



# LOUISIANA DEPARTMENT OF EDUCATION

October 26, 2015

Dear Standards Review Committee Members,

Standards Review Committee Chair Regina Sanford recently requested all available assessment results and sample test questions to aid committee's review process, as seen in the attached email request. In response to this request, the Department has assembled this binder of information.

Included in the binder are analyses of student performance for ACT, EOC, and PARCC assessments. The binder also contains explanations of how each test and how specific test questions measure specific standards. Reviewers will thus be able to discern statewide strengths and weaknesses in English and mathematics skills as measured against state standards.

Please note that the majority of exact test questions used in Louisiana will remain in use beyond one year, so as to minimize the cost and testing time required to develop new test questions every single year. Thus the majority test questions have not been released.

I hope you find this information helpful as you review and develop Louisiana Student Standards.

Regards,

A handwritten signature in black ink, appearing to read "Rebecca", followed by a long horizontal line extending to the right.

Rebecca Kockler  
Assistant Superintendent, Academic Content  
Louisiana Department of Education

cc: Regina Stanford

**Louisiana Believes**



**From:** Standards Review <[Standards.Review@stpsb.org](mailto:Standards.Review@stpsb.org)>  
**Date:** October 26, 2015 at 11:25:23 AM CDT  
**To:** 'Rebecca Kockler' <[Rebecca.Kockler@LA.GOV](mailto:Rebecca.Kockler@LA.GOV)>  
**Subject:** FW: Assessment Results Request

Rebecca,

Here is one of the requests following the conference call with Superintendent White.

Regina Sanford

-----Original Message-----

From: Standards Review  
Sent: Monday, October 12, 2015 8:26 PM  
Subject: FW: Assessment Results Request

Hello Everyone,

Below is the official response which I received today with regard to the request which was made with Superintendent White last week.

He has told me verbally on two different occasions that we will receive data to assist us in our work, and this was also communicated in the Superintendent's Message today in a conference call with state superintendents.

Regina Sanford  
Chairman, Standards Review Steering Committee

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From: Rebecca Kockler [[Rebecca.Kockler@LA.GOV](mailto:Rebecca.Kockler@LA.GOV)]  
Sent: Monday, October 12, 2015 11:25 AM  
To: Sanford, Regina; Standards Review  
Subject: Assessment Results Request

Ms. Sanford,

Thank you for reaching out on behalf of the standards committee. The Department is more than happy to provide your committee as much information as we are able to in order for you to lead the most productive standards review process possible. Per your request for a detailed analysis of the recent PARCC assessment results, we will gladly provide you this information. The Department will provide a detailed analysis by groups of standards as soon as it is available, but no later than the week of November 9.

If the committee would find it useful to be thorough in their review of performance data, the Department is also willing to compile an analysis of the 2014 LEAP exam results (which were aligned to our current standards), 2014 and 2015 EOC exams, and the ACT exams. Please let us know what the committees would find beneficial and we can begin compiling information. If

after those data and analyses are released you and your chairs would find it beneficial to discuss these data in greater detail with our staff we are happy to do so.

This link illustrates a model of the sample student reports that will be available to parents the week of November 9. The analyses and data we will provide you and your committees will include rolled up data in the same categories. [http://www.louisianabelieves.com/docs/default-source/family-support-toolbox-resources/spring-2015-student-report-\(ela\)-draft-10-5-15.pdf?sfvrsn=28](http://www.louisianabelieves.com/docs/default-source/family-support-toolbox-resources/spring-2015-student-report-(ela)-draft-10-5-15.pdf?sfvrsn=28) and [http://www.louisianabelieves.com/docs/default-source/family-support-toolbox-resources/spring-2015-student-report-\(math\)-draft-10-5-15.pdf?sfvrsn=6](http://www.louisianabelieves.com/docs/default-source/family-support-toolbox-resources/spring-2015-student-report-(math)-draft-10-5-15.pdf?sfvrsn=6).

If you have additional questions or needs, please do not hesitate to reach out.

Best,

Rebecca

Rebecca Kockler  
Assistant Superintendent of Academic Content Louisiana Department of Education

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## ACT COLLEGE AND CAREER READINESS ASSESSMENTS

The following resources and accompanying links will provide you with answers to the following questions regarding the ACT assessment administered to all Louisiana students during their junior year of high school.

Question	Resource
<p>1. How do Louisiana students perform overall on the ACT?</p>	<ul style="list-style-type: none"> <li>• <b>2015 ACT News Releases:</b> included with links below            News Release on Louisiana’s National standings:  <a href="http://www.louisianabelieves.com/newsroom/news-releases/2015/08/26/report-louisiana-is-number-one-state-in-annual-act-gain">http://www.louisianabelieves.com/newsroom/news-releases/2015/08/26/report-louisiana-is-number-one-state-in-annual-act-gain</a></li>   <li>Statewide ACT News Release:  <a href="http://www.louisianabelieves.com/newsroom/news-releases/2015/07/16/record-number-of-louisiana-seniors-achieve-college-going-act-scores">http://www.louisianabelieves.com/newsroom/news-releases/2015/07/16/record-number-of-louisiana-seniors-achieve-college-going-act-scores</a></li>   <li>• <b>Overall State &amp; District 2012-2015 Comparison Report</b> (included with link below): Report detailing the average ACT composite score and the difference in the number of students scoring 18+ for each district.  <a href="http://www.louisianabelieves.com/docs/default-source/data-management/state-district-comparison-students-scoring-18-(2012-2015).pdf?sfvrsn=2">http://www.louisianabelieves.com/docs/default-source/data-management/state-district-comparison-students-scoring-18-(2012-2015).pdf?sfvrsn=2</a></li> </ul>
<p>2. How did students perform on specific skills within each subject area?</p>	<ul style="list-style-type: none"> <li>• <b>Louisiana ACT Profile Report</b> (included with link below): Information on the performance of Louisiana’s graduating seniors on the ACT.  <a href="http://www.act.org/newsroom/data/2015/pdf/profile/Louisiana.pdf">http://www.act.org/newsroom/data/2015/pdf/profile/Louisiana.pdf</a></li> </ul>



# RECORD NUMBER OF LOUISIANA SENIORS ACHIEVE COLLEGE-GOING ACT SCORES

Jul 16, 2015

## *African-American Students Achieve Fastest Progress*

BATON ROUGE, La. – The Louisiana Department of Education today announced a record number of high school seniors earning scores of 18 or higher on the ACT, leading to more graduates entering college without needing to take remedial courses. Among seniors in spring 2015, 24,619 students earned a college-going score (18+), an increase of nearly 1,000 students from 23,660 in 2014 and an increase of more than 6,300 students from the 18,307 who met the mark in 2012.

The improvement comes after years of raising expectations for math and English in Louisiana, teaching to nationally competitive standards. This growth is also due to comprehensive high school policy changes the Board of Elementary and Secondary Education (BESE) and local school systems began implementing in 2012, including an overhaul of the state's accountability system, the creation of the Jump Start career education program, and expansion of Advanced Placement courses.

Among particular student populations, African-American students saw the greatest ACT gains. Forty percent more African-American students earned a college-going ACT score this year than did in 2012, growing from 5,202 in then to 7,287 now – an increase of more than 2,000 students.

