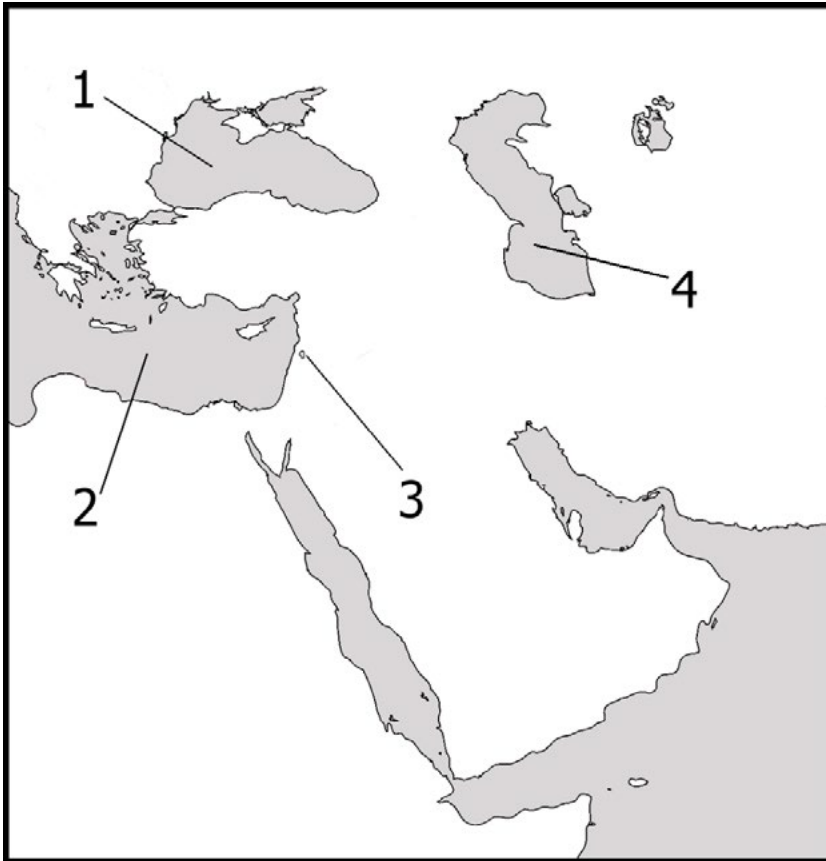
How is the mutation experienced by this child *best* classified?

- A beneficial only
- B neutral only
- C harmful and beneficial
- D harmful and neutral

**1. Which European explorer was largely responsible for reopening the Silk Road?**

- A** Christopher Columbus
- B** Vasco da Gama
- C** Ferdinand Magellan
- D** Marco Polo

**2. This is a map of the Middle East.**



**Which number *correctly* identifies the location of the Caspian Sea?**

- A** 1
- B** 2
- C** 3
- D** 4

**3. This chart describes an important role in West African society.**

?
serves as storyteller and poet
advises leaders
shares oral histories

**Which important role in West African society is described in this chart?**

- A farmer
- B griot
- C miner
- D trader

**4. How did the manor system impact European communities?**

**Select *three* that apply.**

- A It prevented unskilled workers from finding jobs.
- B It encouraged people to settle in towns near castles.
- C It forced people to settle in rural areas.
- D It inspired communities to create colonies.
- E It made it difficult for peasants to own land.
- F It decreased the power of the elite.

**5. This is a quote from a historical document.**

Those who believe that they can be certain of their salvation because they have indulgence letters will be eternally damned, together with their teachers.

**This quote is *most likely* from which historical document?**

- A Bible
- B Magna Carta
- C Martin Luther's 95 Theses
- D Qur'an



Benchmark  
Assessments  
Product of TE21, Inc.

## Tennessee Sample Questions English II

*Paper-and-pencil assessments will contain selected response and writing prompts. Online assessments will also contain technology-enhanced items.*

**Read the passage from "Dreams Have a Meaning." After reading the passage, answer the questions that follow.**

### 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

**2. 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 in our futures.
- E** The search for a connection between conscious and unconscious thoughts is continual.

**Part A**

**3. 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**

**4. 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."

**Writing Prompt**

*Writing prompts for language arts will be scored by teachers in each school/district using rubrics and/or scoring guides provided by TE21.*

**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.**

**Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.**

There are **five** words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, choose the correct replacement.

## “The Greatest American Humorist”

Mark Twain is known as one of America’s most beloved authors and humorists. His literary contributions, like *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*, earned him the recognition of being “the Greatest American Humorist of his age” and “the father of American literature.” Because of his achievements, most of us are familiar with his life however, there are several facts not as commonly discussed that add a sweet flavor to his history much like icing on a cake.

Baby Samuel Langhorne Clemens was born prematurely in a two-room shack located in Florida, Missouri. On that cold November day in 1835 and throughout a frail infancy and sickly childhood, his mother, Jane, admitted, “When I first saw him I could see no promise in him.” Little did she know how much international promise that little baby would one day have!

There were many names that Samuel thought about using before listing Thomas Jefferson Snodgrass as his first pseudonym for a number of humorous pieces he wrote for the Keokuk Post, Rambler, W. Epaminondas Adrastus Blab, and Josh. Later he chose his now infamous pseudonym Mark Twain after spending time on a steamboat cruising down the Mississippi River and hearing the crew call out “Mark twain,” letting the captain know that it was safe to navigate through the waters. This man’s creativity and talents “ran circles around” his peers, but that was the only running he did. He loved to stay in bed and write, so much that reporters often interview him as he was relaxing in his bedroom. He once said, “I have never taken any exercise, except sleeping and resting, and I never intend to take any.” This lack of physical activity probably developed as a result of him having to spend his childhood inside due to his many illnesses.

Having been born under unusual circumstances, it was only fitting that he died the same way. Twain was born as a comet passed, and he told a reporter in 1909, “I came in with Halley’s Comet in 1835. It is coming again next year (1910), and I expect to go out with it. It will be the greatest

disappointment of my life if I don't." His wish was granted when he died April 21, 1910, two days after Halley's Comet had reached its closest point to the Sun.

Through the numerous titles Mark Twain has given us, one of his most treasured thoughts is found in this advice: "Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover." Thanks, Mark Twain, for practicing what you preached!

---

10

**6. Replace life however, with:**

- A life however,
- B life; however,
- C life; however
- D life, however

**7. Replace Keokuk Post, Rambler, W. Epaminondas Adrastus Blab, and Josh with:**

- A *Keokuk Post, Rambler, W. Epaminondas Adrastus Blab, and Josh*
- B *Keokuk Post...Rambler, W. Epaminondas Adrastus Blab, and Josh*
- C *Keokuk Post : Rambler, W. Epaminondas Adrastus Blab, and Josh*
- D *Keokuk Post. Rambler, W. Epaminondas Adrastus Blab, and Josh*

**8. Replace pseudonym Mark Twain after with:**

- A pseudonym Mark Twain after
- B pseudonym: Mark Twain after
- C pseudonym Mark Twain; after
- D pseudonym, Mark Twain, after

**9. Replace so much that reporters often interview him as he was relaxing with:**

- A** so much that reporters often interview him as he was relaxing
- B** so much that reporters often interview him as he is relaxing
- C** so much that reporters often interviewed him as he relaxes
- D** so much that reporters often interviewed him as he was relaxing

**10. Replace practicing what you preached with:**

- A** practicing what you preached
- B** making mistakes to help us learn
- C** teaching us to write well
- D** lecturing us on life's lessons

## Tennessee Sample Questions Algebra I

*Paper-and-pencil assessments will contain multiple choice, multiple select, and integrated items. Online assessments will also contain technology-enhanced items.*

### Multiple Choice

1. Johanna graphs four functions in her math notebook. Which function is linear?

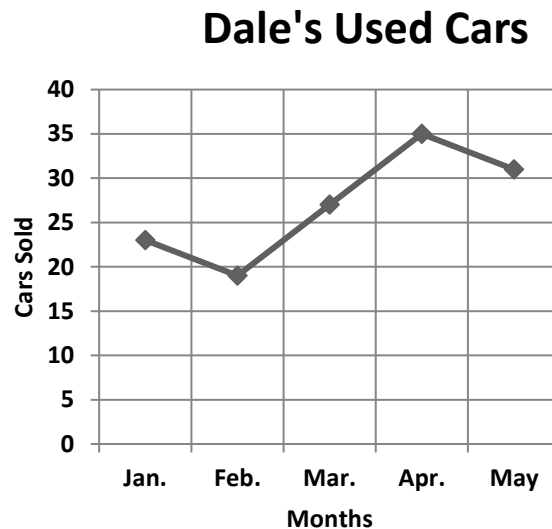
A  $3x^2 + 4y = 5$

B  $x + 3y = 2$

C  $2^x - y = 8$

D  $5 - \frac{3}{x} = 2y$

2. Dale is trying to figure out how fast his sales are growing. He charts the monthly sales at his car dealership.



What is the *approximate* average increase in sales per month from January to May?

A 2 cars per month

B 4 cars per month

C 8 cars per month

D 16 cars per month

**Multiple Select**

3. Andrew periodically tracks the account balance of his investment account.

Year	Account Balance
2	\$4,127.89
4	\$4,868.41
5	\$5,287.10

The balance of the account can be predicted by the equation  $y = 3,500(1.086)^n$ , where  $y$  represents the amount in the account, and  $n$  is the number of years since Andrew opened the account.

Which two statements are true?

- A Andrew opened the account with \$3,500.
- B Andrew opened the account with \$4,127.89.
- C The account grows about 8.6% each year.
- D The account loses about 8.6% each year.
- E The account earns \$384.40 each year.

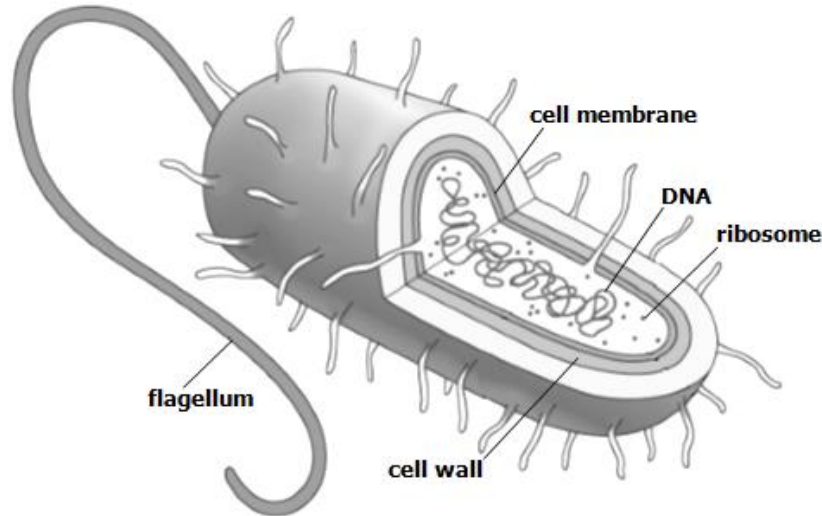
**Integrated Items**

Coach Hopkins purchased a new machine to shoot softballs up in the air to practice catching pop-flies. A softball is launched at an initial upward velocity of 64 feet per second from the new machine on the ground. The function  $h(t) = -16t^2 + 64t$  models the height of the ball after  $t$  seconds from launch.

