

Teacher: ALL | Grade: 4 | School: School C | District: Benchmark Assessments District | Test: ALL(10)

Dates: 08/16/2019-03/09/2020 | Test Assessed for: Grade 4 | Assessed with: 1+ questions

Test 1: Interim Assessment 1 (Gr. 4), Test 2: Unit 1 Assessment (Gr. 4), Test 3: Unit 2 Assessment (Gr. 4), Test 4: Unit 3 Assessment (Gr. 4), Test 5: Interim Assessment 2 (Gr. 4), Test 6: Unit 4 Assessment (Gr. 4), Test 7: Unit 5 Assessment (Gr. 4), Test 8: Unit 6 Week 1 Assessment (Gr. 4), Test 9: Unit 6 Week 2 Assessment (Gr. 4), Test 10: Unit 6 Assessment (Gr. 4)

Standard	Definition	Student Distribution by Achievement Level	* Avg. Date Submitted
<b>CCSS English Language Arts (43)</b>			
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Overall	25 (red)   26 (orange)   4 (yellow)   1 (green)	56   6   50%   12/13/19
	Test 2	15 (red)   22 (orange)   6 (yellow)   3 (green)	46   1   47%   10/04/19
	Test 3	23 (red)   11 (orange)   16 (yellow)   4 (green)	54   1   46%   11/04/19
	Test 4	4 (red)   7 (orange)   6 (yellow)   2 (green)	19   1   57%   12/08/19
	Test 6	23 (red)   22 (orange)   9 (yellow)   1 (green)	55   1   44%   01/14/20
	Test 7	7 (red)   11 (orange)   10 (yellow)   8 (green)	36   1   63%   02/10/20
	Test 10	5 (red)   6 (orange)   3 (yellow)   4 (green)	18   1   57%   03/08/20
L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	Overall	11 (red)   17 (orange)   20 (yellow)   7 (green)	55   7   63%   11/19/19
	Test 2	2 (red)   20 (orange)   0 (yellow)   24 (green)	46   2   74%   10/04/19
	Test 3	17 (red)   23 (orange)   0 (yellow)   14 (green)	54   2   47%   11/04/19
	Test 7	6 (red)   17 (orange)   0 (yellow)   13 (green)	36   3   70%   02/10/20
L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Overall	10 (red)   17 (orange)   0 (yellow)   28 (green)	55   2   66%   01/14/20
	Test 6	10 (red)   17 (orange)   0 (yellow)   28 (green)	55   2   66%   01/14/20
L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	Overall	9 (red)   4 (orange)   0 (yellow)   6 (green)	19   3   55%   01/21/20
	Test 4	6 (red)   5 (orange)   0 (yellow)   8 (green)	19   2   55%   12/08/19
	Test 10	8 (red)   0 (orange)   0 (yellow)   10 (green)	18   1   56%   03/08/20
L.4.1e Form and use prepositional phrases.	Overall	1 (red)   11 (orange)   10 (yellow)   14 (green)	36   4   73%   02/19/20
	Test 7	1 (red)   12 (orange)   0 (yellow)   23 (green)	36   2   81%   02/10/20
	Test 10	0 (red)   15 (orange)   0 (yellow)   3 (green)	18   2   58%   03/08/20
L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Overall	4 (red)   5 (orange)   6 (yellow)   32 (green)	47   4   82%   10/23/19
	Test 2	2 (red)   12 (orange)   0 (yellow)   32 (green)	46   2   83%   10/04/19
	Test 4	2 (red)   4 (orange)   0 (yellow)   13 (green)	19   2   79%   12/08/19
L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their)*	Overall	8 (red)   20 (orange)   0 (yellow)   27 (green)	55   3   78%   01/14/20
	Test 6	8 (red)   20 (orange)   0 (yellow)   27 (green)	55   3   78%   01/14/20
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Overall	25 (red)   26 (orange)   4 (yellow)   1 (green)	56   6   50%   12/13/19
	Test 2	15 (red)   22 (orange)   6 (yellow)   3 (green)	46   1   47%   10/04/19
	Test 3	23 (red)   11 (orange)   16 (yellow)   4 (green)	54   1   46%   11/04/19
	Test 4	4 (red)   7 (orange)   6 (yellow)   2 (green)	19   1   57%   12/08/19
	Test 6	23 (red)   22 (orange)   9 (yellow)   1 (green)	55   1   44%   01/14/20
	Test 7	7 (red)   11 (orange)   10 (yellow)   8 (green)	36   1   63%   02/10/20