The number of Louisiana students achieving qualifying scores at all levels of TOPS scholarships also grew. Nearly 1,000 more students achieved a TOPS score this year than did in 2014, and the number of TOPS-eligible scores has risen by 7,372 since 2012.

Additionally, the number of high school graduates enrolling in college has grown significantly from 19,826 in 2011 to 22,972 in 2014, representing a 16 percent increase.

This increase in ACT scores resulted in a 0.2 point rise in the state's average composite score – now 19.4 in 2015 as compared to 19.2 in 2014 – as determined by seniors' best score on the test. The "best score" method, used by colleges and universities for the purpose of admission and by TOPS for purposes of scholarship awards, calculates a student's top score achieved any time the student took the test.

"Four years ago, BESE, the Department, and local school systems set out to increase the career and college opportunities for students. Raising expectations for all students is not easy but our students are showing they are as smart and capable as any in America," said State Superintendent John White. "By providing access to more rigorous courses and tests for all students, we are seeing achievement increase across the board. Our state needs to keep raising its expectations if we expect to compete."

"These encouraging numbers reflect our students' continuing improvement in academic achievement," said Chas Roemer, BESE president. "The combination of expanding access to the ACT and raising standards has given more Louisiana students the chance to show what they can do, and the results are inspiring. This important progress validates the hard work of students and educators across our state. We must continue raising expectations to ensure that our students are prepared to compete for any job or college placement opportunity."

Opportunity	2011-2012	2012-2013	2013-2014	2014-2015	Increase from 2012 to 2015
TOPS Tech (17+)	20,466	25,073	26,846	27,838	7,372
College-Going Score Not Requiring Remediation (18+)	18,307	22,088	23,660	24,619	6,312
TOPS Opportunity & Regional University (20+)	14,129	16,027	17,101	18,039	3,910
TOPS Performance & Statewide University (23+)	7,429	8,433	8,938	9,524	2,095
Flagship University (25+)	4,296	5,006	5,359	5,649	1,353
TOPS Honors (27+)	2,435	2,938	3,170	3,339	904

"It's exciting to see the fruits of our labor as a legislature and as Louisianans," said Rep. Steve Carter, Chairman of the House Education Committee. "We set out several years ago to raise academic expectations and increase students' access to high-quality schools and courses. Our young people are reaping the benefits, gaining the knowledge and skills they need to pursue their dreams and be productive members of our workforce and society. I congratulate our students and educators on this tremendous accomplishment."

"These strong ACT results can be attributed to a refocused effort on student success over adult problems. The growth results directly from several specific strategic reforms we have insisted upon – implementation of comparable, interstate high standards and assessments; redirecting education process authority to place district operations in the hands of superintendents; creating an atmosphere of parental participation and choice; and, placing a strong emphasis on great teachers and ensuring a great teacher in every classroom," said Sen. Conrad Appel, Chairman of the Senate Education Committee. "Education is truly the gateway to a better life for all Louisianans and we maintain the firm belief that all students, without regard to circumstances, can learn and must be afforded a fair opportunity to learn. We will remain focused and fight for the strategies we have embarked upon. Our state and its youth are worth it."

During the 2012-2013 school year, Louisiana became the 10th state to provide all high school students the opportunity to take the ACT at no charge. The ACT series of tests, given in 8th, 9th, 10th, and 11th grades to provide parents and students information on college and career readiness, is a central plank of *Louisiana Believes*, the state's plan to ensure all children are on track to college or a career.

In addition to providing all students with access to the ACT, the Department, BESE, and schools across the state have embarked on ambitious initiatives that have expanded opportunities for high school student. Since 2012:

- BESE adopted a plan to raise expectations in Louisiana through higher standards. That work continues with the Louisiana Student Standards Review, a process approved by BESE in April, passed by the Legislature during the 2015 Legislative Session, and signed into law by the Governor. An expert panel of 101 educators and experts nominated by school districts, professional association, and advocacy organizations will review and develop expectations for Louisiana students that will prepare them for a successful transition to college and career.
- The state re-made the high school accountability system to incentivize not just high school completion but also post-secondary achievements like career credentials and Advanced Placement credits.
- Students now achieve TOPS and TOPS Tech by choosing either the Jump Start Career Diploma or the TOPS University Diploma. Every student graduates having taken a TOPS curriculum.
- To support these diplomas, Louisiana has created dedicated funding streams in the MFP for career courses, dual enrollment courses, and other course choices.

Louisiana has also expanded on these initiatives to expand opportunity for historically underserved students.

- Schools have created transitional 9th grade programs to serve students who otherwise would have been held back in 8th grade.
- Act 833 allows diploma pathways for students struggling because of disabilities.

- Students with significant disabilities (LAA 1) now can achieve a high school diploma.

This comprehensive package of high school policy changes resulted in increased opportunity for high school students:

- **Record Number of Students Completing High School:** In 2014, the state's four-year high school graduation rate increased for the fourth straight year to a record high of 74.6 percent. Nearly 1,600 more students graduated in 2014 than in 2013.
- **Record Number of Students Achieving Advanced Placement Credit:** Louisiana's high school students led the nation in 2014 with a 24.6 percent increase in the number of college credits earned on Advanced Placement (AP®) exams, increasing by more than 1,250 credits over results in 2013 - the greatest increase in state history.
- **Record Number of Students Entering College:** The number of recent high school graduates who enrolled in college has grown significantly, with 22,972 members of the class of 2014 enrolled in college, an increase of 16 percent over the class 2012.

For State and District ACT Average Composite Scores, please click [here](#).

To view a PowerPoint Presentation, please click [here](#).

#####

## END-OF-COURSE (EOC) ASSESSMENT

The following resources and accompanying links will provide you with answers to the following questions regarding Louisiana’s End-of-Course assessment administered to all Louisiana high school students in six subjects: Algebra I, Geometry, English II and III, Biology and U.S. History.

