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State of Arizona Department of Education

MCESA Assessment System
Product Demonstration

November 6, 2012

PUBLIC CONSULTING GROUP

Public Focus. Proven Results. ™

Objective	Number of Questions	Average Number of Correct Responses	Percent of Students Mastered
4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	2	0.73	59.0
4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	1	0.23	23.2
4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	1	0.43	42.8
4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	2	0.83	61.7
4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	5	1.52	4.8
4 MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	2	0.33	29.7
4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	1	0.30	29.6
4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	1	0.28	27.6
4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	1	0.33	33.3
4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	1	0.28	28.4
4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	2	1.41	88.0
4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	1	0.46	46.2
4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	2	0.62	51.4
4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	1	0.30	29.8

Objective	Number of Questions	Average Number of Correct Responses	Percent of Students Mastered
4.NF.1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	1	0.17	16.7
4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	1	0.51	50.9
4.NF.3.b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	1	0.23	23.4
4.NF.3.c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	2	0.41	36.4
4.NF.4.c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	1	0.23	22.6
4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	1	0.14	13.9
4.NF.6. Use decimal notation for fractions with denominators 10 or 100.	1	0.29	28.6
4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	1	0.23	23.3
4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	1	0.20	19.6
4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	5	1.96	14.1
4.OA.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	1	0.60	60.0
4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	1	0.36	35.9

Objective	Number of Questions	Average Number of Correct Responses	Percent of Students Mastered
Assessment Totals	40	13.36	
Average Percent Correct		33.4	
Percent of Students Met Standard/ Cut Score			
Total Students Tested		3030	
Total Tests Submitted		3030	

Item	Objective	Percent Responding						Difficulty Factor	Discrim. Index
		Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	No Response		
1	4.MD.2	56 %	12 %	23 % *	8 %	0 %	1 %	0.2327	0.24
2	4.NF.2	51 % *	13 %	27 %	9 %	0 %	1 %	0.5102	0.32
3	4.NF.3.c	49 %	20 %	12 % *	18 %	0 %	1 %	0.1215	0.09
4	4.OA.3	40 %	15 %	36 % *	8 %	0 %	1 %	0.3568	0.43
5	4.G.1	22 %	38 %	6 %	33 % *	0 %	1 %	0.3310	0.15
6	4.OA.3	17 %	52 % *	13 %	17 %	0 %	1 %	0.5162	0.49
7	4.OA.3	16 %	20 %	49 % *	14 %	0 %	1 %	0.4851	0.43
8	4.NBT.2	21 %	7 %	65 % *	6 %	0 %	1 %	0.6512	0.29
9	4.MD.2	37 % *	10 %	21 %	31 %	0 %	1 %	0.3700	0.48
10	4.NBT.2	7 %	77 % *	11 %	5 %	0 %	1 %	0.7657	0.36
11	4.MD.3	68 %	20 % *	9 %	3 %	0 %	1 %	0.1980	0.31
12	4.MD.1	32 %	19 %	10 %	38 % *	0 %	1 %	0.3815	0.50
13	4.MD.2	26 %	16 %	17 %	40 % *	0 %	1 %	0.3993	0.32
14	4.NBT.3	11 %	18 %	46 % *	24 %	0 %	1 %	0.4637	0.34
15	4.NF.7	9 %	14 %	52 %	23 % *	0 %	1 %	0.2343	0.28
16	4.NBT.5	23 %	17 %	32 % *	26 %	0 %	2 %	0.3221	0.30
17	4.MD.2	41 %	24 % *	17 %	15 %	0 %	2 %	0.2439	0.27
18	4.G.1	12 %	30 %	41 % *	17 %	0 %	2 %	0.4059	0.26
19	4.G.3	20 %	13 %	43 % *	23 %	0 %	2 %	0.4290	0.37
20	4.OA.5	36 % *	29 %	14 %	19 %	0 %	2 %	0.3597	0.20
21	4.OA.4	18 %	10 %	9 %	60 % *	0 %	3 %	0.6017	0.41
22	4.NF.6	14 %	29 % *	39 %	16 %	0 %	2 %	0.2868	0.20
23	4.NF.3.b	25 %	25 %	24 % *	24 %	0 %	3 %	0.2353	0.13
24	4.NF.1	51 %	17 % *	13 %	16 %	0 %	3 %	0.1673	0.26
25	4.NF.4.c	30 %	12 %	23 % *	33 %	0 %	2 %	0.2274	0.16
26	4.NBT.6	24 %	30 % *	24 %	20 %	0 %	3 %	0.2993	0.31
27	4.MD.1	25 %	13 %	45 % *	13 %	0 %	3 %	0.4505	0.39
28	4.NF.3.c	22 %	28 %	29 % *	18 %	0 %	4 %	0.2875	0.16
29	4.MD.7	33 % *	27 %	17 %	20 %	0 %	3 %	0.3340	0.03
30	4.G.2	22 %	27 %	23 % *	25 %	0 %	3 %	0.2323	0.22
31	4.NF.5	14 % *	16 %	31 %	34 %	0 %	4 %	0.1393	0.03
32	4.OA.2	26 %	40 %	20 % *	10 %	0 %	4 %	0.1974	0.29
33	4.NBT.5	27 %	24 %	29 % *	15 %	0 %	4 %	0.2944	0.17
34	4.OA.3	29 %	32 % *	22 %	12 %	0 %	5 %	0.3168	0.33
35	4.MD.3	24 %	35 %	22 %	13 % *	0 %	5 %	0.1330	0.17
36	4.OA.3	32 %	29 % *	18 %	15 %	0 %	6 %	0.2894	0.24
37	4.NBT.1	18 %	25 %	22 %	28 % *	0 %	6 %	0.2845	0.13
38	4.MD.2	30 %	21 %	28 % *	15 %	0 %	6 %	0.2759	0.06
39	4.MD.6	18 %	35 %	28 % *	14 %	0 %	6 %	0.2766	0.14
40	4.MD.4	25 %	30 % *	21 %	19 %	0 %	6 %	0.2964	0.16

Item Objective	Percent Responding						Difficulty Factor	Discrim. Index
	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Res nse		

Number of Students Tested: 3,030 Test Reliability (KR20): 0.6544

Note: Discrimination Index is calculated based on point- bimeasure correlation method