- 4. How long will it take for the ball to reach its *maximum* height, in seconds? What will the *maximum* height of the ball be at this time?
  
  
  
  
  
  
  
  
  
  
- 5. Suppose the softball player misses the catch. *Approximately* how many seconds will it take for the ball to hit the ground?



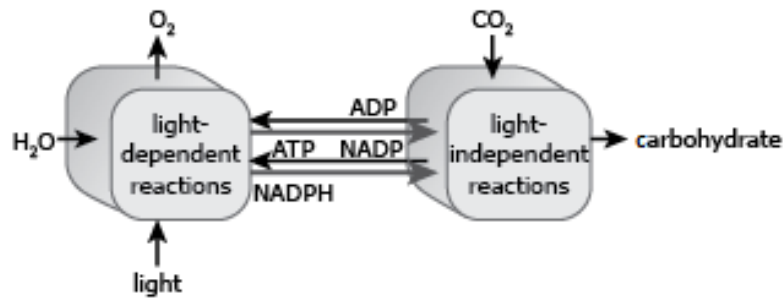
**1. A student examines the structures labeled in the model shown.**



**The student claims the model represents a virus. Which structural evidence provides enough information to support or refute the student's claim?**

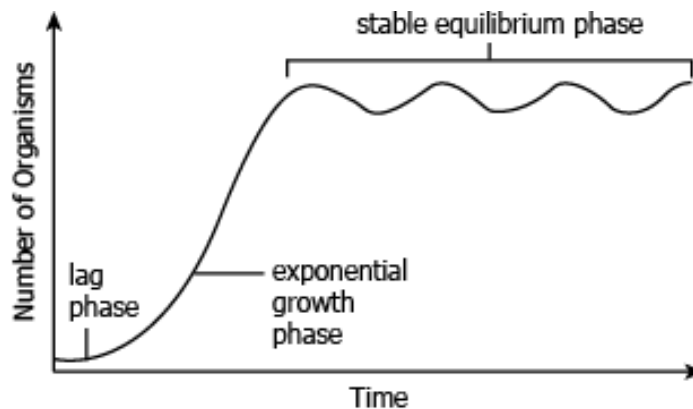
- A** The flagellum that assists a virus in movement is present, supporting the student's claim that it is a virus.
  - B** The organelles necessary for the reproduction of a virus are present, refuting the student's claim that it is a virus.
  - C** The ribosomes necessary for the production of proteins are present, supporting the student's claim that it is a virus.
  - D** The DNA that contains the hereditary information is present, refuting the student's claim that it is a virus.
- 2. Extracts taken from plant stem cells protect human skin stem cells from ultraviolet radiation, enhance healthy cell reproduction, and also help in reversing the effects of aging. Which statement supports the use of plant stem cells in manufacturing cosmetic products for the human skin?**
- A** It does not raise as many ethical concerns as processes that require animal cells.
  - B** It does not require an approval from the government for sale of the products.
  - C** The plant stem cells are easy to culture as compared to human stem cells.
  - D** The plant stem cells are capable of generating a completely new plant.

**3. The 2-D model represents an important biological process.**



**Which statement *best* summarizes the process represented by the model?**

- A** The process converts light energy into chemical energy that is stored in carbohydrates.
  - B** The process produces inorganic molecules by combining organic compounds and energy-rich molecules.
  - C** The process involves the exchange of chemical energy between living cells and the environment.
  - D** The process converts complex organic molecules to simpler molecules using light energy.
- 4. The graph shows the trend in population growth of carp in a pond over a period of time.**



**What explains the trend observed in the stable equilibrium phase?**

- A** The carp population that inhabits the pond survives longer.
- B** The carp population fluctuates around its carrying capacity.
- C** The ability of the carp population to obtain resources continuously improves.
- D** The reproductive potential of the carp population is negatively impacted by outside factors.

**Tennessee Sample Questions  
United States History and Geography:  
Post-Reconstruction to Present**

1. **This is a letter sent by Febb Burn to her son, Representative Harry Burn, a member of the Tennessee General Assembly.**

Dear Son,

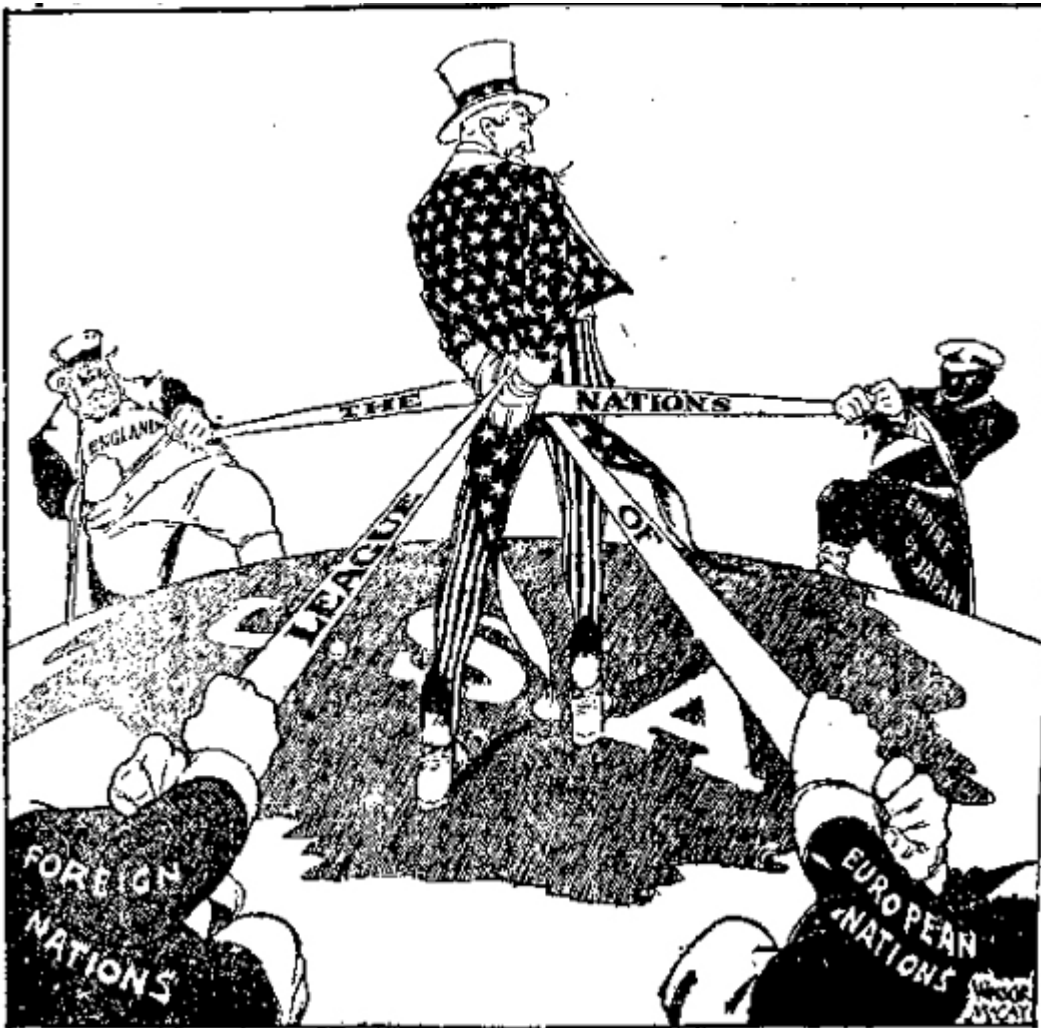
...Hurry and vote suffrage and don't keep them in doubt. I noticed Chandlers' speech and it was very bitter. I've been waiting to see how you stood but have not seen anything yet.... Don't forget to be a good boy and help Mrs. Catt with her "Rats." She is the one who put rat in ratification, Ha! No more from mama this time.

With lots of love,  
Mama

**How did this letter impact the women's suffrage movement?**

- A** It encouraged Tennessee lawmakers to grant suffrage on the state level rather than waiting for a national referendum.
  - B** It inspired Burns to introduce a bill to make Tennessee the first state to grant full suffrage to women.
  - C** It prompted Tennessee lawmakers to condemn the movement and refuse to ratify the 19<sup>th</sup> Amendment.
  - D** It caused Burns to change his vote to make Tennessee the 36<sup>th</sup> state needed for ratification of the 19<sup>th</sup> Amendment.
2. **New mass production techniques, improved technologies, and the availability of consumer goods had what impact on the American economy in the 1920s?**
- A** The quality of products declined, and people stopped purchasing goods.
  - B** More people purchased goods on credit, creating a false sense of prosperity.
  - C** Fewer manufacturing jobs existed, and people struggled to find work.
  - D** Companies raised prices on goods, slowing sales and creating surpluses.

3. This cartoon, drawn by Winsor McCay, was published in 1920.





Whose viewpoint is reflected in this cartoon?


- A European leaders
  - B Progressive reformers
  - C Republican senators
  - D Woodrow Wilson
4. Which foreign policy action is an example of the United States' use of the theory of containment?
- A adopting the Truman Doctrine
  - B granting diplomatic recognition to China
  - C joining the World Trade Organization (WTO)
  - D getting involved in the Iraq War

# 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			TN 2018-19 BENCHMARK KINDERGARTEN ELA						TRADITIONAL 3RD ADMINISTRATION							
Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
James, Patricia Period: 2 Total Scores: 20			Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=22	Read Info n=20	Lang n=8	Literary n=22	Informational n=28
Alan, Michael			56.7	3-	78-C	3	3	2	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
Clayton, Kendra			38.3	2-	68-F	2	2	1	2	2	1	2	1	1	2	1
Crudup, Natalie			31.7	1	65-F	2	1	1	2	1	1	2	1	1	2	1
Davis, Maria			36.7	1+	67-F	2	2	1	2	2	1	2	1	1	2	1
Dragaj, Sestina			66.7	3	88-B	4	3	3	3	4	2	4	2	3	4	2
Dugan, Saria			91.7	4+	100-A	4	4	4	4	4	4	4	4	4	4	4
Elphman, Grace			83.3	4	98-A	4	4	3	4	4	3	4	4	3	4	4
Field, Rodney			41.7	2-	69-F	2	2	1	2	2	1	2	1	1	2	1
Grodin, Shelley			73.3	3+	92-B	4	4	4	4	4	3	4	2	4	4	2
Hackett, Brian			81.7	4	97-A	4	4	3	4	4	4	4	4	3	4	4
Jackson, Sarah			65.0	3	86-B	4	3	2	4	3	2	4	3	2	4	3
Lance, Sean			53.3	2+	76-D	3	3	1	3	2	2	3	2	1	3	2
Montague, Shiela			78.3	4-	94-A	4	3	3	4	4	3	4	4	3	4	4
Nealson, Rashawn			43.3	2	70-D	2	3	1	2	2	2	2	1	1	2	1
Paton, Trevaugn			76.7	4-	93-A	4	4	3	4	4	3	4	3	3	4	3
Peirce, Roberto			70.0	3+	90-B	4	3	3	3	3	4	4	4	3	4	4
Reed, Felicia			28.3	1-	62-F	1	1	1	1	1	1	1	1	1	1	1
Sanders, Kecia			78.3	4-	94-A	3	4	3	4	4	3	3	4	3	3	4
Sears, Kelli			81.7	4	97-A	4	4	3	4	4	3	4	4	3	4	4
Class, Sch, & District Summary			Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=22	Read Info n=20	Read Voc n=8	Literary n=22	Informational n=28
James, P			63.1	65.0	82-C	3.2	3.1	2.4	3.2	3.0	2.5	3.2	2.7	2.4	3.2	2.7
Northside			62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
District			60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6