Question	Resource
<p>1. How did the questions on the 2015 assessments measure the current Louisiana Student Standards?</p>	<p>2014-2015 Assessment Guides (included with links below)</p> <ul style="list-style-type: none"> <li>• English II (Section III: Test Design): <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-2015-assessment-guidance-english-ii.pdf?sfvrsn=4">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-2015-assessment-guidance-english-ii.pdf?sfvrsn=4</a></li> <li>• English III (Section III: Test Design): <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-2015-assessment-guidance-english-iii.pdf?sfvrsn=4">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-2015-assessment-guidance-english-iii.pdf?sfvrsn=4</a></li> <li>• Algebra I (Section III: Test Design): <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/guide-assessment-structure-13-14-math-algebra-i.pdf?sfvrsn=14">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/guide-assessment-structure-13-14-math-algebra-i.pdf?sfvrsn=14</a></li> <li>• Geometry (Section III: Test Design): <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/guide-assessment-structure-13-14-math-geometry.pdf?sfvrsn=16">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/guide-assessment-structure-13-14-math-geometry.pdf?sfvrsn=16</a></li> </ul>
<p>2. What did the 2015 assessments look like?</p>	<p>EOC sample test items(included with links below)</p> <ul style="list-style-type: none"> <li>• English II: <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/english-ii-sample-test-items.pdf?sfvrsn=4">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/english-ii-sample-test-items.pdf?sfvrsn=4</a></li> <li>• English III: <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/english-iii-sample-test-items.pdf?sfvrsn=4">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/english-iii-sample-test-items.pdf?sfvrsn=4</a></li> <li>• Algebra I: <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-2015-sample-test-items-algebra-i.pdf?sfvrsn=2">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-2015-sample-test-items-algebra-i.pdf?sfvrsn=2</a></li> <li>• Geometry: <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-2015-sample-test-items-geometry.pdf?sfvrsn=2">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-2015-sample-test-items-geometry.pdf?sfvrsn=2</a></li> </ul>
<p>3. How were students expected to respond to writing prompts on the assessment?</p>	<p>EOC student writing samples (included with links below)</p> <ul style="list-style-type: none"> <li>• English II: <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/english-ii-sample-student-work.pdf?sfvrsn=6">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/english-ii-sample-student-work.pdf?sfvrsn=6</a></li> <li>• English III: <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/english-iii-sample-student-work.pdf?sfvrsn=6">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/english-iii-sample-student-work.pdf?sfvrsn=6</a></li> <li>• Algebra I Constructed Response Sample: <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/sample-constructed-response-algebra-i.pdf?sfvrsn=4">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/sample-constructed-response-algebra-i.pdf?sfvrsn=4</a></li> <li>• Geometry Constructed Response Sample: <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/sample-constructed-response-geometry.pdf?sfvrsn=4">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/sample-constructed-response-geometry.pdf?sfvrsn=4</a></li> </ul>



	<a href="http://www.louisianabelieves.com/docs/default-source/test-results/2013-2014/sample-constructed-response-geometry.pdf?sfvrsn=4">2013-2014/sample-constructed-response-geometry.pdf?sfvrsn=4</a>
<p>4. How did students perform in Louisiana in each grade level and subject area?</p>	<p>EOC Statewide Results (included with links below)</p> <ul style="list-style-type: none"> <li>• 2011- 2015 Overall State and District Comparison  <a href="http://www.louisianabelieves.com/docs/default-source/test-results/2011-2015-state-district-comparison.xlsx?sfvrsn=4">http://www.louisianabelieves.com/docs/default-source/test-results/2011-2015-state-district-comparison.xlsx?sfvrsn=4</a></li> <li>• EOC 2014-2015 English II Annual Report  <a href="http://www.louisianabelieves.com/docs/default-source/test-results/english-ii-annual-report-december-2014-may-2015.xlsx?sfvrsn=6">http://www.louisianabelieves.com/docs/default-source/test-results/english-ii-annual-report-december-2014-may-2015.xlsx?sfvrsn=6</a></li> <li>• EOC 2014-2015 English III Annual Report  <a href="http://www.louisianabelieves.com/docs/default-source/test-results/english-iii-annual-report-december-2014-may-2015.xlsx?sfvrsn=6">http://www.louisianabelieves.com/docs/default-source/test-results/english-iii-annual-report-december-2014-may-2015.xlsx?sfvrsn=6</a></li> <li>• EOC 2014-2015 Algebra I Annual Report  <a href="http://www.louisianabelieves.com/docs/default-source/test-results/algebra-i-annual-report-december-2014-may-2015.xlsx?sfvrsn=6">http://www.louisianabelieves.com/docs/default-source/test-results/algebra-i-annual-report-december-2014-may-2015.xlsx?sfvrsn=6</a></li> <li>• EOC 2014-2015 Geometry Annual Report  <a href="http://www.louisianabelieves.com/docs/default-source/test-results/geometry-annual-report-december-2014-may-2015.xlsx?sfvrsn=6">http://www.louisianabelieves.com/docs/default-source/test-results/geometry-annual-report-december-2014-may-2015.xlsx?sfvrsn=6</a></li> </ul>
<p>5. How did students perform on specific skills within each subject area?</p>	<p>2015 EOC sub-claim performance for each subject area</p>

## Louisiana Guide to End-of-Course Assessment for English II

This guide includes:

- [Purpose of Assessment Guide](#)
- [Test Structure](#)
- [Test Design](#)
- [Testing Materials](#)
- [Resources](#)

### I. Purpose of Assessment Guide

This document is designed to assist Louisiana educators in understanding the English II End-of-Course (EOC) online assessment.

### II. Test Structure

The following table outlines the test structure and suggested testing times for the English II EOC test.

Subtest Description	Number of Points	Suggested Testing Times
Session 1: Writing	12	75 minutes
Session 2: Reading and Research	24	40 minutes
Session 3: Reading and Language	22	40 minutes
<b>Totals</b>	<b>58*</b>	<b>155 minutes</b>

\*50 points count toward a student's final score. Any additional points come from embedded field test items that **do not count** toward the student's final score.

The test is **untimed**. Although suggested testing times are provided for each session, it is very important that students be given sufficient time to complete the test. Once students have started a test session, they **should** continue uninterrupted until they have completed the session.

### III. Test Design

Louisiana statewide assessments measure the [Louisiana English Language Arts \(ELA\)/Literacy Standards](#). The following subheadings describe the parts of the English II EOC assessment and explain how each part incorporates the [grade 10 ELA/Literacy Standards](#).

#### Writing

The writing section of the test requires students to read one passage, either fiction or nonfiction, and write an expository essay developed with supporting evidence from the passage.

Student essays will be scored on three dimensions: Content, Style, and Conventions (i.e., sentence formation, usage, mechanics, and spelling). Each dimension has its own [scoring rubric](#).

The writing session addresses the following ELA standards:

- [Writing Standards](#) W.9-10.2, W.9-10.4, and W.9-10.9
- [Language Standards](#) L.9-10.1, L.9-10.2, plus applicable skills on the [Language Progressive Skills Chart](#)

#### Reading

The Reading portions of Sessions 2 and 3 are designed to measure reading comprehension with a focus on analysis. The passage-based questions on the test help determine the student's ability to:

- analyze the development of a theme or central idea,
- analyze the author's choices concerning characterization, word choice, structure, and purpose, and
- provide strong and thorough textual evidence to support analysis of a text.

Four reading passages or passage sets will appear in these two sessions. The passages will represent a diverse range of literary and informational texts:

- a short story excerpt
- a novel excerpt
- a drama excerpt
- a pair of poems
- a nonfiction excerpt

Reading items will address the following ELA standards:

- All of the [Reading Standards for Literature](#), except RL.9-10.7 and RL.9-10.9
- All of the [Reading Standards for Informational Text](#), except RI.9-10.7 and RI.9-10.9
- [Language Standards](#) L.9-10.4 and L.9-10.5 (Vocabulary Acquisition and Use)

### **Research to Build Knowledge**

This section of the English II EOC test measures research skills, which will be assessed through a set of discrete multiple-choice questions. The items in this section focus on the following:

- researching to answer a question or solve a problem
- narrowing or broadening a topic of inquiry
- synthesizing multiple sources on a subject
- gathering relevant information
- assessing the usefulness of a source
- integrating information from sources
- following a standard citation format

The Research section addresses the ELA [Writing Standards](#) W.9-10.7 and W.9-10.8.