Item # - Obj #	% of All Regions	AFESC	DMESC	GRESC	NCAESC	NEAESC	No Region	SEAESC	SWAESC	WAESC	WMESC
1 - Obj 4.MD.2	23	23	21	20	24	38	0	21	17	25	27
2 - Obj 4.NF.2	51	43	58	48	57	51	0	48	44	52	54
3 - Obj 4.NF.3.c	12	10	11	13	12	10	100	13	9	14	14
4 - Obj 4.OA.3	36	34	37	26	38	35	100	36	27	41	40
5 - Obj 4.G.1	33	46	30	31	31	38	100	29	32	33	29
6 - Obj 4.OA.3	52	53	54	38	65	41	100	49	46	58	54
7 - Obj 4.OA.3	48	49	48	49	56	45	0	45	41	52	48
8 - Obj 4.NBT.2	65	65	68	69	68	59	100	61	55	64	69
9 - Obj 4.MD.2	37	35	37	34	43	32	0	36	25	43	40
10 - Obj 4.NBT.2	77	74	76	70	74	71	100	79	78	80	83
11 - Obj 4.MD.3	20	23	20	16	26	18	100	18	10	22	22
12 - Obj 4.MD.1	38	42	40	24	47	34	100	34	27	45	43
13 - Obj 4.MD.2	40	42	42	35	40	35	0	41	37	41	41
14 - Obj 4.NBT.3	46	50	45	38	40	53	0	46	45	49	50
15 - Obj 4.NF.7	23	26	19	26	32	17	0	22	24	24	25

	% of All Regions	AFESC	DMESC	GRESC	NCAESC	NEAESC	No Region	SEAESC	SWAESC	WAESC	WMESC
16 - Obj 4.NBT.5	32	33	34	29	36	28	0	34	27	32	34
17 - Obj 4.MD.2	24	27	21	25	22	26	100	22	25	29	22
18 - Obj 4.G.1	41	49	36	35	44	48	0	34	41	42	44
19 - Obj 4.G.3	43	50	40	38	51	43	100	42	32	44	48
20 - Obj 4.OA.5	36	41	36	38	30	30	0	35	37	36	34
21 - Obj 4.OA.4	60	66	65	60	58	49	0	60	55	57	60
22 - Obj 4.NF.6	29	31	31	27	25	36	0	26	26	28	28
23 - Obj 4.NF.3.b	24	24	24	21	15	28	100	24	26	25	22
24 - Obj 4.NF.1	17	15	14	18	15	20	0	16	16	21	17
25 - Obj 4.NF.4.c	23	26	23	25	20	19	0	22	25	20	21
26 - Obj 4.NBT.6	30	31	30	28	36	20	100	32	28	31	29
27 - Obj 4.MD.1	45	49	48	40	53	42	0	47	38	40	49
28 - Obj 4.NF.3.c	29	29	25	30	24	33	0	30	32	26	28
29 - Obj 4.MD.7	33	28	32	35	34	34	100	37	42	31	34
30 - Obj 4.G.2	23	25	24	18	20	29	0	25	23	22	24

	% of All Regions	AFESC	DMESC	GRESC	NCAESC	NEAESC	No Region	SEAESC	SWAESC	WAESC	WMESC
31 - Obj 4.NF.5	14	15	12	19	10	15	0	13	14	12	14
32 - Obj 4.OA.2	20	22	17	19	20	19	0	17	20	20	25
33 - Obj 4.NBT.5	29	27	30	28	23	26	0	29	30	33	30
34 - Obj 4.OA.3	32	34	34	25	30	29	0	34	22	34	34
35 - Obj 4.MD.3	13	18	11	15	13	13	0	16	14	10	12
36 - Obj 4.OA.3	29	31	31	24	24	31	0	28	32	27	32
37 - Obj 4.NBT.1	28	29	29	29	30	22	0	34	31	24	30
38 - Obj 4.MD.2	28	28	26	26	22	36	0	32	33	24	28
39 - Obj 4.MD.6	28	32	28	22	18	34	0	31	26	29	26
40 - Obj 4.MD.4	30	32	33	21	22	31	0	33	29	29	31
Avg # Correct	13	14	14	12	14	13	13	13	12	14	14
Avg % Correct	34	35	34	31	34	33	32	33	31	34	35
# of Students Tested	3,030	365	578	342	148	153	1	337	213	542	351
# of Tests Submitted	3,030	365	578	342	148	153	1	337	213	542	351

	# Mastery Threshold	# of Questions	% All Regions	AFESC	DMESC	GRESC	NCAESC	NEAESC	No Region	SEAESC	SWAESC	WAESC	WMESC
NO.1.5.5	1	1	0	0	0	0	0	0	0	0	0	0	0
NO.1.5.5.c	1	1	0	0	0	0	0	0	0	0	0	0	0
4.OA.2	1	1	20	23	17	19	20	19	0	17	20	20	26
4.OA.3	4	5	14	17	15	8	14	13	0	14	8	15	19
4.OA.4	1	1	60	66	65	60	58	49	0	61	55	57	60
4.OA.5	1	1	36	42	36	38	30	30	0	35	37	36	35
4.NBT.1	1	1	29	29	29	29	30	22	0	34	31	24	30
4.NBT.2	1	2	89	84	89	85	88	86	100	90	90	90	92
4.NBT.3	1	1	46	50	45	38	41	53	0	46	45	49	50
4.NBT.5	1	2	52	51	53	49	49	47	0	54	49	52	55
4.NBT.6	1	1	30	31	30	28	36	20	100	32	28	31	29
4.NF.1	1	1	17	15	14	18	15	20	0	16	16	21	17
4.NF.2	1	1	51	43	58	48	57	51	0	48	44	52	55
4.NF.3.b	1	1	24	24	24	21	15	28	100	24	26	25	22
4.NF.3.c	1	2	37	37	36	39	32	39	100	38	37	34	38
4.NF.4.b	1	1	0	0	0	0	0	0	0	0	0	0	0
4.NF.4.c	1	1	23	25	23	28	20	19	0	22	25	20	21

	# Mastery Threshold	# of Questions	% All Regions	AFESC	DMESC	GRESC	NCAESC	NEAESC	No Region	SEAESC	SWAESC	WAESC	WMESC
4.NF.5	1	1	14	16	12	19	10	15	0	13	14	12	14
4.NF.6	1	1	29	31	31	27	25	36	0	26	26	28	29
4.NF.7	1	1	23	27	19	26	32	17	0	22	24	24	26
4.MD.1	1	2	62	69	64	50	67	58	100	60	54	62	68
4.MD.2	4	5	5	5	5	3	3	6	0	3	2	6	5
4.MD.3	1	2	30	36	29	30	34	26	100	31	23	28	31
4.MD.4	1	1	30	32	34	21	22	31	0	32	29	29	31
4.MD.6	1	1	28	32	26	23	18	34	0	30	26	29	27
4.MD.7	1	1	34	26	32	35	34	34	100	38	42	31	34
4.G.1	1	2	59	68	55	52	61	66	100	54	62	62	60
4.G.2	1	1	23	25	24	18	20	29	0	25	23	23	24
4.G.3	1	1	43	50	40	38	51	43	100	41	32	44	48
Avg # of Correct Responses	0	0	13	14	14	12	14	13	13	13	12	14	14
Avg % of Correct Response	0	0	34	35	34	31	34	33	33	33	31	34	35
# of Students Tested	0	0	3012	360	573	342	148	152	1	336	213	538	349
# of Tests Submitted	0	0	3012	360	573	342	148	152	1	336	213	538	349

4.OA.2 - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from addit

4.OA.3 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter st

4.OA.4 - Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. D

4.OA.5 - Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

4.NBT.1 - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.2 - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of c

4.NBT.3 - Use place value understanding to round multi-digit whole numbers to any place.