SCHOOL REPORT			TN 2018-19 BENCHMARK KINDERGARTEN GRADE ELA						TRADITIONAL 3RD ADMINISTRATION							
Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
Class, Sch, & District Summary			Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=18	Read Info n=12	Lang n=8	Literary n=22	Informational n=28
James, P			63.1	65.0	82-C	3.2	3.1	2.4	3.2	3.0	2.5	3.2	2.7	2.4	3.2	2.7
Paul, C			67.2	67.8	85-B	3.3	3.1	2.5	3.3	3.1	2.7	3.3	2.8	2.5	3.3	2.8
Small, N			58.3	46.6	79-C	2.6	2.3	2.0	2.8	2.6	1.6	2.6	2.4	2.0	2.6	2.4
Northside			62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
District			60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6

DISTRICT REPORT			TN 2018-19 BENCHMARK KINDERGARTEN ELA						TRADITIONAL 3RD ADMINISTRATION							
Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
School & District Summary			Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=18	Read Info n=12	Lang n=8	Literary n=22	Informational n=28
Eastside			67.1	62.1	84-C	3.0	3.0	2.2	3.3	3.0	2.3	3.0	2.8	2.2	3.0	2.8
Northside			62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
Westside			51.8	37.1	74-D	2.3	2.3	1.6	3.0	2.6	1.4	2.3	2.3	1.6	2.3	2.3
District			60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6

<b>CLASS REPORT</b>	<b>TN 2018-19 BENCHMARK 3RD GRADE ELA</b>	<b>TRADITIONAL 3RD ADMINISTRATION</b>	
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Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
James, Patricia	Period: 2	Total Scores: 20	Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=22	Read Info n=20	Lang n=8	Literary n=22	Informational n=28
Alan, Michael			56.7	3-	78-C	3	3	2	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
Clayton, Kendra			38.3	2-	68-F	2	2	1	2	2	1	2	1	1	2	1
Crudup, Natalie			31.7	1	65-F	2	1	1	2	1	1	2	1	1	2	1
Davis, Maria			36.7	1+	67-F	2	2	1	2	2	1	2	1	1	2	1
Dragaj, Sestina			66.7	3	88-B	4	3	3	3	4	2	4	2	3	4	2
Dugan, Saria			91.7	4+	100-A	4	4	4	4	4	4	4	4	4	4	4
Elphman, Grace			83.3	4	98-A	4	4	3	4	4	3	4	4	3	4	4
Field, Rodney			41.7	2-	69-F	2	2	1	2	2	1	2	1	1	2	1
Groden, Shelley			73.3	3+	92-B	4	4	4	4	4	3	4	2	4	4	2
Hackett, Brian			81.7	4	97-A	4	4	3	4	4	4	4	4	3	4	4
Jackson, Sarah			65.0	3	86-B	4	3	2	4	3	2	4	3	2	4	3
Lance, Sean			53.3	2+	76-D	3	3	1	3	2	2	3	2	1	3	2
Montague, Shiela			78.3	4-	94-A	4	3	3	4	4	3	4	4	3	4	4
Nealson, Rashawn			43.3	2	70-D	2	3	1	2	2	2	2	1	1	2	1
Paton, Trevaugn			76.7	4-	93-A	4	4	3	4	4	3	4	3	3	4	3
Peirce, Roberto			70.0	3+	90-B	4	3	3	3	3	4	4	4	3	4	4
Reed, Felicia			28.3	1-	62-F	1	1	1	1	1	1	1	1	1	1	1
Sanders, Kecia			78.3	4-	94-A	3	4	3	4	4	3	3	4	3	3	4
Sears, Kelli			81.7	4	97-A	4	4	3	4	4	3	4	4	3	4	4
Class, Sch, & District Summary	Cls Per	Tot Val Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=22	Read Info n=20	Read Voc n=8	Literary n=22	Informational n=28
James, P	2	20	63.1	65.0	82-C	3.2	3.1	2.4	3.2	3.0	2.5	3.2	2.7	2.4	3.2	2.7
Northside	All	81	62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
District	All	301	60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6

<b>SCHOOL REPORT</b>	<b>TN 2018-19 BENCHMARK 3RD GRADE ELA</b>	<b>TRADITIONAL 3RD ADMINISTRATION</b>	
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Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
Class, Sch, & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=18	Read Info n=12	Lang n=8	Literary n=22	Informational n=28
James, P	2	20	63.1	65.0	82-C	3.2	3.1	2.4	3.2	3.0	2.5	3.2	2.7	2.4	3.2	2.7
Paul, C	5	31	67.2	67.8	85-B	3.3	3.1	2.5	3.3	3.1	2.7	3.3	2.8	2.5	3.3	2.8
Small, N	3	30	58.3	46.6	79-C	2.6	2.3	2.0	2.8	2.6	1.6	2.6	2.4	2.0	2.6	2.4
Northside	All	81	62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
District	All	301	60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6

<b>DISTRICT REPORT</b>	<b>TN 2018-19 BENCHMARK KINDERGARTEN ELA</b>	<b>TRADITIONAL 3RD ADMINISTRATION</b>	
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Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
School & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=18	Read Info n=12	Lang n=8	Literary n=22	Informational n=28
Eastside	All	109	67.1	62.1	84-C	3.0	3.0	2.2	3.3	3.0	2.3	3.0	2.8	2.2	3.0	2.8
Northside	All	81	62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
Westide	All	111	51.8	37.1	74-D	2.3	2.3	1.6	3.0	2.6	1.4	2.3	2.3	1.6	2.3	2.3
District	All	301	60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6

<b>CLASS REPORT</b>	<b>TN 2018-19 BENCHMARK 3RD GRADE MATH</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30	Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard										
	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1	DOK 2	DOK 3	OA.1	OA.2	OA.3	NBT.1	NBT.2	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #
				n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#	n=#
Jones, K																	
Period:	2																
Total Scores:	20																
Crudup, James	56.7	3-	78-C	3	3	2	3	3	2	3	3						
Davis, Brevard	85.0	4+	99-A	4	4	4	4	4	4	4							
Doe, Jane	38.3	2-	68-F	2	2	1	2	1	1	2	2						
Dragaj, Justina	31.7	1	65-F	2	1	1	2	1	1	2							
Earman, Marianne	36.7	1+	67-F	2	2	1	2	1	1	2	2						
Fifield, Mary	66.7	3	88-B	3	4	2	4	2	3	3	4						
Groden, Shelley	91.7	4+	100-A	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-	69-F	2	2	1	2	1	1	2	2						
Inasuku, Deshawn	73.3	3+	92-B	4	4	3	4	2	4	4	4						
Krenzke, Rosalind	81.7	4	97-A	4	4	4	4	4	3	4	4						
Laboy, Bernard	65.0	3	86-B	4	3	2	4	3	2	3	4						
Mockus, Zackary	53.3	2+	76-D	3	2	2	3	2	1	3	3						
Pou, Valerie	78.3	4-	94-A	4	4	3	4	4	3	3	4						
Reich, Winnie	43.3	2	70-D	2	2	2	2	1	1	3	2						
Roudabush, Cruz	76.7	4-	93-A	4	4	3	4	3	3	4	4						
Smith, Pilar	70.0	3+	90-B	3	3	4	4	4	3	3	4						
Tinnes, Billie	28.3	1-	62-F	1	1	1	1	1	1	1	1						
Vaill, Essie	78.3	4-	94-A	4	4	3	3	4	3	4	3						
Worlds, Trudy	81.7	4	97-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	DOK 2	DOK 3	OA.1	OA.2	OA.3	NBT.1	NBT.2	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #
			n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#	n=#	n=#		
Jones, K	2	20	63.1	65.0	82-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2						
Northside District	All	81	62.8	59.3	82-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0						
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						

<b>SCHOOL REPORT</b>	<b>TN 2018-19 BENCHMARK 3RD GRADE MATH</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30	Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard											
	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1	DOK 2	DOK 3	OA.1	OA.2	OA.3	NBT.1	NBT.2	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #	
				n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#		
Class, Sch, & District Summary	Cls Per	Tot Val Sco																
Jones, K	2	20	63.1	65.0	82-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	85-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	79-C	2.8	2.6	1.6	2.8	2.3	2.0	2.7	2.8					
Northside District	All	81	62.8	59.3	82-C	3.1	2.9	2.3	2.9	2.7	2.2	2.9	3.0					
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					

<b>DISTRICT REPORT</b>	<b>TN 2018-19 BENCHMARK 3RD GRADE MATH</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30	Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard											
	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1	DOK 2	DOK 3	OA.1	OA.2	OA.3	NBT.1	NBT.2	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #	
				n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#		
School & District Summary	Cls Per	Tot Val Sco																
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					
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					
Westside	All	111	51.8	37.1	74-D	3.0	2.6	1.4	2.3	2.3	1.6	2.3	2.9					
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					