### **Language**

This part of the assessment will measure the application of grammar and usage skills through multiple-choice questions that ask students to revise sentences with possible errors or to identify the errors in short passages.

The Language section addresses the following ELA standards:

- [Language Standards](#) L.9-10.1 and L.9-10.2, which list the grade-level skills, plus applicable skills found on the [Language Progressive Skills Chart](#)
- [Writing Standard](#) W.9-10.5

### **Standards Not Assessed**

Most of the [grade 10 ELA/Literacy Standards](#) are eligible for assessment. Some, however, are not assessed because of the format and implementation of the current EOC tests. For example, the standards that measure [Speaking and Listening](#) have not been addressed in the test design because most of them would require one-on-one testing of all students. In addition, reading standards RL.9-10.7 and RI.9-10.7 require



multimedia resources that are not available on the current tests. Although test items do not measure these standards, the standards are essential to instruction and provide important building blocks and practice for what is measured on the English II EOC assessment, and therefore, should be part of classroom instruction.

#### IV. Testing Materials

During the administration of the English II EOC test, students should be provided with the following materials and tools as shown in the table below.

Materials/Tools	Provided	Session 1	Session 2	Session 3
scratch paper and two pencils	by Test Administrator	YES	YES	YES
dictionary and thesaurus	by Test Administrator	YES	NO	NO
<a href="#">English II Writer’s Checklist</a>	online and by Test Administrator	YES	NO	NO
<a href="#">Model Parenthetical Citations page</a>	online	NO	YES	NO

Test administrators will be instructed to read aloud the Writer’s Checklist for the writing session of the English II test. However, the passage on the writing test must **not** be read aloud or signed to students, except for those students with the accommodation *Tests Read Aloud* or *Communication Assistance*, who will receive their accommodation(s) as part of the EOC Tests System. Students are expected to type the final draft of their response in the online testing environment.

For the research section of the test, students may be asked to refer to a Model Parenthetical Citations page to answer questions about citing information from research sources. The Model Parenthetical Citations page is the same for English II and English III. Teachers are encouraged to use different models when teaching citation skills so students will learn not only the general citation rules, but also how to follow a given model, which is often the most useful and lasting skill associated with this kind of work. In the past, a bibliographic model page was included among the resources, but because the use of bibliographic models is introduced in the standards at lower grade levels, the English II EOC test will not assess the formatting of bibliographies. However, we expect teachers to continue to teach bibliography skills, especially since researching is such an important component of high school English courses.

## V. Resources

### Assessment Resources

- [English II Sample Test Items and Student Work](#): provides sample items for all parts of the assessment, annotations explaining each item, and authentic student responses representing different score points for the Writing session
- [PARCC Grade 10 Practice Tests](#): provide sample tests, such as a grade 10 Performance-Based Assessment, which consist of a literary analysis task, a research simulation task, and a narrative task
- [PARCC Grade 10 Sample Items](#): include sample passage sets with annotations that explain each item (Also available is a PowerPoint presentation that explains the sample materials.)
- [English II Achievement Level Descriptors](#): provide descriptions of what students know and can do at each English II achievement level

### Instructional Resources

- [High School English Guidebook](#): offers comprehensive information to support teachers in creating yearly, unit, and daily instructional plans for students
- [EAGLE Sample Test Items](#): houses a bank of passage sets/items that can be used for instructional or assessment purposes
- [Grades 9-12 ELA Teacher Library](#): provides teachers links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans

### General EOC Information

- [EOC Website](#): includes information on all aspects of the administration of the EOC tests, which can be accessed through the tabs at the top of the homepage (Some of the materials include announcements about current administrations, such as score report availability, registration dates, etc.; plus test coordinator and technology resources, such as the *Test Administration Manual* and technology guidelines.)
- [EOC Interpretive Guide](#): includes an overview of the EOC tests, explanations of the processes for scoring the tests and establishing performance standards, and guidance on how to interpret the various EOC reports
- [Louisiana Statewide Assessment Calendar](#): provides information on testing windows for Louisiana assessments

## Louisiana Guide to End-of-Course Assessment for English III

This guide includes:

- [Purpose of Assessment Guide](#)
- [Test Structure](#)
- [Test Design](#)
- [Testing Materials](#)
- [Resources](#)

### I. Purpose of Assessment Guide

This document is designed to assist Louisiana educators in understanding the English III End-Of-Course (EOC) online assessment.

### II. Test Structure

The following table outlines the test structure and suggested testing times for the English III EOC test.

Subtest Description	Number of Points	Suggested Testing Times
Session 1: Writing	12	75 minutes
Session 2: Reading and Language	20	40 minutes
Session 3: Reading and Research	26	40 minutes
<b>Totals</b>	<b>58*</b>	<b>155 minutes</b>

\*50 points count toward a student's final score. Any additional points come from embedded field test items that **do not count** toward the student's final score.

The test is **untimed**. Although suggested testing times are provided for each session, it is very important that students be given sufficient time to complete the test. Once students have started a test session, they **should** continue uninterrupted until they have completed the session.

### III. Test Design

Louisiana statewide assessments measure the [Louisiana English Language Arts \(ELA\)/Literacy Standards](#). The following subheadings describe the parts of the English III EOC assessment and explain how each part incorporates the [grade 11 ELA/Literacy Standards](#).

#### Writing

The writing section of the test requires students to read two informational sources on a topic and write an essay that takes a position on the topic and uses evidence from **both** sources to develop the response.

Student essays will be scored on three dimensions: Content, Style, and Conventions (i.e., sentence formation, usage, mechanics, and spelling). Each dimension has its own [scoring rubric](#).

The writing session addresses the following ELA standards:

- [Writing Standards](#) W.11-12.2, W.11-12.4, and W.11-12.9
- [Language Standards](#) L.11-12.1, L.11-12.2, plus applicable skills on the [Language Progressive Skills Chart](#)

#### Reading

The Reading portions of Sessions 2 and 3 measure reading comprehension through a series of passage-based multiple-choice questions that focus on analysis and evaluation. The grade 11 standards call for students to:

- determine two or more themes or central ideas of a text and analyze their development;
- analyze the author’s choices (structure, point of view, purpose, vocabulary, etc.), how they interact, and how they relate to the meaning of the text;
- analyze and evaluate the effectiveness of the author’s arguments; and
- provide strong and thorough textual evidence to support analysis of a text.

Four reading passages (literary and informational), representing a range of American literature from the Colonial period through the early twentieth century, will appear in these two sessions. The reading sections emphasize a student’s ability to show understanding of text, not what a student knows about American literary periods, which means that answering the items does not require prior knowledge. This allows teachers some flexibility in planning their instruction.

Reading items will address the following ELA standards:

- All of the [Reading Standards for Literature](#), except RL.11-12.7 and RL.11-12.9
- All of the [Reading Standards for Informational Text](#), except RI.11-12.7 and RI.11-12.9
- [Language Standards](#) L.11-12.4 and L.11-12.5 (Vocabulary Acquisition and Use)

### **Research to Build Knowledge**

This section of the English III EOC test measures research skills, which will be assessed through a set of discrete multiple-choice questions. The items in this section focus on the following:

- researching to solve a problem or answer a question (including a self-generated question)
- narrowing or broadening a topic of inquiry
- synthesizing multiple sources on a subject
- gathering relevant information
- assessing the strengths and limitations of sources
- integrating information from sources
- following a standard citation format

The Research section addresses the ELA [Writing Standards](#) W.11-12.7 and W.11-12.8.