4.NBT.5 - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using

4.NBT.6 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. I

4.NF.1 - Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use t

4.NF.2 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when th

4.NF.3.b - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

4.NF.3.c - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

4.NF.4.b - Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number.

4.NF.4.c - Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

4.NF.5 - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

4.NF.6 - Use decimal notation for fractions with denominators 10 or 100.

4.NF.7 - Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify t

4.MD.1 - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.

4.MD.2 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing me

4.MD.3 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

4.MD.4 - Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

4.MD.6 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7 - Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angl

4.G.1 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.3 - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

NO.1.5.5 - Use models of benchmark fractions and their equivalent forms:

NO.1.5.5.c - to convert between mixed numbers and improper fractions

REGIONAL LEVEL REPORTS

Item # - Obj #	% of All Districts	ASHDOWN SCHOOL DISTRICT	DE QUEEN	HORATIO SCHOOL DISTRICT	MENA PUBLIC SCHOOLS	Mount Ida School District	Nashville School District	OUACHITA RIVER
1 - Obj 4.MD.2	21	30	20	18	21	31	100	9
2 - Obj 4.NF.2	58	50	66	56	58	42	50	57
3 - Obj 4.NF.3.c	11	8	17	9	6	19	0	7
4 - Obj 4.OA.3	37	43	42	33	27	38	50	39
5 - Obj 4.G.1	30	24	36	38	23	31	0	30
6 - Obj 4.OA.3	54	54	54	45	62	62	50	48
7 - Obj 4.OA.3	48	58	52	45	45	38	0	36
8 - Obj 4.NBT.2	68	67	71	67	69	65	100	61
9 - Obj 4.MD.2	37	37	47	35	31	19	50	30
10 - Obj 4.NBT.2	76	63	80	69	83	81	50	77
11 - Obj 4.MD.3	20	31	16	14	25	15	0	16
12 - Obj 4.MD.1	40	41	40	40	39	42	0	41
13 - Obj 4.MD.2	42	39	42	40	45	50	100	43
14 - Obj 4.NBT.3	45	27	44	36	62	81	0	41
15 - Obj 4.NF.7	19	30	16	9	17	31	0	23

	% of All Districts	ASHDOWN SCHOOL DISTRICT	DE QUEEN	HORATIO SCHOOL DISTRICT	MENA PUBLIC SCHOOLS	Mount Ida School District	Nashville School District	OUACHITA RIVER
16 - Obj 4.NBT.5	34	31	40	31	35	19	0	25
17 - Obj 4.MD.2	21	18	24	25	16	15	50	21
18 - Obj 4.G.1	36	28	42	25	39	50	50	36
19 - Obj 4.G.3	40	41	40	42	37	35	50	45
20 - Obj 4.OA.5	36	34	32	42	46	31	0	20
21 - Obj 4.OA.4	65	64	72	56	65	77	100	50
22 - Obj 4.NF.6	31	30	28	39	28	35	50	38
23 - Obj 4.NF.3.b	24	31	26	25	23	12	0	16
24 - Obj 4.NF.1	14	13	16	13	12	19	50	7
25 - Obj 4.NF.4.c	23	25	22	14	25	42	50	21
26 - Obj 4.NBT.6	30	41	22	29	36	12	50	34
27 - Obj 4.MD.1	48	50	49	45	48	50	0	45
28 - Obj 4.NF.3.c	28	32	28	26	28	35	50	25
29 - Obj 4.MD.7	32	37	33	28	39	27	50	12
30 - Obj 4.G.2	24	15	26	18	34	27	50	18

2012-2013 Grade Level 4

	% of All Districts	ASHDOWN SCHOOL DISTRICT	DE QUEEN	HORATIO SCHOOL DISTRICT	MENA PUBLIC SCHOOLS	Mount Ida School District	Nashville School District	OUACHITA RIVER
31 - Obj 4.NF.5	12	16	6	16	8	23	0	20
32 - Obj 4.OA.2	17	23	14	18	17	19	0	12
33 - Obj 4.NBT.5	30	24	39	29	28	19	100	25
34 - Obj 4.OA.3	34	37	32	34	37	50	0	23
35 - Obj 4.MD.3	11	9	10	12	12	35	0	5
36 - Obj 4.OA.3	31	29	34	31	30	23	0	34
37 - Obj 4.NBT.1	29	25	30	19	39	38	50	23
38 - Obj 4.MD.2	26	22	24	25	30	31	100	32
39 - Obj 4.MD.6	28	27	29	25	23	35	100	34
40 - Obj 4.MD.4	33	35	34	29	35	46	0	25
Avg # Correct	14	13	14	12	14	14	15	12
Avg % Correct	34	33	35	31	35	36	38	30
# of Students Tested	578	101	178	85	130	26	2	56
# of Tests Submitted	578	101	178	85	130	26	2	56

DISTRICT LEVEL REPORTS

Objective	Number of Questions	Average Number of Correct Responses	Percent of Students Mastered
4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	2	0.76	60.7
4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	1	0.26	26.4
4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	1	0.40	40.4
4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	2	0.89	62.9
4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	5	1.54	5.6
4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	2	0.25	24.2
4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	1	0.34	33.7
4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	1	0.29	28.7
4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	1	0.33	33.1
4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	1	0.30	29.8
4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	2	1.49	88.8
4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	1	0.44	43.8
4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	2	0.79	61.8
4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	1	0.21	21.3
4.NF.1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	1	0.16	15.7

Objective	Number of Questions	Average Number of Correct Responses	Percent of Students Mastered
4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	1	0.65	65.2
4.NF.3.b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	1	0.26	26.4
4.NF.3.c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	2	0.46	39.3
4.NF.4.c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	1	0.22	22.5
4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	1	0.07	7.3
4.NF.6. Use decimal notation for fractions with denominators 10 or 100.	1	0.27	27.0
4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	1	0.16	15.7
4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	1	0.13	13.5
4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	5	2.12	18.0
4.OA.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	1	0.71	71.3
4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	1	0.31	31.5
Assessment Totals	40	13.8	
Average Percent Correct		34.6	
Percent of Students Met Standard/ Cut Score			
Total Students Tested		178	
Total Tests Submitted		178	