**CLASS REPORT**

**TN 2018-19 BENCHMARK  
6TH GRADE ELA**

**TRADITIONAL  
3RD ADMINISTRATION**



Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
James, Patricia	Period:	Total Scores:	Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=22	Read Info n=20	Lang n=8	Literary n=22	Informational n=28
Alan, Michael			56.7	3-	78-C	3	3	2	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
Clayton, Kendra			38.3	2-	68-F	2	2	1	2	2	1	2	1	1	2	1
Crudup, Natalie			31.7	1	65-F	2	1	1	2	1	1	2	1	1	2	1
Davis, Maria			36.7	1+	67-F	2	2	1	2	2	1	2	1	1	2	1
Dragaj, Sestina			66.7	3	88-B	4	3	3	3	4	2	4	2	3	4	2
Dugan, Saria			91.7	4+	100-A	4	4	4	4	4	4	4	4	4	4	4
Elphman, Grace			83.3	4	98-A	4	4	3	4	4	3	4	4	3	4	4
Field, Rodney			41.7	2-	69-F	2	2	1	2	2	1	2	1	1	2	1
Groden, Shelley			73.3	3+	92-B	4	4	4	4	4	3	4	2	4	4	2
Hackett, Brian			81.7	4	97-A	4	4	3	4	4	4	4	4	3	4	4
Jackson, Sarah			65.0	3	86-B	4	3	2	4	3	2	4	3	2	4	3
Lance, Sean			53.3	2+	76-D	3	3	1	3	2	2	3	2	1	3	2
Montague, Shiela			78.3	4-	94-A	4	3	3	4	4	3	4	4	3	4	4
Nealson, Rashawn			43.3	2	70-D	2	3	1	2	2	2	2	1	1	2	1
Paton, Trevaugn			76.7	4-	93-A	4	4	3	4	4	3	4	3	3	4	3
Peirce, Roberto			70.0	3+	90-B	4	3	3	3	3	4	4	4	3	4	4
Reed, Felicia			28.3	1-	62-F	1	1	1	1	1	1	1	1	1	1	1
Sanders, Kecia			78.3	4-	94-A	3	4	3	4	4	3	3	4	3	3	4
Sears, Kelli			81.7	4	97-A	4	4	3	4	4	3	4	4	3	4	4
Class, Sch, & District Summary	Cls Per	Tot Val Sco	Avg Pct Corr	Proj Perc Prof	Avg Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=22	Read Info n=20	Read Voc n=8	Literary n=22	Informational n=28
James, P	2	20	63.1	65.0	82-C	3.2	3.1	2.4	3.2	3.0	2.5	3.2	2.7	2.4	3.2	2.7
Northside	All	81	62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
District	All	301	60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6

**SCHOOL REPORT**

**TN 2018-19 BENCHMARK  
6TH GRADE ELA**

**TRADITIONAL  
3RD ADMINISTRATION**



Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
Class, Sch, & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=18	Read Info n=12	Lang n=8	Literary n=22	Informational n=28
James, P	2	20	63.1	65.0	82-C	3.2	3.1	2.4	3.2	3.0	2.5	3.2	2.7	2.4	3.2	2.7
Paul, C	5	31	67.2	67.8	85-B	3.3	3.1	2.5	3.3	3.1	2.7	3.3	2.8	2.5	3.3	2.8
Small, N	3	30	58.3	46.6	79-C	2.6	2.3	2.0	2.8	2.6	1.6	2.6	2.4	2.0	2.6	2.4
Northside	All	81	62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
District	All	301	60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6

**DISTRICT REPORT**

**TN 2018-19 BENCHMARK  
6TH GRADE ELA**

**TRADITIONAL  
3RD ADMINISTRATION**



Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
School & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=18	Read Info n=12	Lang n=8	Literary n=22	Informational n=28
Eastside	All	109	67.1	62.1	84-C	3.0	3.0	2.2	3.3	3.0	2.3	3.0	2.8	2.2	3.0	2.8
Northside	All	81	62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
Westside	All	111	51.8	37.1	74-D	2.3	2.3	1.6	3.0	2.6	1.4	2.3	2.3	1.6	2.3	2.3
District	All	301	60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6



<b>CLASS REPORT</b>	<b>TN 2018-19 BENCHMARK 6TH GRADE MATH</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30	Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard										
	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1	DOK 2	DOK 3	RP.1	RP.2	RP.3	NS.1	NS.2	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #
				n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#	n=#
Jones, K																	
Period:	2																
Total Scores:	20																
Crudup, James	56.7	3-	78-C	3	3	2	3	3	2	3	3						
Davis, Brevard	85.0	4+	99-A	4	4	4	4	4	4	4							
Doe, Jane	38.3	2-	68-F	2	2	1	2	1	2	2							
Dragaj, Justina	31.7	1	65-F	2	1	1	2	1	1	2							
Earman, Marianne	36.7	1+	67-F	2	2	1	2	1	1	2							
Fifield, Mary	66.7	3	88-B	3	4	2	4	2	3	3	4						
Groden, Shelley	91.7	4+	100-A	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-	69-F	2	2	1	2	1	2	2							
Inasuku, Deshawn	73.3	3+	92-B	4	4	3	4	2	4	4	4						
Krenzke, Rosalind	81.7	4	97-A	4	4	4	4	4	3	4	4						
Laboy, Bernard	65.0	3	86-B	4	3	2	4	3	2	3	4						
Mockus, Zackary	53.3	2+	76-D	3	2	2	3	2	1	3	3						
Pou, Valerie	78.3	4-	94-A	4	4	3	4	4	3	3	4						
Reich, Winnie	43.3	2	70-D	2	2	2	2	1	1	3	2						
Roudabush, Cruz	76.7	4-	93-A	4	4	3	4	3	3	4	4						
Smith, Pilar	70.0	3+	90-B	3	3	4	4	3	3	3	4						
Tinnes, Billie	28.3	1-	62-F	1	1	1	1	1	1	1	1						
Vaill, Essie	78.3	4-	94-A	4	4	3	3	4	3	4	3						
Worlds, Trudy	81.7	4	97-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	DOK 2	DOK 3	RP.1	RP.2	RP.3	NS.1	NS.2	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #
			n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#	n=#	n=#	n=#	n=#
Jones, K	2	20	63.1	65.0	82-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2						
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						
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						

<b>SCHOOL REPORT</b>	<b>TN 2018-19 BENCHMARK 6TH GRADE MATH</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30	Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard											
	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1	DOK 2	DOK 3	RP.1	RP.2	RP.3	NS.1	NS.2	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #	
				n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#	n=#	
Class, Sch, & District Summary																		
Jones, K	2	20	63.1	65.0	82-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	85-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	79-C	2.8	2.6	1.6	2.8	2.3	2.0	2.7	2.8					

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						
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						

<b>DISTRICT REPORT</b>	<b>TN 2018-19 BENCHMARK 6TH GRADE MATH</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30	Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard											
	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1	DOK 2	DOK 3	RP.1	RP.2	RP.3	NS.1	NS.2	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #	
				n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#	n=#	
School & District Summary																		
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					
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					
Westside	All	111	51.8	37.1	74-D	3.0	2.6	1.4	2.3	2.3	1.6	2.3	2.9					

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						
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<b>CLASS REPORT</b>	<b>TN 2018-19 BENCHMARK ENGLISH 2</b>	<b>TRADITIONAL 3RD ADMINISTRATION</b>	
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Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
James, Patricia	Period: 2	Total Scores: 20	Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=22	Read Info n=20	Lang n=8	Literary n=22	Informational n=28
Alan, Michael			56.7	3-	78-C	3	3	2	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
Clayton, Kendra			38.3	2-	68-F	2	2	1	2	2	1	2	1	1	2	1
Crudup, Natalie			31.7	1	65-F	2	1	1	2	1	1	2	1	1	2	1
Davis, Maria			36.7	1+	67-F	2	2	1	2	2	1	2	1	1	2	1
Dragaj, Sestina			66.7	3	88-B	4	3	3	3	4	2	4	2	3	4	2
Dugan, Saria			91.7	4+	100-A	4	4	4	4	4	4	4	4	4	4	4
Elphman, Grace			83.3	4	98-A	4	4	3	4	4	3	4	4	3	4	4
Field, Rodney			41.7	2-	69-F	2	2	1	2	2	1	2	1	1	2	1
Groden, Shelley			73.3	3+	92-B	4	4	4	4	4	3	4	2	4	4	2
Hackett, Brian			81.7	4	97-A	4	4	3	4	4	4	4	4	3	4	4
Jackson, Sarah			65.0	3	86-B	4	3	2	4	3	2	4	3	2	4	3
Lance, Sean			53.3	2+	76-D	3	3	1	3	2	2	3	2	1	3	2
Montague, Shiela			78.3	4-	94-A	4	3	3	4	4	3	4	4	3	4	4
Nealson, Rashawn			43.3	2	70-D	2	3	1	2	2	2	2	1	1	2	1
Paton, Trevaugn			76.7	4-	93-A	4	4	3	4	4	3	4	3	3	4	3
Peirce, Roberto			70.0	3+	90-B	4	3	3	3	3	4	4	4	3	4	4
Reed, Felicia			28.3	1-	62-F	1	1	1	1	1	1	1	1	1	1	1
Sanders, Kecia			78.3	4-	94-A	3	4	3	4	4	3	3	4	3	3	4
Sears, Kelli			81.7	4	97-A	4	4	3	4	4	3	4	4	3	4	4
Class, Sch, & District Summary	Cls Per	Tot Val Sco	Avg Pct Corr	Proj Perc Ach Lvl	Avg Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=22	Read Info n=20	Read Voc n=8	Literary n=22	Informational n=28
James, P	2	20	63.1	65.0	82-C	3.2	3.1	2.4	3.2	3.0	2.5	3.2	2.7	2.4	3.2	2.7
Northside	All	81	62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
District	All	301	60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6

<b>SCHOOL REPORT</b>	<b>TN 2018-19 BENCHMARK ENGLISH 2</b>	<b>TRADITIONAL 3RD ADMINISTRATION</b>	
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Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
Class, Sch, & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=18	Read Info n=12	Lang n=8	Literary n=22	Informational n=28
James, P	2	20	63.1	65.0	82-C	3.2	3.1	2.4	3.2	3.0	2.5	3.2	2.7	2.4	3.2	2.7
Paul, C	5	31	67.2	67.8	85-B	3.3	3.1	2.5	3.3	3.1	2.7	3.3	2.8	2.5	3.3	2.8
Small, N	3	30	58.3	46.6	79-C	2.6	2.3	2.0	2.8	2.6	1.6	2.6	2.4	2.0	2.6	2.4
Northside	All	81	62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
District	All	301	60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6


<b>DISTRICT REPORT</b>	<b>TN 2018-19 BENCHMARK ENGLISH 2</b>	<b>TRADITIONAL 3RD ADMINISTRATION</b>	
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Assessment items: 50			Total Outcomes			Text Difficulty			DoK Results			Strands			Genres	
School & District Summary	Cls Per	Tot Val Sco	Pct Corr	Proj Ach Lvl	Sugg Marks	E n=16	M n=17	H n=17	DoK 1 n=14	DoK 2 n=22	DoK 3 n=14	Read Lit n=18	Read Info n=12	Lang n=8	Literary n=22	Informational n=28
Eastside	All	109	67.1	62.1	84-C	3.0	3.0	2.2	3.3	3.0	2.3	3.0	2.8	2.2	3.0	2.8
Northside	All	81	62.8	59.3	82-C	2.9	2.9	2.2	3.1	2.9	2.3	2.9	2.7	2.2	2.9	2.7
Westside	All	111	51.8	37.1	74-D	2.3	2.3	1.6	3.0	2.6	1.4	2.3	2.3	1.6	2.3	2.3
District	All	301	60.3	52.1	79-C	2.8	2.7	2.0	3.2	2.8	1.9	2.8	2.6	2.0	2.8	2.6