### **Language**

This part of the assessment will measure the application of grammar and usage skills through multiple-choice questions that ask students to revise sentences with possible errors or to identify the errors in short passages.

The Language section addresses the following ELA standards:

- [Language Standards](#) L.11-12.1 and L.11-12.2, which list the grade-level skills, and applicable skills found on the [Language Progressive Skills Chart](#)
- [Writing Standard](#) W.11-12.5, the portion that mentions editing and revising

### **Standards Not Assessed**

Most of the [grade 11 ELA/Literacy Standards](#) are eligible for assessment. Some, however, are not assessed because of the format and implementation of the current EOC tests. For example, the standards that measure [Speaking and Listening](#) have not been addressed in the test design because most of them would require one-on-one testing of all students. In addition, reading standards RL.11-12.7 and RI.11-12.7 require

multimedia resources that are not available on the current tests. Although test items do not measure these standards, the standards are essential to instruction and provide important building blocks and practice for what is measured on the English III EOC assessment, and therefore, should be part of classroom instruction.

#### IV. Testing Materials

During the administration of the English III EOC test, students should be provided with the following materials and tools as shown in the table below.

Materials/Tools	Provided	Session 1	Session 2	Session 3
scratch paper and two pencils	by Test Administrator	YES	YES	YES
dictionary and thesaurus	by Test Administrator	YES	NO	NO
<a href="#">English III Writer’s Checklist</a>	online and by Test Administrator	YES	NO	NO
<a href="#">Model Parenthetical Citations page</a>	online	NO	NO	YES

Test administrators will be instructed to read aloud the Writer’s Checklist for the writing session of the English III test. However, the sources on the writing test must **not** be read aloud or signed to students, except for those students with the accommodation *Tests Read Aloud* or *Communication Assistance*, who will receive their accommodation(s) as part of the EOC Tests System. Students are expected to type the final draft of their response in the online testing environment.

For the research section of the test, students may be asked to refer to a Model Parenthetical Citations page to answer questions about citing information from research sources. The Model Parenthetical Citations page is the same for English II and English III. Teachers are encouraged to use different models when teaching citation skills so students will learn not only the general citation rules, but also how to follow a given model, which is often the most useful and lasting skill associated with this kind of work. In the past, a bibliographic model page was included among the resources, but because the use of bibliographic models is introduced in the standards at lower grade levels, the English III EOC test will not assess the formatting of bibliographies. However, we expect teachers to continue to teach bibliography skills, especially since researching is such an important component of high school English courses.

## V. Resources

### Assessment Resources

- [English III Sample Test Items and Student Work](#): will provide sample items for all parts of the assessment, annotations explaining each item, and authentic student responses representing different score points for the Writing session
- [PARCC Grade 11 Practice Tests](#): provide sample tests, such as a sample grade 11 Performance-Based Assessment, which consist of a literary analysis task, a research simulation task, and a narrative task
- [PARCC Grade 11 Sample Items](#): include sample passage sets with annotations that explain each item (Also available is a PowerPoint presentation that explains the sample materials.)
- [English III Achievement Level Descriptors](#): provides descriptions of what students know and can do at each English III achievement level

### Instructional Resources

- [High School Guidebook](#): offers comprehensive information to support teachers in creating yearly, unit, and daily instructional plans for students
- [EAGLE Sample Test Items](#): houses a bank of passage sets that can be used for instructional or assessment purposes
- [Grades 9-12 ELA Teacher Library](#): provides teachers links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans

### General EOC Information

- [EOC Website](#): includes information on all aspects of the administration of the EOC tests, which can be accessed through the tabs at the top of the homepage (Some of the materials include announcements about current administrations, such as score report availability, registration dates, etc.; plus test coordinator and technology resources, such as the *Test Administration Manual* and technology guidelines.)
- [EOC Interpretive Guide](#): includes an overview of the EOC tests, explanations of the processes for scoring the tests and establishing performance standards, and guidance on how to interpret the various EOC reports
- [Louisiana Statewide Assessment Calendar](#): provides information on testing windows for Louisiana assessments

## Louisiana Guide to End-of-Course Assessment for Algebra I

This guide includes:

- [Purpose of Assessment Guide](#)
- [Test Structure](#)
- [Test Design](#)
- [Testing Materials](#)
- [Calculator Policy](#)
- [Resources](#)

### I. Purpose of Assessment Guide

This document is designed to assist Louisiana educators in understanding the Algebra I End-of-Course (EOC) online assessment.

### II. Test Structure

The following table outlines the test structure and suggested testing times for the Algebra I EOC test.

Subtest Description	Number of Items <sup>1</sup>	Number of Points	Suggested Testing Times
Multiple Choice, No Calculator	25	23	60 minutes
Constructed-Response, Calculator	2	4	40 minutes
Multiple Choice, Calculator	25	23	60 minutes
<b>Totals</b>	<b>52</b>	<b>50</b>	<b>160 minutes</b>

<sup>1</sup> Forty-six multiple-choice and one constructed-response items are operational. The other five items are embedded field test items, which may be used to develop new forms.



The test is **untimed**. Although suggested testing times are provided for each session, it is very important that students be given sufficient time to complete the test. Once students have started a test session, they should proceed without interruption until they have completed the session.

### III. Test Design

The [Louisiana Mathematics Standards](#) define what students should know and be able to do by the end of the Algebra I course<sup>2</sup>. The Algebra I course is comprised of standards from the following conceptual categories<sup>3</sup>: Algebra, Functions, Number and Quantity, and Statistics and Probability. Each test item is aligned to one or part of one standard.

For the EOC Algebra I assessment, test content is prioritized based on whether a standard is considered to be major, supporting, or additional content<sup>4</sup> for the work of Algebra I. Major content accounts for 75% of tested material, while supporting and additional content account for the remaining 25%. Supporting and additional content should be incorporated throughout instruction of the major content. Neglecting any material will leave gaps in student knowledge and cause instructional challenges in future courses. Constructed-response items may cover any content—major, supporting or additional.

- [Major content \(green\)](#) requires greater emphasis based on the depth of the ideas, mastery time, and/or importance to future mathematics or demands of college and career readiness.
- [Supporting content \(blue\)](#) supports and strengthens areas of major emphasis.
- [Additional content \(yellow\)](#) bridges content from one course to the next, but may not establish tight or explicit connectivity to the major work of a course.

The Algebra I EOC Test Design Table contains the following information:

- EOC subscore and conceptual category/categories
- Number of points and percent of points per conceptual category
- Major, supporting, and additional content standards assessed per conceptual category

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<sup>2</sup> Related standards are organized into clusters; clusters are combined to form the domains; and domains are combined to form conceptual categories.

<sup>3</sup> For consistency in reporting, the EOC [Interpretive Guide](#) refers to these conceptual categories as domains.

<sup>4</sup> The [Model Content Frameworks](#) serves as a basis for this determination.