Objective	Number of Questions	Average Number of Correct Responses	Percent of Students Mastered
4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	2	0.78	55.6
4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	2	0.89	55.6
4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	2	1.11	77.8
4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	2	0.00	0.0
4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	1	0.44	44.4
4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	1	0.56	55.6
4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	1	0.44	44.4
4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	2	0.56	55.6
4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	2	0.56	55.6
4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	2	0.22	22.2
4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	1	0.78	77.8
4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	1	0.33	33.3
4.NF.1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	1	0.22	22.2
4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a	1	0.44	44.4

Objective	Number of Questions	Average Number of Correct Responses	Percent of Students Mastered
visual fraction model.			
4.NF.3.c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	1	0.56	55.6
4.NF.3.d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	1	0.56	55.6
4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	1	0.78	77.8
4.NF.6. Use decimal notation for fractions with denominators 10 or 100.	1	0.44	44.4
4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	1	0.56	55.6
4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	4	3.00	66.7
4.OA.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	2	1.00	88.9
4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	1	0.56	55.6
Assessment Totals	31	14.8	
Average Percent Correct		47.7	
Percent of Students Met Standard/ Cut Score			
Total Students Tested		9	
Total Tests Submitted		9	

Objective	012-13 4th Math Pre-Test	012-13 4th Math Sel N ITA1				
4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	2/ 0.76 - 60.7%	~/~				
4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	1/ 0.26 - 26.4%	2/ 0.78 - 55.6%				
4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	1/ 0.40 - 40.4%	~/~				
4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	2/ 0.89 - 62.9%	2/ 0.89 - 55.6%				
4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	5/ 1.54 - 5.6%	2/ 1.11 - 77.8%				
4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	2/ 0.25 - 24.2%	2/ 0.00 - 0.0%				
4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	1/ 0.34 - 33.7%	1/ 0.44 - 44.4%				
4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	1/ 0.29 - 28.7%	1/ 0.56 - 55.6%				
4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	1/ 0.33 - 33.1%	1/ 0.44 - 44.4%				

Objective	012-13 4th Math Pre-Test	012-13 4th Math Sel N ITA1				
4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	1/ 0.30 - 29.8%	2/ 0.56 - 55.6%				
4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	2/ 1.49 - 88.8%	2/ 0.56 - 55.6%				
4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	1/ 0.44 - 43.8%	2/ 0.22 - 22.2%				
4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	2/ 0.79 - 61.8%	1/ 0.78 - 77.8%				
4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	1/ 0.21 - 21.3%	1/ 0.33 - 33.3%				
4.NF.1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	1/ 0.16 - 15.7%	1/ 0.22 - 22.2%				
4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	1/ 0.65 - 65.2%	1/ 0.44 - 44.4%				
4.NF.3.b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	1/ 0.26 - 26.4%	~/~				

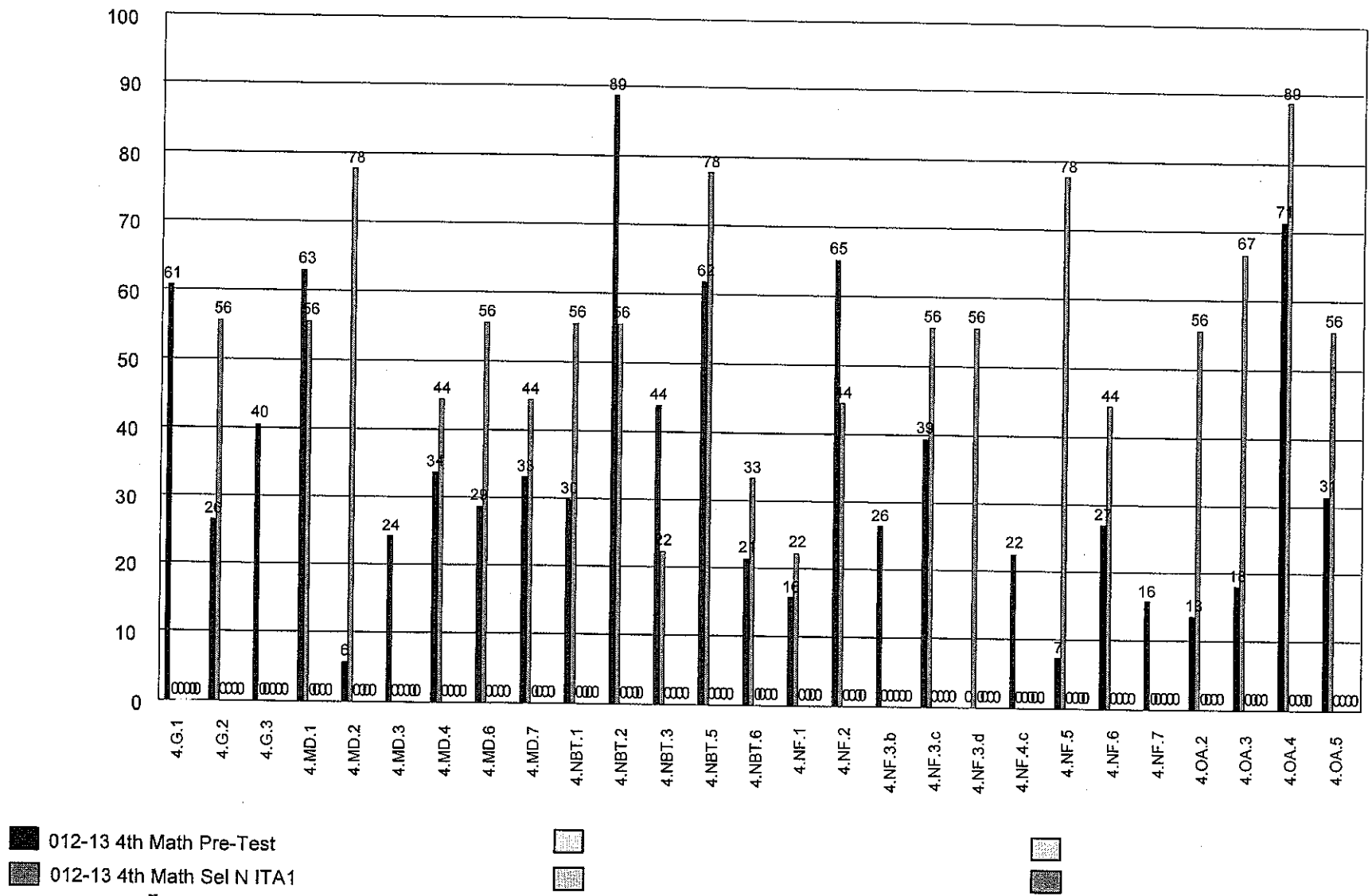
Objective	012-13 4th Math Pre-Test	012-13 4th Math Sel N ITA1				
4.NF.3.c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	2/ 0.46 - 39.3%	1/ 0.56 - 55.6%				
4.NF.3.d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	~/~	1/ 0.56 - 55.6%				
4.NF.4.c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	1/ 0.22 - 22.5%	~/~				
4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	1/ 0.07 - 7.3%	1/ 0.78 - 77.8%				
4.NF.6. Use decimal notation for fractions with denominators 10 or 100.	1/ 0.27 - 27.0%	1/ 0.44 - 44.4%				
4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	1/ 0.16 - 15.7%	~/~				
4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	1/ 0.13 - 13.5%	1/ 0.56 - 55.6%				
4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	5/ 2.12 - 18.0%	4/ 3.00 - 66.7%				
4.OA.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	1/ 0.71 - 71.3%	2/ 1.00 - 88.9%				