<b>CLASS REPORT</b>	<b>TN 2018-19 BENCHMARK ALGEBRA 1</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30	Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard											
	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	A.APR.1 n=4	A.APR.2 n=6	A.CED.1 n=7	A.CED.2 n=8	A.CED.3 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	
Jones, K	56.7	3-	78-C	3	3	2	3	3	2	3	3							
Period: 2	85.0	4+	99-A	4	4	4	4	4	4	4	4							
Total Scores: 20	38.3	2-	68-F	2	2	1	2	1	1	2	2							
Crudup, James	31.7	1	65-F	2	1	1	2	1	1	1	2							
Davis, Brevard	36.7	1+	67-F	2	2	1	2	1	1	2	2							
Doe, Jane	66.7	3	88-B	3	4	2	4	2	3	3	4							
Dragaj, Justina	91.7	4+	100-A	4	4	4	4	4	4	4	4							
Earman, Marianne	83.3	4	98-A	4	4	3	4	4	3	4	4							
Fifield, Mary	41.7	2-	69-F	2	2	1	2	1	1	2	2							
Groden, Shelley	73.3	3+	92-B	4	4	3	4	2	4	4	4							
Haakinson, Sue	81.7	4	97-A	4	4	4	4	4	3	4	4							
Hasty, LaShawn	65.0	3	86-B	4	3	2	4	3	2	3	4							
Inasuku, Deshawn	53.3	2+	76-D	3	2	2	3	2	1	3	3							
Krenzke, Rosalind	78.3	4-	94-A	4	4	3	4	4	3	3	4							
Laboy, Bernard	43.3	2	70-D	2	2	2	2	1	1	3	2							
Mockus, Zackary	76.7	4-	93-A	4	4	3	4	3	3	4	4							
Pou, Valerie	70.0	3+	90-B	3	3	4	4	4	3	3	4							
Reich, Winnie	28.3	1-	62-F	1	1	1	1	1	1	1	1							
Roudabush, Cruz	78.3	4-	94-A	4	4	3	3	4	3	4	3							
Smith, Pilar	81.7	4	97-A	4	4	3	4	4	3	4	4							
Tinnes, Billie																		
Vaill, Essie																		
Worlds, Trudy																		

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	A.APR.1 n=4	A.APR.2 n=6	A.CED.1 n=7	A.CED.2 n=8	A.CED.3 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	63.1	65.0	82-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2						
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						
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						

<b>SCHOOL REPORT</b>	<b>TN 2018-19 BENCHMARK ALGEBRA 1</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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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 Perc Prof	Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	A.APR.1 n=4	A.APR.2 n=6	A.CED.1 n=7	A.CED.2 n=8	A.CED.3 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#
Jones, K	2	20	63.1	65.0	82-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	85-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	79-C	2.8	2.6	1.6	2.8	2.3	2.0	2.7	2.8						

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						
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						

<b>DISTRICT REPORT</b>	<b>TN 2018-19 BENCHMARK ALGEBRA 1</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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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	A.APR.1 n=4	A.APR.2 n=6	A.CED.1 n=7	A.CED.2 n=8	A.CED.3 n=5	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						
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						
Westside	All	111	51.8	37.1	74-D	3.0	2.6	1.4	2.3	2.3	1.6	2.3	2.9						

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						
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<b>CLASS REPORT</b>	<b>TN 2018-19 BENCHMARK BIOLOGY</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30 Jones, K Period: 2 Total Scores: 20	Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard											
	Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	LS1.1 n=4	LS1.2 n=6	LS1.3 n=7	LS2.1 n=8	LS2.2 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	
Crudup, James	56.7	3-	78-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-	68-F	2	2	1	2	1	1	2	2							
Dragaj, Justina	31.7	1	65-F	2	1	1	2	1	1	1	2							
Earman, Marianne	36.7	1+	67-F	2	2	1	2	1	1	2	2							
Fifield, Mary	66.7	3	88-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-	69-F	2	2	1	2	1	1	2	2							
Inasuku, Deshawn	73.3	3+	92-B	4	4	3	4	2	4	4	4							
Krenzke, Rosalind	81.7	4	97-A	4	4	4	4	4	3	4	4							
Laboy, Bernard	65.0	3	86-B	4	3	2	4	3	2	3	4							
Mockus, Zackary	53.3	2+	76-D	3	2	2	3	2	1	3	3							
Pou, Valerie	78.3	4-	94-A	4	4	3	4	4	3	3	4							
Reich, Winnie	43.3	2	70-D	2	2	2	2	1	1	3	2							
Roudabush, Cruz	76.7	4-	93-A	4	4	3	4	3	3	4	4							
Smith, Pilar	70.0	3+	90-B	3	3	4	4	4	3	3	4							
Tinnes, Billie	28.3	1-	62-F	1	1	1	1	1	1	1	1							
Vaill, Essie	78.3	4-	94-A	4	4	3	3	4	3	4	3							
Worlds, Trudy	81.7	4	97-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	LS1.1 n=4	LS1.2 n=6	LS1.3 n=7	LS2.1 n=8	LS2.2 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	
Jones, K	2	20	63.1	65.0	82-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2							
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							
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							

<b>SCHOOL REPORT</b>	<b>TN 2018-19 BENCHMARK BIOLOGY</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30 Class, Sch, & District Summary	Cls Per	Tot Val Sco	Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard											
			Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	LS1.1 n=4	LS1.2 n=6	LS1.3 n=7	LS2.1 n=8	LS2.2 n=5	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	Stan # n=#	
Jones, K	2	20	63.1	65.0	82-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	85-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	79-C	2.8	2.6	1.6	2.8	2.3	2.0	2.7	2.8							

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							
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							

<b>DISTRICT REPORT</b>	<b>TN 2018-19 BENCHMARK BIOLOGY</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30 School & District Summary	Cls Per	Tot Val Sco	Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard											
			Pct Corr	Proj Ach Lvl	Sugg Marks	DOK 1 n=8	DOK 2 n=16	DOK 3 n=6	LS1.1 n=4	LS1.2 n=6	LS1.3 n=7	LS2.1 n=8	LS2.2 n=5	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							
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							
Westside	All	111	51.8	37.1	74-D	3.0	2.6	1.4	2.3	2.3	1.6	2.3	2.9							

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							
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<b>CLASS REPORT</b>	<b>TN 2018-19 BENCHMARK US HISTORY</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30			Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard											
			Pct	Proj	Sugg	DOK	DOK	DOK	Indus	ImEx	Prog	Imp	WW1	Stan	Stan	Stan	Stan	Stan	Stan	
			Corr	Ach	Marks	1	2	3	n=4	n=6	n=7	n=8	n=5	#	#	#	#	#	#	
				Lvl		n=8	n=16	n=6						n=#	n=#	n=#	n=#	n=#	n=#	
Jones, K						3	3	2	3	3	2	3	3							
Period:	2					4	4	4	4	4	4	4	4							
Total Scores:	20					2	2	1	2	1	1	2	2							
Crudup, James			56.7	3-	78-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-	68-F	2	2	1	2	1	1	2	2							
Dragaj, Justina			31.7	1	65-F	2	1	1	2	1	1	1	2							
Earman, Marianne			36.7	1+	67-F	2	2	1	2	1	1	2	2							
Fifield, Mary			66.7	3	88-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-	69-F	2	2	1	2	1	1	2	2							
Inasuku, Deshawn			73.3	3+	92-B	4	4	3	4	2	4	4	4							
Krenzke, Rosalind			81.7	4	97-A	4	4	4	4	4	3	4	4							
Laboy, Bernard			65.0	3	86-B	4	3	2	4	3	2	3	4							
Mockus, Zackary			53.3	2+	76-D	3	2	2	3	2	1	3	3							
Pou, Valerie			78.3	4-	94-A	4	4	3	4	4	3	3	4							
Reich, Winnie			43.3	2	70-D	2	2	2	2	1	1	3	2							
Roudabush, Cruz			76.7	4-	93-A	4	4	3	4	3	3	4	4							
Smith, Pilar			70.0	3+	90-B	3	3	4	4	4	3	3	4							
Tinnes, Billie			28.3	1-	62-F	1	1	1	1	1	1	1	1							
Vaill, Essie			78.3	4-	94-A	4	4	3	3	4	3	4	3							
Worlds, Trudy			81.7	4	97-A	4	4	3	4	4	3	4	4							

Class, Sch, & District Summary			Avg Pct	Proj Perc	Avg Sugg	DOK 1	DOK 2	DOK 3	Indus	ImEx	Prog	Imp	WW1	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #
			Corr	Prof	Marks	n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#	n=#
Jones, K	2	20	63.1	65.0	82-C	3.2	3.0	2.5	3.2	2.7	2.4	3.1	3.2						
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						
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						

<b>SCHOOL REPORT</b>	<b>TN 2018-19 BENCHMARK US HISTORY</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30			Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard											
			Pct	Proj	Sugg	DOK	DOK	DOK	Indus	ImEx	Prog	Imp	WW1	Stan	Stan	Stan	Stan	Stan	Stan	
			Corr	Ach	Marks	1	2	3	n=4	n=6	n=7	n=8	n=5	#	#	#	#	#	#	
				Lvl		n=8	n=16	n=6						n=#	n=#	n=#	n=#	n=#	n=#	
Class, Sch, & District Summary	Cls Per	Tot Val Sco																		
Jones, K	2	20	63.1	65.0	82-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	85-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	79-C	2.8	2.6	1.6	2.8	2.3	2.0	2.7	2.8							

Northside District			Avg Pct	Proj Perc	Avg Sugg	DOK 1	DOK 2	DOK 3	Indus	ImEx	Prog	Imp	WW1	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #
			Corr	Prof	Marks	n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#	n=#
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						
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						


<b>DISTRICT REPORT</b>	<b>TN 2018-19 BENCHMARK US HISTORY</b>	<b>TRADITIONAL 1ST ADMINISTRATION</b>	
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Assessment items: 30			Total Outcomes			Depth of Knowledge			Items and Ach Level for each Standard											
			Pct	Proj	Sugg	DOK	DOK	DOK	Indus	ImEx	Prog	Imp	WW1	Stan	Stan	Stan	Stan	Stan	Stan	
			Corr	Ach	Marks	1	2	3	n=4	n=6	n=7	n=8	n=5	#	#	#	#	#	#	
				Lvl		n=8	n=16	n=6						n=#	n=#	n=#	n=#	n=#	n=#	
School & District Summary	Cls Per	Tot Val Sco																		
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							
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							
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							

District			Avg Pct	Proj Perc	Avg Sugg	DOK 1	DOK 2	DOK 3	Indus	ImEx	Prog	Imp	WW1	Stan #	Stan #	Stan #	Stan #	Stan #	Stan #
			Corr	Prof	Marks	n=8	n=16	n=6	n=4	n=6	n=7	n=8	n=5	n=#	n=#	n=#	n=#	n=#	n=#
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						