Some standards listed in the table are in both Algebra I and Algebra II courses. Teachers should examine which standards cross-cut between the two courses and how those standards should be applied in each course.<sup>5</sup>

Algebra I EOC Test Design		
Major Content		
Subscore1 Algebra 19 of 50 points 38% of points	A.APR.A.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
	A.CED.A.1	Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>
	A.CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
	A.CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i>
	A.CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law <math>V = IR</math> to highlight resistance <math>R</math>.</i>
	A.REI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
	A.REI.B.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
	A.REI.B.4	Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$ . Click <a href="#">here</a> to see a sample constructed-response item for this standard.
	A.REI.D.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
	A.REI.D.11	Explain why the $x$ -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
	A.REI.D.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
	A.SSE.A.1	Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i>
	A.SSE.A.2	Use the structure of an expression to identify ways to rewrite it. <i>For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i>

<sup>5</sup> The [Model Content Frameworks](#) also provides guidance on how a standard may split between the two courses and/or limitations that may differentiate how the same standard should be addressed in each course. This information can be found on the Pathway Summary Table (Table 1) on page 55 and the Assessment Limits for Standards Assessed on More Than One End-of-Course Test table (Table 2) on pages 56-59.

### Supporting and Additional Content

A.APR.B.3	Identify zeroes of polynomials when suitable factorizations are available, and use the zeroes to construct a rough graph of the function defined by the polynomial.
A.REI.C.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
A.REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
A.SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. <ol style="list-style-type: none"> <li>Factor a quadratic expression to reveal the zeroes of the function it defines.</li> <li>Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</li> <li>Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression <math>1.15^t</math> can be rewritten as <math>(1.15^{1/12})^{12t} \approx 1.012^{12t}</math> to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></li> </ol>

### Major Content

F.IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .
F.IF.A.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. Click <a href="#">here</a> to see a sample constructed-response item for this standard.
F.IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by <math>f(0) = f(1) = 1</math>, <math>f(n+1) = f(n) + f(n-1)</math> for <math>n \geq 1</math>.</i>
F.IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> Click <a href="#">here</a> to see a sample constructed-response item for this standard.
F.IF.B.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.</i>
F.IF.B.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

### Supporting and Additional Content

F.BF.A.1	Write a function that describes a relationship between two quantities. <ol style="list-style-type: none"> <li>Determine an explicit expression, a recursive process, or steps for calculation from a context.</li> </ol>
F.BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i>
F.IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. <ol style="list-style-type: none"> <li>Graph linear and quadratic functions and show intercepts, maxima, and minima.</li> <li>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</li> </ol>
F.IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <ol style="list-style-type: none"> <li>Use the process of factoring and completing the square in a quadratic function to show zeroes, extreme values, and symmetry of the graph, and interpret these in terms of a context.</li> </ol>
F.IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i>
F.LE.A.1	Distinguish between situations that can be modeled with linear functions and with exponential functions. <ol style="list-style-type: none"> <li>Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</li> <li>Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</li> <li>Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</li> </ol>
F.LE.A.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
F.LE.A.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
F.LE.B.5	Interpret the parameters in a linear or exponential function in terms of a context.

Subscore 2

Functions

18 of 50 points

36% of points

<b>Subscore 3</b>	<b>Number and Quantity</b> 4 of 50 points 8% of points	<b>Major Content</b>	
		None	
		<b>Supporting and Additional Content</b>	
		N.Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
		N.Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
	N.Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	
	N.RN.B.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	
	<b>Major Content</b>		
	S.ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.		
	S.ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.		
S.ID.C.9 Distinguish between correlation and causation.			
<b>Supporting and Additional Content</b>			
<b>Statistics and Probability</b> 9 of 50 points 18% of points		S.ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
		S.ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
		S.ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
		S.ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
		S.ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. <ol style="list-style-type: none"> <li>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</li> <li>b. Informally assess the fit of a function by plotting and analyzing residuals.</li> <li>c. Fit a linear function for a scatter plot that suggests a linear association.</li> </ol>

## IV. Testing Materials

The [Algebra I Typing Help](#) has been updated to include how to type complex roots. Teachers should incorporate the Typing Help into their assessments as often as possible to prepare students in using this tool. Students should also regularly use the [EOC Tests Online Calculator](#) if this is the calculator they will be using on the assessment. [Graph paper](#) should be made available for student use throughout the year. As in previous years, there is no reference sheet for the Algebra I EOC. The following table identifies the tools available for each session.

Tool	Provided	Session 1	Session 2	Session 3
scratch paper, graph paper, two pencils	by Test Administrator	YES	YES	YES
inch ruler, centimeter ruler, and protractor	online	YES	YES	YES
calculator	online and/or by Test Administrator	NO	YES	YES
Algebra I Typing Help	online and/or by Test Administrator	NO	YES	NO

**Note:** Students are **NOT** allowed to use calculators during session 1 unless students have the approved accommodation *Assistive Technology* and are allowed the use of a calculator.

## V. Calculator Policy

It is recommended that a calculator be made available to each student for instructional and assessment purposes. As with all instructional materials, each individual district and school should determine which calculator best supports its mathematics curriculum and instructional program. It is recommended that grade 9 –12 students use a scientific calculator with graphing capabilities. Students are not allowed to share calculators within a test session. Calculator memories should be cleared at the end of each test session.

Calculators **not** permitted on statewide assessment:

- handheld or laptop computers
- pocket organizers
- calculators with Computer Algebra Systems (CAS) or other symbolic manipulation capabilities
- calculators with paper tape
- calculators that talk or make noise
- calculators with QWERTY (typewriter-style) keypads
- electronic writing pads or pen input devices
- cell phone calculators

## VI. Resources

### Assessment Resources

- [Algebra I Sample Test Items 2013-2014](#) and [Algebra I Sample Test Items 2014-2015](#): include sample items for all parts of the assessment, annotations explaining each item, and authentic student responses representing different score points for the constructed-response section
- [Algebra I Constructed-Response Samples](#): includes 3 constructed-response items with scoring information
- [Achievement Level Descriptors](#): provides descriptions of what students know and can do at each Algebra I achievement level

### Instructional Resources

- [2014 Math High School Guidebook](#): offers comprehensive information to support teacher in creating yearly, unit, and daily instructional plans for students
- [Year Plan-Mathematics Algebra I Sample](#): provides a suggested scope for implementation of curriculum
- [Algebra I Math Remediation Guide](#): connects the Algebra I standards to middle school prerequisite knowledge
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- [Algebra I Instructional Tasks](#): contains only the Algebra I instructional tasks from the 2014 Math High School Guidebook
- [Unit Plan-Mathematics Algebra I Unit 1 Sample](#): provides a suggested scope for the first instructional unit in Algebra I
- [EAGLE Sample Test Items](#): houses a bank of items that can be used for instructional or assessment purposes

### General EOC Information

- [EOC website](#): includes information on all aspects of the administration of the EOC tests, which can be accessed through the tabs at the top of the homepage (Some of the materials include announcements about current administrations, such as score report availability, registration dates, etc.; plus test coordinator and technology resources, such as the Test Administration Manual and technology guides.)
- [EOC Interpretive Guide](#): includes an overview of the EOC tests, explanations of the processes for scoring the tests and establishing performance standards, and guidance on how to interpret the various EOC reports
- [2015-16 Louisiana Assessment Calendar](#): provides information on testing windows for all assessments administered in Louisiana

## Louisiana Guide to End-of-Course Assessment for Geometry

This guide includes:

- [Purpose of Assessment Guide](#)
- [Test Structure](#)
- [Test Design](#)
- [Testing Materials](#)
- [Calculator Policy](#)
- [Resources](#)

### I. Purpose of Assessment Guide

This document is designed to assist Louisiana educators in understanding the Geometry End-of-Course (EOC) online assessment.