Objective	012-13 4th Math Pre-Test	012-13 4th Math Sel N ITA1				
4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	1/ 0.31 - 31.5%	1/ 0.56 - 55.6%				
Assessment Totals	40/ 13.83	31/ 14.78				
Average Percent Correct	34.60	47.70				
Total Students Tested	178	9				
Total Tests Submitted	178	9				

Note: @@/ !!! - ##%

@@ - The number of questions for the objective
!!! - The average number of correct responses per student
% - The percent of students that mastered the objective

(2012-2013)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4.G.1
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4.G.3
4.MD.1
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4.NBT.1
4.NBT.2
4.NBT.3
4.NBT.5
4.NBT.6
4.NF.1
4.NF.2
4.NF.3.b
4.NF.3.c
4.NF.3.d
4.NF.4.c
4.NF.5
4.NF.6
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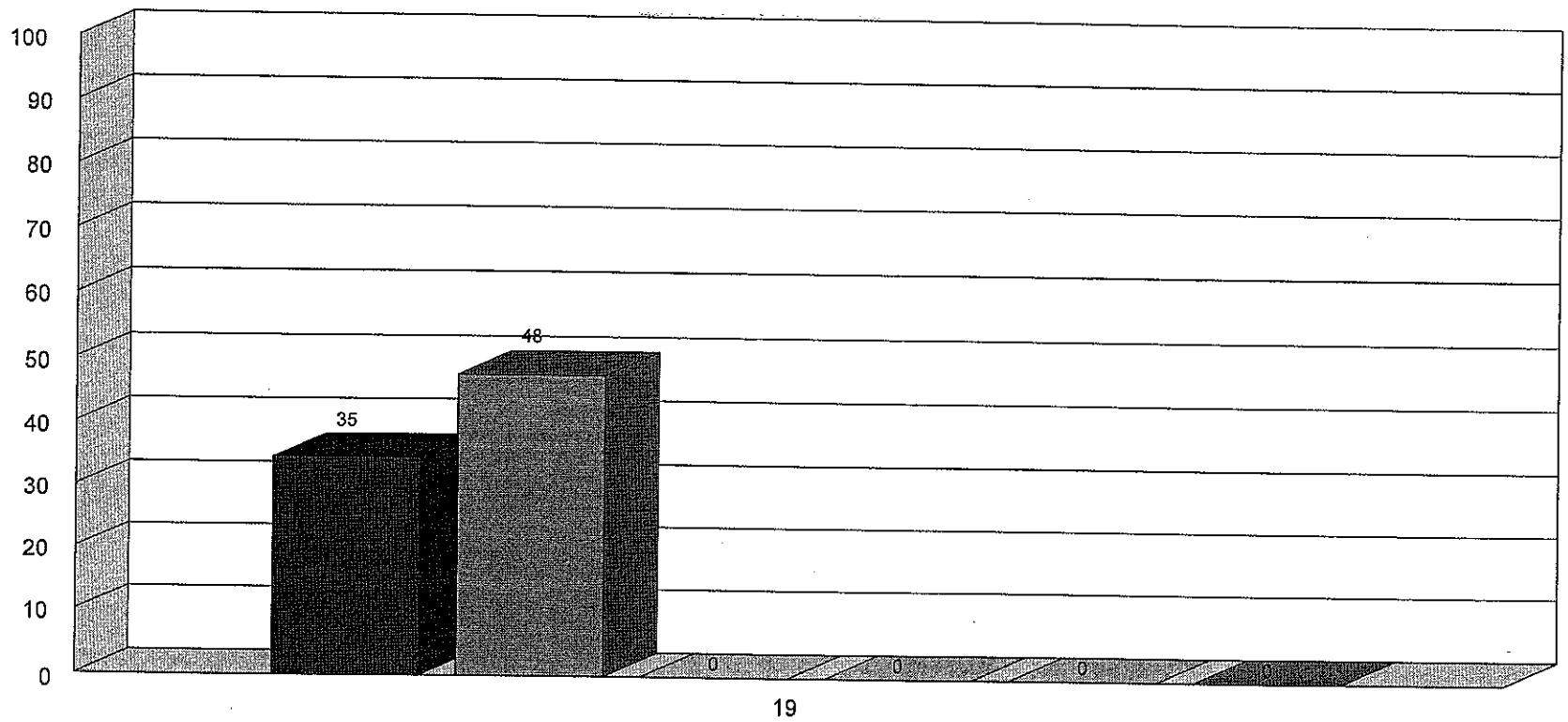
4.OA.5
012-13 4th Math Pre-Test
012-13 4th Math Sel N ITA1

(2012-2013)



Test Name	No. of Students tested
012-13 4th Math Pre-Test	178
012-13 4th Math Sel N ITA1	9

21	52.50	52.50	4	18	10
20	50.00	50.00	7	25	14
19	47.50	47.50	9	34	19
18	45.00	45.00	9	43	24
17	42.50	42.50	7	50	28
16	40.00	40.00	6	56	31
15	37.50	37.50	17	73	41
14	35.00	35.00	13	86	48
13	32.50	32.50	11	97	54
12	30.00	30.00	18	115	65
11	27.50	27.50	17	132	74
10	25.00	25.00	15	147	83
9	22.50	22.50	10	157	88
8	20.00	20.00	9	166	93
7	17.50	17.50	6	172	97
6	15.00	15.00	1	173	97
5	12.50	12.50	2	175	98
0	0.00	0.00	3	178	100

TEACHER LEVEL REPORTS

Objective	Number of Questions	Average Number of Correct Responses	Percent of Students Mastered
4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	2	0.94	72.2
4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	1	0.44	44.4
4.G.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	1	0.67	66.7
4.MD.1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	2	0.89	61.1
4.MD.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	5	1.56	5.6
4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	2	0.39	38.9
4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	1	0.22	22.2
4.MD.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	1	0.22	22.2
4.MD.7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	1	0.39	38.9
4.NBT.1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	1	0.33	33.3
4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	2	1.50	88.9
4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.	1	0.50	50.0
4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	2	1.00	61.1
4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	1	0.17	16.7
4.NF.1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	1	0.33	33.3
4.NF.2. Compare two fractions with different numerators and different	1	0.67	66.7