Standard	Definition	Student Distribution by Achievement Level		Avg. Date Submitted
		Test 10 <span>5</span> <span>6</span> <span>3</span> <span>4</span>	18   1   57%	03/08/20
L.4.2a	Use correct capitalization.	Overall <span>3</span> <span>6</span> <span>0</span> <span>45</span> Test 2 <span>2</span> <span>0</span> <span>0</span> <span>44</span> Test 3 <span>8</span> <span>0</span> <span>0</span> <span>46</span>	54   2   90% 46   1   96% 54   1   85%	10/21/19 10/04/19 11/04/19
L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	Overall <span>16</span> <span>15</span> <span>0</span> <span>23</span> Test 3 <span>28</span> <span>0</span> <span>0</span> <span>26</span> Test 10 <span>3</span> <span>0</span> <span>0</span> <span>15</span>	54   2   57% 54   1   48% 18   1   83%	12/05/19 11/04/19 03/08/20
L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	Overall <span>8</span> <span>20</span> <span>0</span> <span>27</span> Test 6 <span>8</span> <span>20</span> <span>0</span> <span>27</span>	55   3   78% 55   3   78%	01/14/20 01/14/20
L.4.3a	Choose words and phrases to convey ideas precisely.*	Overall <span>11</span> <span>6</span> <span>0</span> <span>37</span> Test 3 <span>8</span> <span>0</span> <span>0</span> <span>46</span> Test 4 <span>6</span> <span>5</span> <span>0</span> <span>8</span>	54   3   73% 54   1   85% 19   2   55%	11/13/19 11/04/19 12/08/19
L.4.3b	Choose punctuation for effect.*	Overall <span>5</span> <span>0</span> <span>0</span> <span>13</span> Test 10 <span>5</span> <span>0</span> <span>0</span> <span>13</span>	18   1   72% 18   1   72%	03/08/20 03/08/20
L.4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Overall <span>10</span> <span>0</span> <span>0</span> <span>9</span> Test 4 <span>10</span> <span>0</span> <span>0</span> <span>9</span>	19   1   47% 19   1   47%	12/08/19 12/08/19
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	Overall <span>14</span> <span>24</span> <span>15</span> <span>6</span> Test 1 <span>10</span> <span>23</span> <span>8</span> <span>0</span> Test 2 <span>8</span> <span>18</span> <span>0</span> <span>20</span> Test 3 <span>19</span> <span>0</span> <span>0</span> <span>35</span> Test 5 <span>11</span> <span>14</span> <span>0</span> <span>13</span> Test 6 <span>23</span> <span>0</span> <span>0</span> <span>32</span> Test 10 <span>1</span> <span>5</span> <span>0</span> <span>12</span>	59   14   60% 41   6   59% 46   2   63% 54   1   65% 38   2   53% 55   1   58% 18   2   81%	11/16/19 08/21/19 10/04/19 11/04/19 12/11/19 01/14/20 03/08/20
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Overall <span>6</span> <span>15</span> <span>21</span> <span>14</span> Test 2 <span>5</span> <span>0</span> <span>0</span> <span>41</span> Test 3 <span>9</span> <span>0</span> <span>0</span> <span>45</span> Test 6 <span>7</span> <span>29</span> <span>0</span> <span>19</span> Test 7 <span>11</span> <span>11</span> <span>0</span> <span>14</span>	56   7   72% 46   1   89% 54   1   83% 55   2   61% 36   3   69%	12/05/19 10/04/19 11/04/19 01/14/20 02/10/20
L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Overall <span>10</span> <span>0</span> <span>0</span> <span>31</span> Test 1 <span>10</span> <span>0</span> <span>0</span> <span>31</span>	41   1   76% 41   1   76%	08/21/19 08/21/19