### II. Test Structure

The following table outlines the test structure and suggested testing times for the Geometry EOC test.

Subtest Description	Number of Items <sup>1</sup>	Number of Points	Suggested Testing Times
Multiple Choice, No Calculator	25	23	60 minutes
Constructed-Response, Calculator	2	4	40 minutes
Multiple Choice, Calculator	25	23	60 minutes
<b>Totals</b>	<b>52</b>	<b>50</b>	<b>160 minutes</b>

<sup>1</sup> Forty-six multiple-choice and one constructed-response items are operational. The other five items are embedded field test items, which may be used to develop new forms.

The test is **untimed**. Although suggested testing times are provided for each session, it is very important that students be given sufficient time to complete the test. Once students have started a test session, they should proceed without interruption until they have completed the session.

### III. Test Design

The [Louisiana Mathematics Standards](#) define what students should know and be able to do by the end of the Geometry course. Related standards are organized into clusters, and clusters are combined to form the following domains<sup>2</sup>: Congruence; Similarity, Right Triangles, and Trigonometry; Circles; Expressing Geometric Properties with Equations; Geometric Measurement and Dimension; and Modeling with Geometry. Each test item is aligned to one or part of one standard.

For the EOC Geometry assessment, test content is prioritized based on whether a standard is considered to be major, supporting, or additional content<sup>3</sup> for the work of the Geometry course. Major content accounts for 75% of tested material, while supporting and additional content account for the remaining 25%. Supporting and additional content should be incorporated throughout instruction of the major content. Neglecting any material will leave gaps in student knowledge and cause instructional challenges in future courses. Constructed-response items may cover any content—major, supporting, or additional.

- [Major content \(green\)](#) requires greater emphasis based on the depth of the ideas, mastery time, and/or importance to future mathematics or demands of college and career readiness.
- [Supporting content \(blue\)](#) supports and strengthens areas of major emphasis.
- [Additional content \(yellow\)](#) bridges content from one course to the next, but may not establish tight or explicit connectivity to the major work of a course.

The Geometry EOC Test Design Table contains the following information:

- EOC subscore and domain/domains
- Number of points and percent of points per domain
- Major, supporting, and additional content standards assessed per domain

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<sup>2</sup> Unlike Algebra I, the Geometry course is only composed of standards from one conceptual category (Geometry).

<sup>3</sup> The [Model Content Frameworks](#) serves as a basis for this determination.



## Geometry EOC Test Design

		Major Content	
<b>Subscore 1</b>	Congruence 10 of 50 points 20% of points	G.CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
		G.CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
		G.CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
		G.CO.C.9	Prove theorems about lines and angles. <i>Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i>
		G.CO.C.10	Prove theorems about triangles. <i>Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i>
		G.CO.C.11	Prove theorems about parallelograms. <i>Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i>
		<b>Supporting and Additional Content</b>	
		G.CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
		G.CO.A.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
		G.CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
		G.CO.A.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
		G.CO.A.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
		G.CO.D.12	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). <i>Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i>
G.CO.D.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.		
<b>Subscore 2</b>	Similarity, Right Triangles, and Trigonometry 20 of 50 points 40% of points	<b>Major Content</b>	
		G.SRT.A.1	Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
		G.SRT.A.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
		G.SRT.A.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
		G.SRT.B.4	Prove theorems about triangles. <i>Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</i>
		G.SRT.B.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
		G.SRT.C.6	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
		G.SRT.C.7	Explain and use the relationship between the sine and cosine of complementary angles.
		G.SRT.C.8	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. Click <a href="#">here</a> to see a sample constructed-response item for this standard.
		<b>Supporting and Additional Content</b>	
None			

Subscore 3	Circles 4 of 50 points 8% of points	Major Content	
		None	
		Supporting and Additional Content	
		G.C.A.1	Prove that all circles are similar.
		G.C.A.2	Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i>
	G.C.A.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	
	G.C.B.5	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	
	Expressing Geometric Properties with Equations 6 of 50 points 12% of points	Major Content	
		G.GPE.B.4	Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, <math>\sqrt{3}</math>) lies on the circle centered at the origin and containing the point (0, 2).</i>
		G.GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
G.GPE.B.6		Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	
G.GPE.B.7		Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	
G.GPE.A.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.		
Subscore 4	Geometric Measurement and Dimension 4 of 50 points 8% of points	Major Content	
		None	
		Supporting and Additional Content	
		G.GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. <i>Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i>
		G.GMD.A.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
	G.GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	
	Modeling with Geometry 6 of 50 points 12% of points	Major Content	
		G.MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
		G.MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). Click <a href="#">here</a> to see a sample constructed-response item for this standard.
		G.MG.A.3	Apply geometric methods to solve design problems (e.g., design an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). Click <a href="#">here</a> to see a sample constructed-response item for this standard.
Supporting and Additional Content			
None			

## IV. Testing Materials

The [Geometry Typing Help](#) has been updated to include how to type complex roots and inverse trigonometric functions. Teachers should incorporate the Typing Help and the [Geometry Reference Sheet](#) into their assessments as often as possible so as to prepare students in using these tools. Students should also regularly use the [EOC Tests Online Calculator](#) if this is the calculator they will be using on the assessment. [Graph paper](#) should be made available for student use throughout the year. The following table identifies the tools available for each session.

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- pocket organizers
- calculators with Computer Algebra Systems (CAS) or other symbolic manipulation capabilities
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<sup>4</sup> The ruler and protractor tools may not be available for some questions. If a tool is **not** available, the green tool button will not appear.

- calculators that talk or make noise
- calculators with QWERTY (typewriter-style) keypads
- electronic writing pads or pen input devices
- cell phone calculators

## VI. Resources

### Assessment Resources:

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- [2015-16 Louisiana Assessment Calendar](#): provides information on testing windows for all assessments administered in Louisiana

# SAMPLE TEST ITEMS

This document, originally published in 2013, contains information relating to a transition to PARCC testing; however, at this time, there is no plan to transition to PARCC. The sample items and student work reflect the current EOC English II assessment; therefore, teachers are encouraged to use the samples provided in this document as additional resources, but should use the current Assessment Guidance for English II document for up-to-date EOC testing information.

## English II



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# Introduction

*Louisiana Believes* embraces the principle that all children can achieve at high levels, as evidenced in Louisiana’s adoption of the Common Core State Standards (CCSS). *Louisiana Believes* also promotes the idea that Louisiana’s educators should be empowered to make decisions to support the success of their students. In keeping with these values, the Department has created documents with sample test items to help prepare teachers and students as they transition to the CCSS. These documents reflect the State’s commitment to consistent and rigorous assessments and provide educators and families with clear information about expectations for student performance.