# Student Report for Parents

<b>STUDENT REPORT</b>	<b>TN 2018-19 BENCHMARK 7TH GRADE ELA</b>	<b>TRADITIONAL 3RD ADMINISTRATION</b>	
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<u>Student Information</u>	
<b>Name:</b>	Student Name
<b>Teacher:</b>	Teacher Name
<b>Period:</b>	Class Period
<b>School:</b>	School Name
<b>District:</b>	District Name

<u>Achievement Levels &amp; Descriptions</u>
1 - Below Grade-Level (Below)
2 - Approaching Grade-Level (Approaching)
3 - On Grade-Level (On-track)
4 - Mastered Grade-Level (Mastered)

## 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.

<b>*Overall Achievement Level:</b>	<b>3-</b>
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### Strand/Genre/Text Difficulty

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

Genre	Ach Lev
Literary	3
Nonfiction/Informational	2

Text Difficulty	Ach Lev
Easy	3
Medium	3
Hard	2

### Depth of Knowledge

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

**DoK 1 Achievement Level:** 3

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

**DoK 2 Achievement Level:** 3

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

**DoK 3 Achievement Level:** 1

### Comparison

Number of items answered correctly on this assessment: 23

Number of items answered correctly needed for proficiency: 22

Difference: 1

\* For the Overall Achievement Level we project where within the level a student will be:

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](http://www.TE21.com/samples)



# Item Analysis

<b>Teacher:</b>								
<b>Period:</b>								
<b>Subject: 5th Grade ELA</b>								
<b>School:</b>								
Item	mc_item1	mc_item2	mc_item3	mc_item4	mc_item5	mc_item6	mc_item7	mc_item8
Standard	L.5.5b	L.5.5b	RL.5.5	RL.5.5	RL.5.2	RL.5.1	RL.5.6	RL.5.1
DoK	2	2	2	2	2	1	2	1
Text Difficulty	M	M	M	M	M	M	E	E
Genre	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	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	<b>A</b>	<b>C</b>	<b>B</b>	<b>D</b>	<b>C</b>	<b>A</b>	<b>C</b>	<b>D</b>
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

<b>Teacher:</b>								
<b>Period:</b>								
<b>Subject: 5th Grade Math</b>								
<b>School:</b>								
Item	mc_item1	mc_item2	mc_item3	mc_item4	mc_item5	mc_item6	mc_item7	mc_item8
Standard	OA.1	OA.2	OA.1	OA.3	NBT.1	NBT.2	NBT.1	NBT.1
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	<b>A</b>	<b>C</b>	<b>B</b>	<b>D</b>	<b>C</b>	<b>A</b>	<b>C</b>	<b>D</b>
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

<b>Subject: 5th Grade Math</b>										
<b>School:</b>										
<b>District:</b>										
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
<b>Correct Answer</b>	<b>D</b>	<b>A</b>	<b>D</b>	<b>C</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>C</b>	<b>A</b>
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
<b>School</b>	<b>86.86</b>	<b>75.75</b>	<b>81.81</b>	<b>24.24</b>	<b>75.76</b>	<b>48.48</b>	<b>57.58</b>	<b>49.49</b>	<b>49.49</b>	<b>51.51</b>
<b>District</b>	<b>81.32</b>	<b>74.73</b>	<b>86.81</b>	<b>26.01</b>	<b>75.09</b>	<b>52.38</b>	<b>61.17</b>	<b>57.88</b>	<b>44.69</b>	<b>53.11</b>

## District Item Analysis

<b>Subject: 5th Grade Math</b>										
<b>District:</b>										
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
<b>Correct Answer</b>	<b>D</b>	<b>A</b>	<b>D</b>	<b>C</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>C</b>	<b>A</b>
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
<b>District</b>	<b>81.32</b>	<b>74.73</b>	<b>86.81</b>	<b>26.01</b>	<b>75.09</b>	<b>52.38</b>	<b>61.17</b>	<b>57.88</b>	<b>44.69</b>	<b>53.11</b>





# 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; SCCCRC K-8, Algebra I; MCCRS K-8, Algebra I
- ELA items:
  - CC K-8, English II; SCCCRC 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:

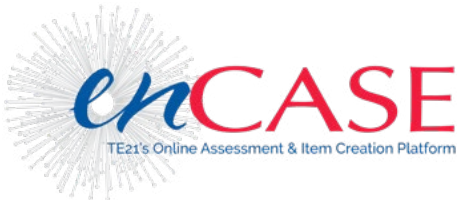
- Administer tests completely online or in print.
- Collaborate and share customized assessments with colleagues.
- See instant results with automated scoring for online tests.
- View graphical reports to monitor progress at the individual student, class, school, or district level.
- Get fast, direct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

*\*New items and item types added throughout the year.*



**Item Bank**  
Product of TE21, Inc.

New items and item types are added throughout the year.

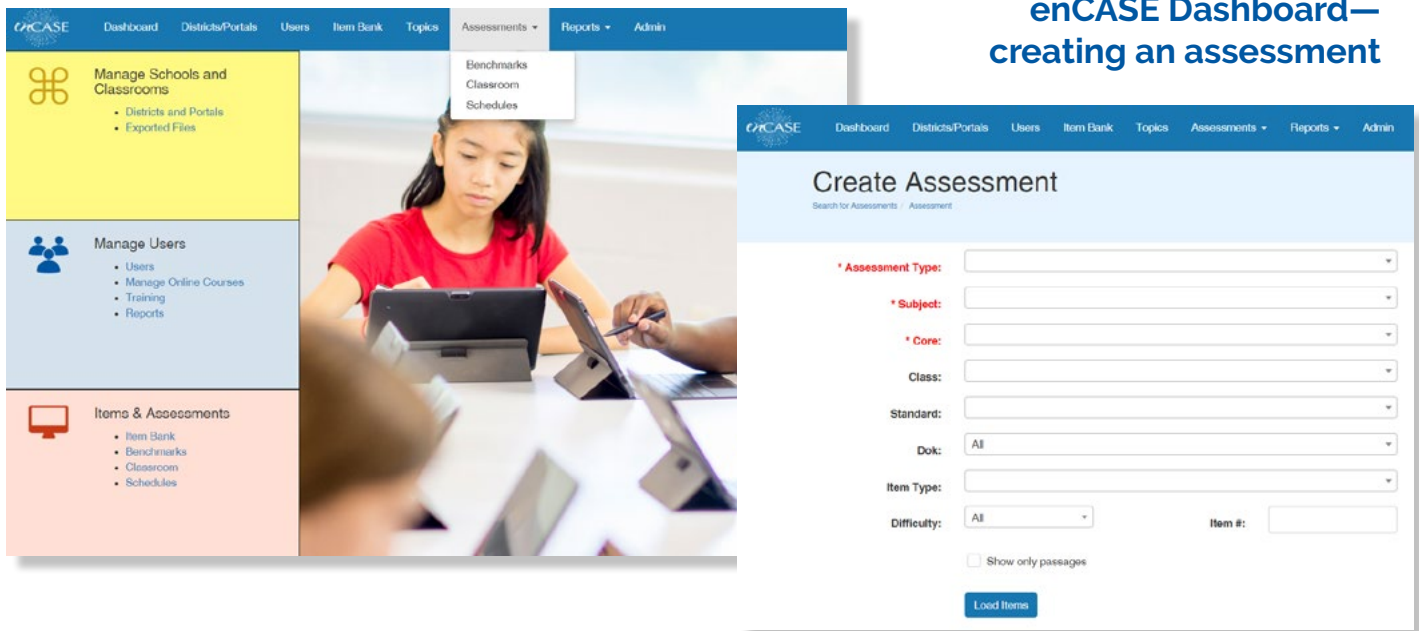


“Powerful and Easy to Use” are words used by teachers and administrators to describe the newly developed enCASE Platform for assessment delivery and creation by TE21. With enCASE, teachers can administer TE21’s award-winning CASE Benchmark Assessments and access over 70,000 items in TE21’s CASE Item 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](http://www.TE21.com/enCASESupport).

## enCASE Dashboard— creating an assessment



### Powerful and Easy to Use

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

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

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



## Preview questions and passages before adding to an assessment

The screenshot shows the CASE system interface. On the left, there is a sidebar with several items listed, each with an 'Add' button. The main area displays a preview window for an assessment item titled '2017-0602-195220-113-v1'. The window has 'Prev' and 'Next' navigation buttons at the top. Below the title, it shows 'Subject: Language Arts', 'Difficulty:', and 'Dok:'. The item ID '2017-0602-195220-113-v1' is displayed. The passage is titled '"Beach Day"' and contains the following text: "There are five words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, choose the correct replacement." Below this, the passage title '"Beach Day"' is centered. The passage text begins with "Isn't this far enough? There's no one else here!" I said, dragging my beach chair between me as we walked across the sand. "Only a little farther," my dad replied. "Our choice is to either walk a little nor be packed together like sardines. You know it will fill up later in the day." He was carrying more than I was, but he hated sharing the beach with a whole crowd of people. He always made us march down the beach for what seemed like miles from our hotel until he spotted a site he liked. "Here, this is good, right? It even looks like some kids built a sandcastle here". At the bottom of the preview window, there are 'Close' and 'Preview Passage Items' buttons.

**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.

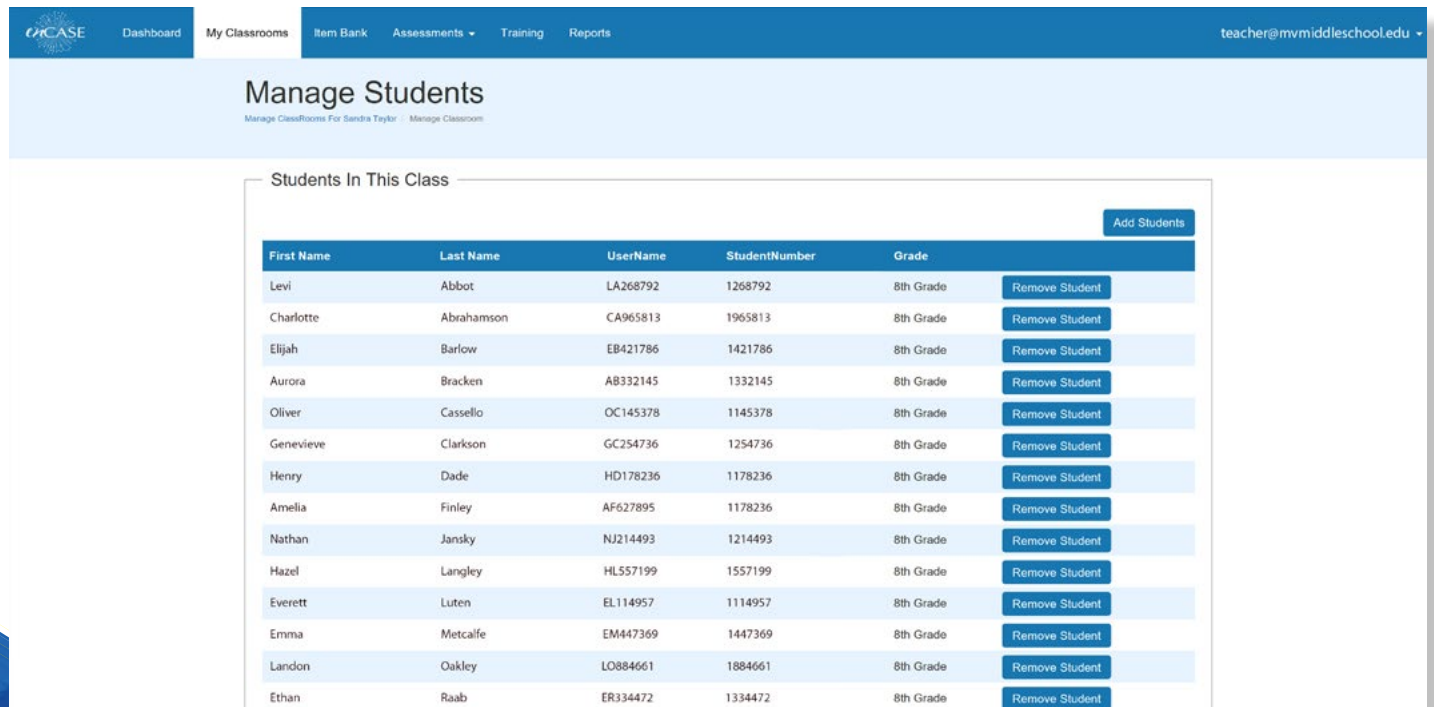
**Real-Time Results** – Student answers are instantly scored and recorded to their student file. Results show percentage overall, item analysis and standard-based results.