Standard	Definition	Student Distribution by Achievement Level	*	Avg. Date Submitted	
L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Overall	18   14   7   19	58   4   59%	10/28/19
		Test 1	21   0   0   20	41   1   49%	08/21/19
		Test 3	19   0   0   35	54   1   65%	11/04/19
		Test 4	8   0   0   11	19   1   58%	12/08/19
		Test 5	15   0   0   23	38   1   61%	12/11/19
L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Overall	5   14   16   20	55   6   70%	11/22/19
		Test 3	13   0   0   41	54   1   76%	11/04/19
		Test 4	3   11   0   5	19   2   55%	12/08/19
		Test 5	7   16   0   15	38   3   73%	12/11/19
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Overall	6   17   0   32	55   3   80%	11/19/19
		Test 3	2   11   0   41	54   2   86%	11/04/19
		Test 5	14   0   0   24	38   1   63%	12/11/19
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Overall	2   11   7   38	58   5   86%	12/22/19
		Test 1	14   0   0   27	41   1   66%	08/21/19
		Test 9	0   3   0   51	54   2   97%	02/28/20
		Test 10	0   8   0   10	18   2   78%	03/08/20
RF.4.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Overall	4   9   23   23	59   21   81%	12/05/19
		Test 1	3   17   0   21	41   2   72%	08/21/19
		Test 2	2   10   0   34	46   2   85%	10/04/19
		Test 3	4   6   0   44	54   3   91%	11/04/19
		Test 4	2   6   0   11	19   2   74%	12/08/19
		Test 5	1   8   8   21	38   6   86%	12/11/19
		Test 6	7   26   0   22	55   2   64%	01/14/20
		Test 7	5   13   0   18	36   3   78%	02/10/20
		Test 8	10   0   0   45	55   1   82%	02/19/20
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Overall	19   20   15   5	59   14   61%	11/10/19
		Test 1	15   13   12   1	41   2   46%	08/21/19
		Test 2	14   7   8   17	46   2   70%	10/04/19
		Test 4	6   9   1   3	19   3   55%	12/08/19
		Test 5	15   4   16   3	38   4   57%	12/11/19
		Test 7	7   8   15   6	36   3   69%	02/10/20

Standard	Definition	Student Distribution by Achievement Level	*	Avg. Date Submitted	
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Overall	31   18   8   2	59   11   48%	11/10/19
		Test 1	36   3   2   0	41   3   31%	08/21/19
		Test 2	12   10   0   24	46   1   69%	10/04/19
		Test 4	7   7   3   2	19   5   54%	12/08/19
		Test 5	13   13   0   12	38   1   55%	12/11/19
		Test 7	10   17   0   9	36   1   49%	02/10/20
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Overall	24   0   0   17	41   1   41%	08/21/19
		Test 1	24   0   0   17	41   1   41%	08/21/19
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Overall	21   20   14   4	59   11   54%	11/07/19
		Test 1	18   17   5   1	41   4   40%	08/21/19
		Test 2	21   0   0   25	46   1   54%	10/04/19
		Test 5	14   14   0   10	38   3   61%	12/11/19
		Test 7	11   11   0   14	36   3   69%	02/10/20
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Overall	6   5   7   18	36   1   75%	02/10/20
		Test 7	6   5   7   18	36   1   75%	02/10/20
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Overall	34   0   0   7	41   1   17%	08/21/19
		Test 1	34   0   0   7	41   1   17%	08/21/19
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Overall	18   21   7   12	58   6   54%	10/18/19
		Test 1	26   0   0   15	41   1   37%	08/21/19
		Test 2	2   12   0   32	46   2   83%	10/04/19
		Test 4	10   0   0   9	19   1   47%	12/08/19
		Test 5	22   13   0   3	38   2   38%	12/11/19
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	Overall	28   18   11   2	59   12   53%	11/07/19
		Test 1	28   11   0   2	41   1   18%	08/21/19
		Test 2	7   13   0   26	46   1   71%	10/04/19
		Test 5	24   5   7   2	38   4   48%	12/11/19
		Test 7	9   9   13   5	36   6   60%	02/10/20