Objective	Number of Questions	Average Number of Correct Responses	Percent of Students Mastered
denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.			
4.NF.3.b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	1	0.28	27.8
4.NF.3.c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	2	0.44	38.9
4.NF.4.c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	1	0.17	16.7
4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	1	0.06	5.6
4.NF.6. Use decimal notation for fractions with denominators 10 or 100.	1	0.39	38.9
4.NF.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	1	0.22	22.2
4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	1	0.28	27.8
4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	5	2.67	38.9
4.OA.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	1	0.78	77.8
4.OA.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	1	0.44	44.4
Assessment Totals	40	15.94	
Average Percent Correct		39.9	
Percent of Students Met Standard/ Cut Score			
Total Students Tested		18	
Total Tests Submitted		18	

Objective	Number of Questions	Average Number of Correct Responses	Percent of Students Mastered
L.4.1.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	1	0.61	61.1
L.4.1.b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	1	0.50	50.0
L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	1	0.22	22.2
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1	0.39	38.9
L.4.2.a. Use correct capitalization.	1	0.39	38.9
L.4.2.c. Use a comma before a coordinating conjunction in a compound sentence.	1	0.44	44.4
L.4.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	1	0.83	83.3
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	1	0.28	27.8
L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	2	0.61	44.4
L.4.4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	1	0.39	38.9
L.4.5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	2	0.39	38.9
RF.4.4.a. Read on-level text with purpose and understanding.	1	0.11	11.1
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	5	2.89	44.4
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2	0.83	61.1
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character?s thoughts, words, or actions).	5	3.17	55.6
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	1	0.33	33.3
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	1	0.83	83.3
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	2	0.89	55.6
RL.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1	0.33	33.3
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	2	0.33	33.3
W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer?s purpose.	1	0.00	0.0
W.4.1.b. Provide reasons that are supported by facts and details.	1	0.00	0.0

Objective	Number of Questions	Average Number of Correct Responses	Percent of Students Mastered
W.4.1.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	1	0.00	0.0
W.4.1.d. Provide a concluding statement or section related to the opinion presented.	1	0.00	0.0
W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	1	0.50	50.0
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	1	0.89	88.9
W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1	0.00	0.0
Assessment Totals	31	14.28	
Average Percent Correct		46.1	
Percent of Students Met Standard/ Cut Score			
Total Students Tested		18	
Total Tests Submitted		18	

012-13 4th Math Pre-Test

Teacher Level Student Listing, by Student Name

Student Name	Student Id	M/C Raw	M/C Pct	O/R - Essay Q Total	O/R - Essay Q Pct	Comp Score	Comp Pct
AGUILAR, LAURA	12925	15	38			37	38
ALVARES, ERIBERTO	13022	13	33			32	33
BOWDEN, JOSHUA	13443	12	30			30	30
BRADSHAW, GUNNER	14667	23	58			57	58
CUEVAS-BAHENA, MIRIAM	13377	19	48			47	48
HERNANDEZ, ALEXIS	12814	9	23			22	23
HILL, SYDNEY	13518	14	35			35	35
LOMA, ANDY	12982	27	68			67	68
MALDONADO-FRAUSTO, INES	12828	14	35			35	35
MARRUFO, JAIR	13476	8	20			20	20
MARTINEZ, MARLEN	13132	15	38			37	38
MORRIS, BRENTLEY	14339	25	63			62	63
NAVARRETE, MIRIAM	13390	24	60			60	60
RAMIREZ, DIANA	13433	15	38			37	38
RODRIGUEZ, CARLOS "STEVIE"	13493	19	48			47	48
ROJAS, JOSE	13495	17	43			42	43
SMITH, LYNSI	13436	18	45			45	45

Student Name	Student Id	M/C	M/C	O/R - Essay Questions			Comp	Comp
		Raw	Pct	Qst# 31	Total	Pct	Score	Pct
[redacted]	[redacted]5	10	33	8	8	40	18	36
[redacted]	[redacted]	10	33	7	7	35	17	34
[redacted]	[redacted]	14	47	9	9	45	23	46
[redacted]	[redacted]	22	73	12	12	60	34	68
[redacted]	[redacted]	9	30	8	8	40	17	34
[redacted]	[redacted]	7	23	8	8	40	15	30
[redacted]	[redacted]	19	63	8	8	40	27	54
[redacted]	[redacted]	18	60	8	8	40	26	52
[redacted]	[redacted]	14	47	9	9	45	23	46
[redacted]	[redacted]	14	47	11	11	55	25	50
[redacted]	[redacted]	19	63	9	9	45	28	56
[redacted]	[redacted]	23	77	9	9	45	32	64
[redacted]	[redacted]	17	57	12	12	60	29	58
[redacted]	[redacted]	18	60	11	11	55	29	58
[redacted]	[redacted]	7	23	11	11	55	18	36
[redacted]	[redacted]	21	70	12	12	60	33	66
[redacted]	[redacted]	15	50	9	9	45	24	48

Student Name	Student Id	Essay Question# 31						Comp.
		1	2	3	4	5	Total	Pct
[redacted]	[redacted]	1	1	2	2	2	8	40
[redacted]	[redacted]	2	1	1	2	1	7	35
[redacted]	[redacted]	1	2	2	2	2	9	45
[redacted]	[redacted]	2	3	2	2	3	12	60
[redacted]	[redacted]	1	2	2	2	1	8	40
[redacted]	[redacted]	1	2	1	2	2	8	40
[redacted]	[redacted]	1	2	2	2	1	8	40
[redacted]	[redacted]	1	2	2	2	1	8	40
[redacted]	[redacted]	2	1	2	2	2	9	45
[redacted]	[redacted]	1	2	2	2	2	9	45
[redacted]	[redacted]	1	2	3	2	3	11	55
[redacted]	[redacted]	1	2	2	2	2	9	45
[redacted]	[redacted]	1	2	2	2	2	9	45
[redacted]	[redacted]	1	3	3	2	3	12	60
[redacted]	[redacted]	1	2	2	3	3	11	55
[redacted]	[redacted]	3	1	2	3	2	11	55
[redacted]	[redacted]	1	3	2	3	3	12	60
[redacted]	[redacted]	2	2	2	2	1	9	45