**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



The screenshot displays the 'Manage Students' interface in the enCASE system. The top navigation bar includes 'enCASE', 'Dashboard', 'My Classrooms', 'Item Bank', 'Assessments', 'Training', and 'Reports'. The user's email, 'teacher@mvmiddleschool.edu', is visible in the top right. The main heading is 'Manage Students' with a sub-heading 'Manage Classrooms For Sandra Taylor - Manage Classroom'. Below this, a section titled 'Students In This Class' contains a table of student information and an 'Add Students' button.

First Name	Last Name	UserName	StudentNumber	Grade	
Levi	Abbot	LA268792	1268792	8th Grade	<a href="#">Remove Student</a>
Charlotte	Abrahamson	CA965813	1965813	8th Grade	<a href="#">Remove Student</a>
Elijah	Barlow	EB421786	1421786	8th Grade	<a href="#">Remove Student</a>
Aurora	Bracken	AB332145	1332145	8th Grade	<a href="#">Remove Student</a>
Oliver	Cassello	OC145378	1145378	8th Grade	<a href="#">Remove Student</a>
Genevieve	Clarkson	GC254736	1254736	8th Grade	<a href="#">Remove Student</a>
Henry	Dade	HD178236	1178236	8th Grade	<a href="#">Remove Student</a>
Amelia	Finley	AF627895	1178236	8th Grade	<a href="#">Remove Student</a>
Nathan	Jansky	NJ214493	1214493	8th Grade	<a href="#">Remove Student</a>
Hazel	Langley	HL557199	1557199	8th Grade	<a href="#">Remove Student</a>
Everett	Luten	EL114957	1114957	8th Grade	<a href="#">Remove Student</a>
Emma	Metcalfe	EM447369	1447369	8th Grade	<a href="#">Remove Student</a>
Landon	Oakley	LO884661	1884661	8th Grade	<a href="#">Remove Student</a>
Ethan	Raab	ER334472	1334472	8th Grade	<a href="#">Remove Student</a>

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

# Class summary reports by standard, question, and DOK

## Reports - Classroom Summary

Reports - Classroom Summary Report

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

### Report Type

By Standard  By Question  By DOK

Export to Excel

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

Total Number of Sessions: 23

Standard	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%
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 10:05:33 AM - 11/1/2018 11:19:05 AM  
 Total Questions: 50  
 Total Standards: 22  
 Assessment Core: ST: Science (2010)  
 Subject: Science  
 Difficulty: 2.260

Total Number of Sessions: 23

Standard	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?		
Questions aligned to standard		
NCES.8.P.1.4 - Explain how the idea of atoms and a balanced chemical equation support the law of conservation of mass.		
2) Examine the list of facts about geothermal energy. 1. No fuel is required after installation is complete. 2. Harmful gases and toxic heavy metals may be released. 3. Good building sites are often located far from population centers. 4. Construction may affect the stability of the land, influencing earthquakes. 5. Heat generated underground from Earth's core is used as a source of energy. Which facts in the list are limitations or environmental consequences of geothermal energy? Select ALL that apply.		
Questions aligned to standard		
NCES.8.P.2.1 - Explain the environmental consequences of the various methods of obtaining, transforming and distributing energy.		
3) A virus causes an outbreak in South America. The virus has no known cure and later spreads to North America, Europe, Asia, and eventually Africa. What can be understood about the spread of the virus?		
Questions aligned to standard		
NCES.8.P.2.1 - Explain the environmental consequences of the various methods of obtaining, transforming and distributing energy.		

## Reports - Classroom Summary

Reports - Classroom Summary Report

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

### Report Type

By Standard  By Question  By DOK

Export to Excel

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

Total Number of Sessions: 23

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



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



## Prepare Students for the ACT with the CASE READY Assessment

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

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

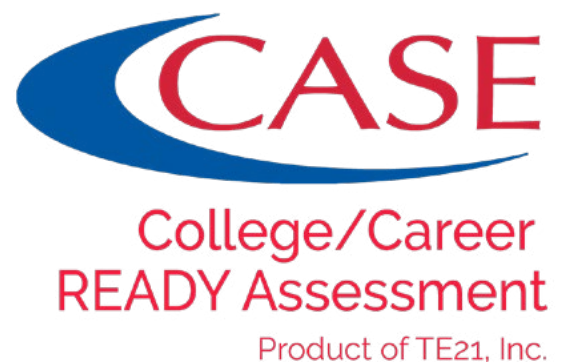
### CASE READY Assessment

- Mirrors the content, time, and length of the ACT.
- Covers four areas: English, reading, mathematics, science.
- Developed by a team of expert educators and assessment writers.
- All questions are newly created and are not pulled from old ACT tests.
- Provides reports for students, schools, and districts.



### Diagnostic Data Targets Content Knowledge and Question Type

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

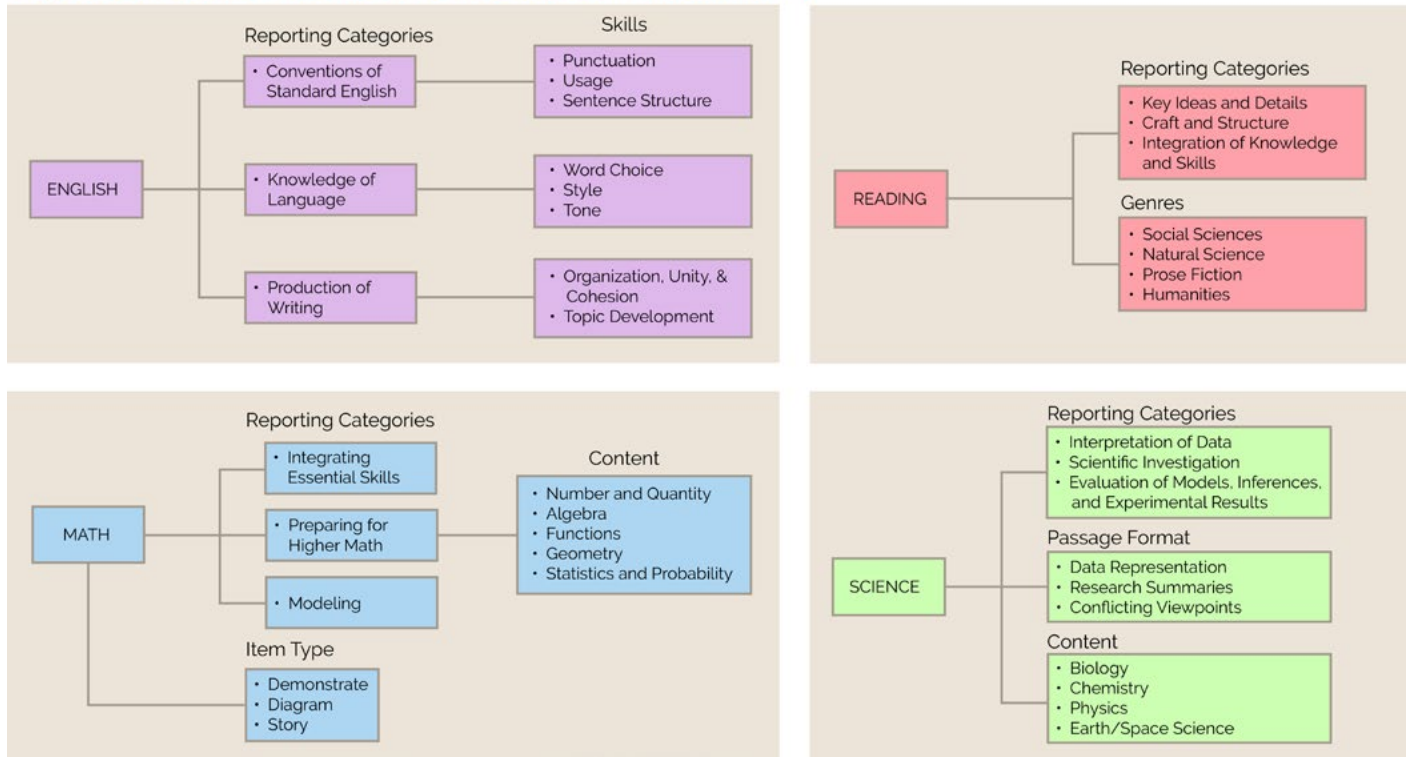


CASE READY Assessment tests student content knowledge—it's not just for test taking skills practice.

## 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

<b>STUDENT REPORT</b>	<b>2018-19 CCRA Ready Assessment</b>	<b>Traditional/Year 1st Administration</b>	
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<p style="text-align: center;"><b>Student Information:</b></p> <p><b>Name:</b> John Smith  <b>Year:</b> 2017-18  <b>School:</b> Alpha High  <b>District:</b> Magnolia</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center;">Overall Achievement Levels</th> <th style="text-align: center;">Range</th> </tr> <tr> <td>1 - Below College Ready</td> <td>1 - 12</td> </tr> <tr> <td>2 - Near College Ready</td> <td>13 - 20</td> </tr> <tr> <td>3 - College Ready</td> <td>21 - 27</td> </tr> <tr> <td>4 - Above College Ready</td> <td>28 - 36</td> </tr> </table>	Overall Achievement Levels	Range	1 - Below College Ready	1 - 12	2 - Near College Ready	13 - 20	3 - College Ready	21 - 27	4 - Above College Ready	28 - 36
Overall Achievement Levels	Range										
1 - Below College Ready	1 - 12										
2 - Near College Ready	13 - 20										
3 - College Ready	21 - 27										
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.