Standard	Definition	Student Distribution by Achievement Level		Avg. Date Submitted	
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Overall		59   7   59%	11/10/19
		Test 1		41   2   43%	08/21/19
		Test 2		46   1   70%	10/04/19
		Test 4		19   1   58%	12/08/19
		Test 5		38   1   63%	12/11/19
		Test 7		36   2   60%	02/10/20
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Overall		59   38   56%	12/16/19
		Test 1		41   5   49%	08/21/19
		Test 2		46   2   36%	10/04/19
		Test 3		54   3   53%	11/04/19
		Test 4		19   1   53%	12/08/19
		Test 5		38   3   49%	12/11/19
		Test 6		55   7   57%	01/14/20
		Test 8		55   3   58%	02/19/20
		Test 9		54   7   65%	02/28/20
		Test 10		18   7   66%	03/08/20
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Overall		59   20   52%	12/16/19
		Test 1		41   2   24%	08/21/19
		Test 2		46   2   37%	10/04/19
		Test 3		54   3   76%	11/04/19
		Test 5		38   1   52%	12/11/19
		Test 6		55   3   42%	01/14/20
		Test 8		55   3   70%	02/19/20
		Test 9		54   2   45%	02/28/20
		Test 10		18   4   51%	03/08/20
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Overall		59   24   68%	12/16/19
		Test 1		41   3   51%	08/21/19
		Test 2		46   1   93%	10/04/19
		Test 3		54   3   66%	11/04/19
		Test 5		38   3   67%	12/11/19
		Test 6		55   3   61%	01/14/20
		Test 8		55   2   59%	02/19/20
		Test 9		54   5   78%	02/28/20
		Test 10		18   4   80%	03/08/20