Objective	Number of Questions	Avg # of Correct Response per Student	Percent of Students Mastered
L.4.1.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	1	0.65	64.7
L.4.1.b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	1	0.53	52.9
L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	1	0.24	23.5
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1	0.41	41.2
L.4.2.a. Use correct capitalization.	1	0.41	41.2
L.4.2.c. Use a comma before a coordinating conjunction in a compound sentence.	1	0.47	47.1
L.4.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	1	0.88	88.2
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	1	0.29	29.4
L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	2	0.65	47.1
L.4.4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	1	0.41	41.2
L.4.5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	2	0.35	35.3
RF.4.4.a. Read on-level text with purpose and understanding.	1	0.12	11.8
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	5	2.88	47.1
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2	0.88	64.7
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character?s thoughts, words, or actions).	5	3.12	52.9
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	1	0.35	35.3
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	1	0.82	82.4
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	2	0.94	58.8
RL.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1	0.35	35.3
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	2	0.35	35.3
W.4.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer?s purpose.	1	0.00	0.0
W.4.1.b. Provide reasons that are supported by facts and details.	1	0.00	0.0
W.4.1.c. Link opinion and reasons using words and phrases (e.g., for instance, in	1	0.00	0.0

Objective	Number of Questions	Avg # of Correct Response per Student	Percent of Students Mastered
order to, in addition).			
W.4.1.d. Provide a concluding statement or section related to the opinion presented.	1	0.00	0.0
W.4.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	1	0.47	47.1
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	1	0.88	88.2
W.CCR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1	0.00	0.0
Assessment Totals	31	14.53	
Average Percent Correct		46.9	
Percent of Students Met Standard/ Cut Score			
Total Students Tested		17	
Total Tests Submitted		17	

	# Mastery Threshold	# of Questions	% All Students	AGUILAR, LAURA	BOWDEN, JOSHUA	BRADSHAW, GUNNER	CUEVAS-BAHENA, MIRIAM	HERNANDEZ, ALEXIS	HILL, SYDNEY	LOMA, ANDY	MALDONADO-FRAUSTO, INES	MARRUFO, JAIR	MARTINEZ, MARLEN	MORRIS, BRENTLEY	NAVARRETE, MIRIAM	RAMIREZ, DIANA	RODRIGUEZ, CARLOS "STEVIE	ROJAS, JOSE	SMITH, LYNSI	TURNER, LOGAN
W.6.4.9	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
L.1.1.h	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RL.CCR.1	1	1	38	0	0	100	0	0	0	100	0	0	0	0	100	100	0	0	100	100
RL.4.1	4	5	50	0	0	100	0	0	100	100	0	0	0	100	100	100	100	0	100	0
RL.4.2	1	2	69	0	100	0	100	0	100	0	0	100	100	100	100	100	100	100	0	100
RL.4.3	4	5	56	0	100	100	0	0	100	100	0	0	0	100	100	0	100	0	100	100
RL.4.4	1	1	38	0	100	100	0	0	100	100	0	0	0	0	100	0	100	0	0	0
RL.4.5	1	1	88	100	100	100	100	100	100	100	0	100	0	100	100	100	100	0	100	100
RL.4.6	1	2	63	100	100	100	0	0	100	100	0	0	100	100	100	100	100	0	0	0
RF.4.4.a	1	1	13	0	0	0	0	0	0	0	0	100	0	0	0	0	0	0	100	0
W.CCR.1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W.4.1	1	2	35	0	100	100	0	0	100	0	0	0	0	100	100	0	0	0	100	0
W.4.1.a	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W.4.1.b	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W.4.1.c	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	# Mastery Threshold	# of Questions	% All Students	AGUILAR, LAURA	BOWDEN, JOSHUA	BRADSHAW, GUNNER	CUEVAS-BAHENA, MIRIAM	HERNANDEZ, ALEXIS	HILL, SYDNEY	LOMA, ANDY	MALDONADO-FRAUSTO, INES	MARRUFO, JAIR	MARTINEZ, MARLEN	MORRIS, BRENTLEY	NAVARRETE, MIRIAM	RAMIREZ, DIANA	RODRIGUEZ, CARLOS "STEVIE	ROJAS, JOSE	SMITH, LYNSI	TURNER, LOGAN
W.4.1.d	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W.4.2.b	1	1	50	100	0	100	0	100	0	100	0	100	100	0	100	0	0	0	100	0
W.4.4	1	1	94	100	100	100	100	0	100	100	0	100	100	100	100	100	100	100	100	100
L.4.1.a	1	1	69	100	0	100	100	0	100	0	0	100	100	0	100	0	100	100	100	100
L.4.1.b	1	1	56	0	0	0	100	100	100	100	0	100	0	100	100	0	100	0	0	100
L.4.1.f	1	1	25	0	0	100	0	0	0	0	0	0	0	0	0	100	100	0	100	0
L.4.2	1	1	44	0	0	0	100	0	100	100	0	100	0	0	100	100	0	0	0	100
L.4.2.a	1	1	44	0	0	0	100	0	100	100	0	100	0	0	100	100	0	0	0	100
L.4.2.c	1	1	50	100	100	100	0	0	0	0	0	100	0	100	0	0	100	0	100	100
L.4.3.c	1	1	94	100	100	100	0	100	100	100	0	100	100	100	100	100	100	100	100	100
L.4.4	1	1	31	0	0	100	0	100	0	100	0	0	0	100	0	0	0	0	100	0
L.4.4.a	1	2	50	0	0	100	0	100	0	100	0	100	100	100	0	0	0	0	100	100
L.4.4.b	1	1	44	0	100	100	0	0	100	0	0	0	100	0	100	100	0	0	100	0
L.4.5.c	1	2	38	0	0	0	0	0	0	100	0	0	0	0	100	100	100	100	100	0
# of Correct Responses	0	0	16	11	15	23	10	8	20	19	8	15	15	20	24	18	19	8	22	16

	# Mastery Threshold	# of Questions	% All Students	JRA														"STEVIE			
% of Correct Responses	0	0	51	35	48	74	32	26	65	61	26	48	48	65	77	58	61	26	71	52
# of Students Tested	0	0	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
# of Tests Submitted	0	0	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

List of Objectives:

L.1.1.h - Use determiners (e.g., articles, demonstratives).

RL.CCR.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character?s thoughts, words, or actions).

RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

RL.4.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when wr

RL.4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RF.4.4.a - Read on-level text with purpose and understanding.

W.CCR.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1.a - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer?s purpose.

W.4.1.b - Provide reasons that are supported by facts and details.

W.4.1.c - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1.d - Provide a concluding statement or section related to the opinion presented.

W.4.2.b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

L.4.1.a - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.1.b - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1.f - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.a - Use correct capitalization.

L.4.2.c - Use a comma before a coordinating conjunction in a compound sentence.

L.4.3.c - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.4.a - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4.b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.4.5.c - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings

(synonyms).