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	<b>20</b>	<b>21</b>

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

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

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

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

Science	
<b>Interpretation of Data</b>	<b>3</b>
<b>Scientific Investigation</b>	<b>2</b>
<b>Eval of Models, Inferences, and Exp Results</b>	<b>2</b>
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	<b>Conventions of Standard English (COSE):</b>
	<b>Punctuation (PUNC):</b> Recognize correct punctuation in Standard English
	<b>Grammar &amp; Usage (USAG):</b> Recognize correct grammar and usage in Standard English
	<b>Sentence Structure (SSTF):</b> Understand clauses, placement of modifiers, and shifts in sentence structure
	<b>Knowledge of Language (KNOL):</b>
	<b>Word Choice, Style &amp; Tone (WCST):</b> Make appropriate word choices to ensure concision and precision of writing, style, and tone
	<b>Production of Writing (PROW):</b>
	<b>Organization, Unity, &amp; Cohesion (ORUC):</b> 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
	<b>Topic Development (TODE):</b> 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	<b>Integrating Essential Skills (IESK):</b> Concepts prior to 8th grade such as rates, percentages, and proportional relationships; expressions; geometric concepts; and, basic statistical concepts
	<b>Preparing for Higher Math (PHMA):</b> Mathematical content beyond 8th grade in the 5 content areas listed (N, A, F, G, or S)
	<b>Number and Quantity (NUMB):</b> Demonstrate knowledge of the real and/or complex number systems including reasoning with numbers and numerical quantities in various forms
	<b>Algebra (ALGE):</b> Demonstrate knowledge of applying, graphing, modeling, simplifying, and/or solving various types of expressions, equations, and systems of equations
	<b>Functions (FUNC):</b> Demonstrate knowledge of functions including definition, interpretation, transformations, graphing, understanding/evaluating applications, and creating/evaluating representations
	<b>Geometry (GEOM):</b> demonstrate knowledge of congruence/similarity, surface area/volume, trigonometric ratios/conic sections, solving for missing values in geometric shapes using geometric and algebraic concepts
	<b>Statistics &amp; Probability (STAT):</b> Demonstrate knowledge of statistical concepts including analyzing data collection processes, analyzing distributions/bivariate data, and calculating probabilities and/or sample spaces
	<b>Modeling (MODE):</b> Requires a student to understand, interpret/evaluate, produce, and/or improve models
	<b>Item Types:</b>
	<b>Diagram (DIAG):</b> Item utilizes a diagram or a situation that should be diagrammed.
	<b>Story (STOR):</b> Item includes a story.
<b>Demonstrate (DEMO):</b> Item requires knowledge of a specific math concept.	

Reading	<b>Key Ideas and Details (KIAD):</b> Determine central ideas and themes, summarize information and ideas correctly, make logical inferences, and understand structural relationships within a text
	<b>Craft and Structure (CRAS):</b> 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
	<b>Integration of Knowledge and Ideas (IKAI):</b> Understand authors' claims, differentiate facts and opinions, make connections between related texts, analyze an author's argument, and evaluate reasoning and evidence
	<b>Passage Genres:</b>
	<b>Social Studies (SOCS):</b> Passages about archaeology, biography, business, economics, history, and psychology
	<b>Natural Science (NSCI):</b> Passages about sciences such as biology, chemistry, natural history, physics, and technology
	<b>Prose Fiction (PFIC):</b> Passages based on excerpts from short stories or novels
	<b>Humanities (HUMA):</b> Passages based on personal essays concerning architecture, art, language, and philosophy

Science	<b>Interpretation of Data (IODA):</b> Manipulate and analyze data presented in tables, graphs, and diagrams
	<b>Scientific Investigation (SINV):</b> Understand experimental tools, procedures, and designs and be able to compare, extend, and modify experiments
	<b>Evaluation of Models, Inferences, and Experimental Results (EMIR):</b> Judge the validity of scientific information and formulate conclusions and predictions
	<b>Passage Types:</b>
	<b>Data Representation (DATA):</b> Read/interpret graphs and scatterplots, tables, diagrams, and figures
	<b>Research Summaries (RESE):</b> Describe experiments focusing on experimental design and interpretation of the results
	<b>Conflicting Viewpoints (CONF):</b> Understand, analyze, and compare different viewpoints or hypotheses
	<b>Content:</b>
	<b>Biology (BIOL):</b> Life and organisms
	<b>Chemistry (CHEM):</b> Composition, properties, and behavior of matter
	<b>Physics (PHYS):</b> Matter and its motion through space and time including energy and force
<b>Earth/Space Science (EASS):</b> Astronomy, geology, meteorology, and oceanography	

**SCHOOL LEVEL  
REPORT**

**2018-19  
CCRA READY ASSESSMENT**



Assessment items: 215			Assessment Results			Subject Area Results											
Student Results			Total Perc Corr	Total Proj ACT	Total Proj Ach	Eng Perc Corr	Eng Proj ACT	Eng Proj Ach	Math Perc Corr	Math Proj ACT	Math Proj Ach	Read Perc Corr	Read Proj ACT	Read Proj Ach	Sci Perc Corr	Sci Proj ACT	Sci Proj Ach
Student 1			98.9	35	4+	97.4	33	4	100.0	36	4	98.3	35	4	100.0	36	4
Student 2			81.9	29	4	100.0	36	4	64.8	24	3	84.4	28	4	78.4	27	3
Student 3			71.4	25	4-	60.4	22	3	74.5	26	4	68.4	24	4	82.4	28	4
Student 4			71.8	25	3+	78.4	27	4	68.4	24	3	56.3	21	2	84.2	29	4
Student 5			66.3	23	3+	66.6	24	4	61.8	21	2	68.4	24	4	68.4	24	3
Student 6			47.5	18	2	45.3	18	3	52.4	19	2	45.3	18	1	46.8	18	2
Student 7			77.7	27	4	75.8	26	4	94.0	33	4	68.4	24	4	72.4	25	3
Student 8			52.0	19	2+	66.6	24	4	48.7	18	1	70.0	25	4	22.8	12	1
Student 9			55.7	21	3-	45.3	18	3	78.6	27	4	62.4	23	3	36.4	15	1
Student 10			55.4	19	2+	42.6	17	2	66.4	22	3	65.6	23	3	46.8	18	2
Student 11			61.7	22	3	44.2	18	3	61.8	21	2	68.4	24	4	72.4	25	3
Student 12			59.5	22	3	84.2	28	4	56.6	20	2	45.3	18	1	52.0	20	2
Student 13			40.1	17	1+	38.4	16	2	42.6	17	1	46.8	19	2	32.4	14	1
School & District Results			Total Perc Corr	Total Proj ACT	Perc Prof	Eng Perc Corr	Eng Proj ACT	Eng Proj Ach	Math Perc Corr	Math Proj ACT	Math Proj Ach	Read Perc Corr	Read Proj ACT	Read Proj Ach	Sci Perc Corr	Sci Proj ACT	Sci Proj Ach
Alpha High	All	357	64.0	23.5	62.2	62.6	23.0	3.3	66.7	23.7	3.1	61.0	22.4	3.0	67.1	24.0	3.1
District	All	974	56.3	21.0	57.7	56.6	21.0	3.1	60.1	22.3	2.9	54.2	20.1	2.7	54.7	20.0	2.7

**MATH  
SUBJECT REPORT**

**2018-19  
CCRA READY ASSESSMENT**



Assessment items: 215			Total Results			Math Results			Subject Area Results										
Student Summary			Pct Corr	Proj ACT	Proj Ach	Pct Corr	Proj ACT	Proj Ach	Math PHMA	Math NUMB	Math ALGE	Math FUNC	Math GEOM	Math STAT	Math IESK	Math MODE	Math DEMO	Math DIAG	Math STOR
Avery, J			98.9	35	4+	100.0	36	4	4	4	4	4	4	4	4	4	4	4	4
Brinn, A			81.9	29	4	64.8	24	3	4	4	4	3	3	4	3	3	3	3	3
Brinn, J			71.4	25	4-	74.5	26	4	4	4	3	3	4	3	4	3	4	3	4
Emory, J			71.8	25	3+	68.4	24	3	3	3	3	3	3	4	3	3	3	3	4
Harris, C			66.3	23	3+	61.8	21	2	3	3	3	1	3	3	3	1	3	3	3
Hester, N			47.5	18	2	52.4	19	2	3	3	2	3	3	2	3	3	3	3	3
Hoffman, M			77.7	27	4	94.0	33	4	4	4	4	4	4	4	4	4	4	4	4
Isgett, J			52.0	19	2+	48.7	18	1	3	2	2	1	2	1	1	1	2	1	1
Johnson, G			55.7	21	3-	78.6	27	4	4	4	4	3	4	4	3	3	4	3	4
Overbey, G			55.4	19	2+	66.4	22	3	3	3	3	3	3	3	3	3	3	3	3
Sneed, D			61.7	22	3	61.8	21	2	3	3	3	3	3	4	2	3	3	3	3
Stephenson, D			59.5	22	3	56.6	20	2	3	3	2	3	3	2	3	3	3	2	3
Williams, K			40.1	17	1+	42.6	17	1	2	2	1	1	2	1	2	1	2	1	3
District & School Summary			Pct Corr	Proj ACT	Proj Ach	Pct Corr	Proj ACT	Proj Ach	Math PHMA	Math NUMB	Math ALGE	Math FUNC	Math GEOM	Math STAT	Math IESK	Math MODE	Math DEMO	Math DIAG	Math STOR
Alpha High	All	357	64.0	23.5	62.2	66.7	23.7	63.7	3.0	3.3	3.5	2.9	3.0	3.1	3.2	2.9	3.0	2.9	3.3
District	All	974	56.3	21.0	57.7	60.1	22.3	59.6	3.0	3.4	3.2	3.0	2.7	3.3	3.1	3.0	2.7	3.0	3.3

item	en01	en02	en03	en04	en05	en06	en07	en08	en09	en10	en11	en12
Main Subject	English	English	English	English	English	English	English	English	English	English	English	English
Main Subject Subcategory 1	COSE	COSE	KNOL	COSE	COSE	COSE	COSE	COSE	COSE	PROW	COSE	COSE
Main Subject Subcategory 2	PUNC	USAG	WCST	USAG	USAG	SSTF	USAG	SSTF	SSTF	ORUC	SSTF	SSTF
Main Subject Subcategory 3	na	na	na	na	na	na	na	na	na	na	na	na
Main Subject Subcategory 4	na	na	na	na	na	na	na	na	na	na	na	na
School Percent Corect	51.7	40.3	12.1	48.3	59.7	82.6	83.2	49.7	7.4	44.3	37.6	31.5
Answer	<b>A</b>	<b>D</b>	<b>B</b>	<b>B</b>	<b>A</b>	<b>C</b>	<b>B</b>	<b>D</b>	<b>A</b>	<b>C</b>	<b>B</b>	<b>D</b>
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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