Standard	Definition	Student Distribution by Achievement Level		Avg. Date Submitted					
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Overall	<table border="1"> <tr> <td>11</td> <td>18</td> <td>26</td> <td>4</td> </tr> </table>	11	18	26	4	59   19   66%	12/03/19
		11	18	26	4				
		Test 1	<table border="1"> <tr> <td>8</td> <td>19</td> <td>3</td> <td>11</td> </tr> </table>	8	19	3	11	41   5   65%	08/21/19
		8	19	3	11				
		Test 2	<table border="1"> <tr> <td>1</td> <td>16</td> <td>0</td> <td>29</td> </tr> </table>	1	16	0	29	46   2   80%	10/04/19
		1	16	0	29				
		Test 3	<table border="1"> <tr> <td>3</td> <td>22</td> <td>0</td> <td>29</td> </tr> </table>	3	22	0	29	54   2   74%	11/04/19
		3	22	0	29				
		Test 4	<table border="1"> <tr> <td>8</td> <td>0</td> <td>0</td> <td>11</td> </tr> </table>	8	0	0	11	19   1   58%	12/08/19
8	0	0	11						
Test 5	<table border="1"> <tr> <td>11</td> <td>14</td> <td>0</td> <td>13</td> </tr> </table>	11	14	0	13	38   3   68%	12/11/19		
11	14	0	13						
Test 6	<table border="1"> <tr> <td>19</td> <td>24</td> <td>0</td> <td>12</td> </tr> </table>	19	24	0	12	55   3   60%	01/14/20		
19	24	0	12						
Test 8	<table border="1"> <tr> <td>32</td> <td>0</td> <td>0</td> <td>23</td> </tr> </table>	32	0	0	23	55   1   42%	02/19/20		
32	0	0	23						
Test 10	<table border="1"> <tr> <td>1</td> <td>5</td> <td>0</td> <td>12</td> </tr> </table>	1	5	0	12	18   2   81%	03/08/20		
1	5	0	12						
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Overall	<table border="1"> <tr> <td>19</td> <td>10</td> <td>0</td> <td>13</td> </tr> </table>	19	10	0	13	42   2   43%	09/25/19
		19	10	0	13				
		Test 1	<table border="1"> <tr> <td>28</td> <td>0</td> <td>0</td> <td>13</td> </tr> </table>	28	0	0	13	41   1   32%	08/21/19
28	0	0	13						
Test 4	<table border="1"> <tr> <td>6</td> <td>0</td> <td>0</td> <td>13</td> </tr> </table>	6	0	0	13	19   1   68%	12/08/19		
6	0	0	13						
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Overall	<table border="1"> <tr> <td>14</td> <td>14</td> <td>25</td> <td>6</td> </tr> </table>	14	14	25	6	59   7   66%	11/23/19
		14	14	25	6				
		Test 1	<table border="1"> <tr> <td>16</td> <td>0</td> <td>0</td> <td>25</td> </tr> </table>	16	0	0	25	41   1   61%	08/21/19
		16	0	0	25				
		Test 4	<table border="1"> <tr> <td>3</td> <td>8</td> <td>6</td> <td>2</td> </tr> </table>	3	8	6	2	19   2   59%	12/08/19
3	8	6	2						
Test 5	<table border="1"> <tr> <td>13</td> <td>0</td> <td>0</td> <td>25</td> </tr> </table>	13	0	0	25	38   1   66%	12/11/19		
13	0	0	25						
Test 6	<table border="1"> <tr> <td>9</td> <td>19</td> <td>18</td> <td>9</td> </tr> </table>	9	19	18	9	55   3   68%	01/14/20		
9	19	18	9						
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Overall	<table border="1"> <tr> <td>26</td> <td>16</td> <td>0</td> <td>12</td> </tr> </table>	26	16	0	12	54   1   37%	11/04/19
		26	16	0	12				
Test 3	<table border="1"> <tr> <td>26</td> <td>16</td> <td>0</td> <td>12</td> </tr> </table>	26	16	0	12	54   1   37%	11/04/19		
26	16	0	12						
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Overall	<table border="1"> <tr> <td>17</td> <td>20</td> <td>19</td> <td>3</td> </tr> </table>	17	20	19	3	59   9   60%	11/27/19
		17	20	19	3				
		Test 1	<table border="1"> <tr> <td>19</td> <td>0</td> <td>0</td> <td>22</td> </tr> </table>	19	0	0	22	41   1   54%	08/21/19
		19	0	0	22				
		Test 3	<table border="1"> <tr> <td>11</td> <td>25</td> <td>0</td> <td>18</td> </tr> </table>	11	25	0	18	54   2   70%	11/04/19
		11	25	0	18				
		Test 4	<table border="1"> <tr> <td>5</td> <td>8</td> <td>0</td> <td>6</td> </tr> </table>	5	8	0	6	19   1   53%	12/08/19
5	8	0	6						
Test 5	<table border="1"> <tr> <td>12</td> <td>20</td> <td>0</td> <td>6</td> </tr> </table>	12	20	0	6	38   2   61%	12/11/19		
12	20	0	6						
Test 6	<table border="1"> <tr> <td>18</td> <td>21</td> <td>0</td> <td>16</td> </tr> </table>	18	21	0	16	55   1   48%	01/14/20		
18	21	0	16						
Test 10	<table border="1"> <tr> <td>5</td> <td>9</td> <td>0</td> <td>4</td> </tr> </table>	5	9	0	4	18   2   63%	03/08/20		
5	9	0	4						
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Overall	<table border="1"> <tr> <td>20</td> <td>24</td> <td>10</td> <td>1</td> </tr> </table>	20	24	10	1	55   2   51%	01/24/20
		20	24	10	1				
		Test 6	<table border="1"> <tr> <td>23</td> <td>22</td> <td>9</td> <td>1</td> </tr> </table>	23	22	9	1	55   1   44%	01/14/20
23	22	9	1						
Test 7	<table border="1"> <tr> <td>7</td> <td>11</td> <td>10</td> <td>8</td> </tr> </table>	7	11	10	8	36   1   63%	02/10/20		
7	11	10	8						