W.6.4.9 - Use the articles a, an and the correctly

Item Analysis

Class Summary by Student

GR 4 Pre NEW B and PARCC 12-13

ADCOCK-4-244310-4 MATH-11

	%All Students	AGUILAR, LAURA	BOWDEN, JOSHUA	BRADSHAW, GUNNER	CUEVAS-BAHENA, MIRIAM	HERNANDEZ, ALEXIS	HILL, SYDNEY	LOMA, ANDY	MALDONADO-FRAUSTO, INES	MARRUFO, JAIR	MARTINEZ, MARLEN	MORRIS, BRENTLEY	NAVARRETE, MIRIAM	RAMIREZ, DIANA	RODRIGUEZ, CARLOS "STEVIE"	ROJAS, JOSE	SMITH, LYNSI	TURNER, LOGAN
1 - Obj RL.4.1, RL.4.3	94					4												
2 - Obj RL.4.1	82					2			1							1		
3 - Obj RL.4.3	59	1			1	3	1		3						1	3		
4 - Obj RL.4.2	35	4	4	4	4	3		4	4	3					4		4	4
5 - Obj RL.4.3	82				3					3						2		
6 - Obj RL.4.4	35	1			2	2			2	2	2	1		2		3	2	3
7 - Obj RL.4.5	82								1		2					1		
8 - Obj RL.4.6	59				2	3				1		2				2	3	1
9 - Obj L.4.5.c	18	1	2	2	2	2	1	4		4	1	4			2	2	4	4
10 - Obj RL.4.1, RL.CCR.1	35	1	1		4	2	1		2	2	2	1			2	2		
11 - Obj L.4.3.c	88				4				3									
12 - Obj L.4.2, L.4.2.a	41	2	1	2		2			1		3	1			3	1	2	
13 - Obj W.4.1	35	4			3	2		3	2	2	4			3	4	4		4

Item Analysis

Class Summary by Student

GR 4 Pre NEW B and PARCC 12-13

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	%All Students		, JOSHUA	, GUNNER	MIRIAM	ALEXIS	SYDNEY	ANDY	, INES	JAIR	MARLEN	NTLEY	MIRIAM	DIANA	"STEVIE"	JOSE	LYNSI	LOGAN
14 - Obj L.4.4, L.4.4.a	29	4	1		2		1		4	4	4		4	4	4	2		1
15 - Obj L.4.2.c	47				4	3	3	3	4		4		3	3		1		
16 - Obj W.4.4	88					3			3									
17 - Obj L.4.1.b	53	2	1	2					3		2			1		1	3	
18 - Obj L.4.1.a	71		1			4		4				2		4				
19 - Obj L.4.1.f	24	2	1		2	4	2	4	4	1	2	1	4			1		2
20 - Obj W.4.2.b	53		1		2		3					1		2	2	1		1
21 - Obj RF.4.4.a	12	1	1	1	2	2	1	3	1		2	2	3	1	2	1		3
22 - Obj RL.4.3	41	4	1			2		2	2	1	1			4		1		1
23 - Obj L.4.5.c	24	1	1	4	4	2	1		1	1	4	4	1	4				1
24 - Obj L.4.4.a	35	1	1		1	1	1	4	1				4	4	4	4		
25 - Obj RL.4.2	59	2		4		2	2	2								3	4	
26 - Obj RL.4.6	41	1	2		1	3			2	2					2	2	3	1

Item Analysis

Class Summary by Student

GR 4 Pre NEW B and PARCC 12-13

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	%All Students																	
27 - Obj RL.4.1	47	1	1		2				1	2	2		1			1		1
28 - Obj RL.4.3	47	4		1	3	1			4	4	1			1			1	
29 - Obj RL.4.1	35	3	1		3	2		3	1	3	1			1		1		2
30 - Obj L.4.4.b	41	2			2	2		2	4	2		3			2	2		3
31 - Obj W.4.1, W.4.1.a, W.4.1.b, W.4.1.c, W.4.1.d,	100																	
# Correct	15	11	15	23	10	8	20	19	8	15	15	20	24	18	19	8	22	16
% Correct	51	35	48	74	32	26	65	61	26	48	48	65	77	58	61	26	71	52
# of Students Tested	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
# of Tests Submitted	17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Item Answer Distribution Analysis Class Summary

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GR 4 Pre NEW B and PARCC 12-13

Item Objective	Percent Responding					
	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	No Response
1 RL.4.1 RL.4.3	0 %	94 %*	0 %	6 %	0 %	0 %
2 RL.4.1	12 %	6 %	82 %*	0 %	0 %	0 %
3 RL.4.3	24 %	0 %	18 %	59 %*	0 %	0 %
4 RL.4.2	0 %	35 %*	12 %	53 %	0 %	0 %
5 RL.4.3	82 %*	6 %	12 %	0 %	0 %	0 %
6 RL.4.4	12 %	41 %	12 %	35 %*	0 %	0 %
7 RL.4.5	12 %	6 %	82 %*	0 %	0 %	0 %
8 RL.4.6	12 %	18 %	12 %	59 %*	0 %	0 %
9 L.4.5.c	18 %	35 %	18 %*	29 %	0 %	0 %
10 RL.4.1 RL.CCR.1	24 %	35 %	35 %*	6 %	0 %	0 %
11 L.4.3.c	0 %	88 %*	6 %	6 %	0 %	0 %
12 L.4.2 L.4.2.a	24 %	24 %	12 %	41 %*	0 %	0 %
13 W.4.1	35 %*	18 %	18 %	29 %	0 %	0 %
14 L.4.4 L.4.4.a	18 %	12 %	29 %*	41 %	0 %	0 %
15 L.4.2.c	6 %	47 %*	29 %	18 %	0 %	0 %
16 W.4.4	88 %*	0 %	12 %	0 %	0 %	0 %
17 L.4.1.b	18 %	18 %	12 %	53 %*	0 %	0 %
18 L.4.1.a	6 %	6 %	71 %*	18 %	0 %	0 %
19 L.4.1.f	24 %	29 %	24 %*	24 %	0 %	0 %
20 W.4.2.b	24 %	18 %	6 %	53 %*	0 %	0 %
21 RF.4.4.a	41 %	29 %	18 %	12 %*	0 %	0 %
22 RL.4.3	29 %	18 %	41 %*	12 %	0 %	0 %
23 L.4.5.c	41 %	6 %	24 %*	29 %	0 %	0 %
24 L.4.4.a	35 %	35 %*	0 %	29 %	0 %	0 %
25 RL.4.2	59 %*	24 %	6 %	12 %	0 %	0 %
26 RL.4.6	18 %	29 %	12 %	41 %*	0 %	0 %
27 RL.4.1	35 %	18 %	47 %*	0 %	0 %	0 %
28 RL.4.3	29 %	47 %*	6 %	18 %	0 %	0 %
29 RL.4.1	29 %	12 %	24 %	35 %*	0 %	0 %
30 L.4.4.b	41 %*	41 %	12 %	6 %	0 %	0 %
31 W.4.1 W.4.1.a W.4.1.b W.4.1.c W.4.1.d W.CCR.1	100 %*	0 %	0 %	0 %	0 %	0 %

Number of Students Tested: 17