Standard	Definition	Student Distribution by Achievement Level	*	Avg. Date Submitted	
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Overall	23   9   6   0	38   2   44%	12/10/19
		Test 4	4   7   6   2	19   1   57%	12/08/19
		Test 5	22   10   6   0	38   1   38%	12/11/19
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Overall	29   21   7   0	57   4   43%	10/21/19
		Test 1	31   7   2   1	41   1   28%	08/21/19
		Test 2	15   22   6   3	46   1   47%	10/04/19
		Test 3	23   11   16   4	54   1   46%	11/04/19
		Test 10	5   6   3   4	18   1   57%	03/08/20
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [link to="CCSS.ELA-Literacy.L.4"]here[/link].)	Overall	15   0   0   3	18   1   17%	03/08/20
		Test 10	15   0   0   3	18   1   17%	03/08/20

#### Depth of Knowledge (4)

DOK 1	Recall/Reproduction	Overall	5   8   25   21	59   28   80%	11/21/19
		Test 1	5   6   17   13	41   5   78%	08/21/19
		Test 2	2   10   0   34	46   2   85%	10/04/19
		Test 3	7   3   32   12	54   7   78%	11/04/19
		Test 4	3   6   5   5	19   4   64%	12/08/19
		Test 5	1   8   8   21	38   6   86%	12/11/19
		Test 6	8   0   0   47	55   1   85%	01/14/20
		Test 7	5   13   0   18	36   3   78%	02/10/20
DOK 2	Skill/Concept	Overall	17   24   18   0	59   97   59%	11/21/19
		Test 1	31   9   1   0	41   16   39%	08/21/19
		Test 2	2   15   15   14	46   13   79%	10/04/19
		Test 3	11   16   22   5	54   12   66%	11/04/19
		Test 4	5   9   5   0	19   14   58%	12/08/19
		Test 5	15   14   9   0	38   17   53%	12/11/19
		Test 6	13   16   25   1	55   15   61%	01/14/20
		Test 7	5   9   13   9	36   10   69%	02/10/20
DOK 3	Strategic Thinking	Overall	18   23   18   0	59   41   58%	11/21/19
		Test 1	19   19   3   0	41   8   45%	08/21/19
		Test 2	11   13   18   4	46   5   60%	10/04/19
		Test 3	16   8   18   12	54   3   66%	11/04/19
		Test 4	6   8   2   3	19   3   54%	12/08/19

Standard	Definition	Student Distribution by Achievement Level				*	Avg. Date Submitted	
		Test 5	14	10	13	1	38   11   56%	12/11/19
		Test 6	14	16	17	8	55   6   61%	01/14/20
		Test 7	9	11	7	9	36   5   66%	02/10/20
DOK 4	Extended Thinking	Overall	31	24	3	1	59   6   46%	11/18/19
		Test 1	31	7	2	1	41   1   28%	08/21/19
		Test 2	15	22	6	3	46   1   47%	10/04/19
		Test 3	23	11	16	4	54   1   46%	11/04/19
		Test 4	4	7	6	2	19   1   57%	12/08/19
		Test 6	23	22	9	1	55   1   44%	01/14/20
		Test 7	7	11	10	8	36   1   63%	02/10/20