## **Purpose of This Document**

Teachers are encouraged to use the sample items presented in this document in a variety of ways to gauge student learning and to guide instruction and development of classroom assessments and tasks. The document includes a writing prompt and multiple-choice items that exemplify how the Common Core State Standards (CCSS) in English Language Arts will be assessed on the End-of-Course (EOC) tests. A discussion of each item highlights the knowledge and skills the item is intended to measure.

As Louisiana students and teachers transition to the CCSS and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, the English II EOC assessment will include only items aligned to the CCSS. In reviewing the items, it is important to remember that the sample items included in this document represent only a portion of the body of knowledge and skills measured by the EOC test.

## **English II Administration**

The English II EOC test is administered to students who have completed English II: course code 120332.

## **Resources**

Below are resources that offer additional information about the transitional tests and the PARCC assessments, plus instructional resources for teaching the CCSS, including links to unit assessments:

- [Assessment Guidance for 2013-2014](#)
- [Unit Assessments and Planning Tools](#)
- Transitional Writing Prompts on the [Practice Assessment/ Strengthen Skills \(PASS\) System](#)
- CCSS-Aligned [EAGLE Items](#)
- [Samples of PARCC Assessment Items](#)
- [Samples of Smarter Balanced Assessment Items](#)

## Test Administration

The English II test contains three sessions. Session 1 includes the writing prompt. Sessions 2 and 3 include passage-based reading and vocabulary items, plus a set of discrete items that address research and language skills. Specific information about the structure of the test can be found in the [Assessment Guidance for 2013-2014](#).

The EOC test is **untimed**. Although suggested testing times are provided for each session, it is very important that students be given sufficient time to complete the test.

The directions in the *Test Administration Manual* will clearly explain all the procedures for administering each session of the test, but each of the sections that follow will provide a brief overview of materials provided during testing.

### EOC Achievement Levels

Student scores for the English II EOC test are reported at four achievement levels: *Excellent*, *Good*, *Fair*, and *Needs Improvement*. General definitions of the EOC achievement levels are shown below.

#### EOC Achievement-Level Definitions

<b>Excellent:</b> A student at this achievement level has demonstrated mastery of course content beyond <i>Good</i> .
<b>Good:</b> A student at this achievement level has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area.
<b>Fair:</b> A student at this achievement level has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area.
<b>Needs Improvement:</b> A student at this achievement level has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area.

Because of the shift from grade-level expectations to the CCSS, this document differs from the *Released Test Items Documents*. Many of the released items from past test administrations may not be indicative of the types of items on the upcoming December and May EOC transitional assessments. To better align the transitional test to the content of the CCSS, new items were developed. Therefore, this document includes sample items, rather than released items. These sample items reflect the way the CCSS will be assessed and represent the new items that students will encounter on the transitional EOC assessments. Because these are not released items, item-specific information about achievement levels is not included.

## Session 1: Writing

The writing prompt requires students to write a well-developed multiparagraph essay. A typical writing prompt may require students to read a passage and then write an essay that uses evidence from the passage.

All students are provided with the following materials during the administration of the writing portion of the English II test:

- scratch paper
- two pencils
- a dictionary and a thesaurus
- a Writer’s Checklist (a hard copy and an online version)

Test administrators will be instructed to read aloud the Writer’s Checklist for the writing session of the English II test. However, the passage on the writing test must **not** be read aloud or signed to students, except for those students with the accommodations *Tests Read Aloud* or *Communication Assistance*, who will receive their accommodations as part of the EOC Tests System.

Students are expected to type the final draft of their response in the online testing environment. At the top of the testing screen, there will be two buttons; one will open the Writer’s Checklist and the other will open the passage. Students will be able to keep the passage open while typing their essay in the text box below the task.

This section presents rubrics used to score the Writing session of the English II EOC test, a sample writing prompt, and examples of student responses representing a range of score points.

### Scoring Information

Student responses to the writing prompt are scored on three dimensions—Content, Style, and Conventions.

A 1- to 4-point scoring rubric is used for the Content and Style dimensions, and it is possible for students to receive different score points for each dimension. The Conventions scoring rubric is broken into four dimensions: sentence formation, usage, mechanics, and spelling, each worth 0-1 points for a total of 4 possible points. The total score for the Writing session is the sum of all three dimensions and ranges from 0–12 points.

The Content dimension measures the following:

- how well students present their central idea
- the development of that idea, including the appropriate and accurate use of evidence from the passage
- the organization of the ideas

The Style dimension evaluates the ways in which the student shapes and controls the language and the flow of the essay. Features of Style include the following:

- word choice
- sentence fluency, which includes sentence structure and sentence variety
- voice, the individual personality of the writing

The Conventions dimension evaluates the student’s knowledge and control of the conventions of standard English based on the grade 9–10 CCSS Language standards and the grade-appropriate language skills identified in the [Common Core Language Progressive Skills Chart](#).

A summary of the score points for the Writing session is shown below.

<b>Dimension</b>	<b>Maximum Points Possible</b>
Content	4
Style	4
Sentence Formation	1
Usage	1
Mechanics	1
Spelling	1
<b>Total Points</b>	<b>12</b>

Essays that are off topic, incoherent, blank, insufficient, not written in English, a restatement of the prompt, or include only copied text from the passage are considered unscorable and will receive a score of zero points. However, an off-topic paper that cannot be scored for Content or Style may still be scored for Conventions. Such a paper could receive a maximum score of 4 of 12 points.

## Content Rubric

<b>CONTENT: Central Idea, Development, and Organization</b>				
<b>Key Questions:</b> <i>Does the writer stay focused and share insightful information related to the given task? Does the writer’s use of the text show an understanding of the passage and the writing task? Does the organizational structure enhance the writer’s ideas and make the essay easier to understand?</i>				
Score Point	4	3	2	1
	<b>Consistent, though not necessarily perfect, control of the traits’ features; many strengths are present.</b>	<b>Reasonable control of the traits’ features; the essay has some strengths and some weaknesses.</b>	<b>Inconsistent control of the traits’ features; the weaknesses outweigh the strengths.</b>	<b>Little or no control of the traits’ features; a minimal attempt is made to develop an essay.</b>
<b>An essay without evidence from the passage cannot receive a score higher than a 1 in Content.</b>				
<b>CENTRAL IDEA</b>	<ul style="list-style-type: none"> <li>The central idea is clear and sharply focused.</li> </ul>	<ul style="list-style-type: none"> <li>The central idea is generally focused.</li> </ul>	<ul style="list-style-type: none"> <li>The central idea is vague.</li> </ul>	<ul style="list-style-type: none"> <li>The central idea is unclear.</li> </ul>
<b>USE OF THE PASSAGE AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Ample, well-chosen evidence from the passage is used to support the central idea and includes thoughtful analysis.</li> <li>Supporting ideas are developed thoroughly with details that are specific, relevant, and show a solid interpretation of the passage.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient and appropriate evidence from the passage is used to support the central idea and includes some analysis.</li> <li>Supporting ideas are developed adequately, though perhaps unevenly; the details are relevant and show a valid interpretation of the passage.</li> </ul>	<ul style="list-style-type: none"> <li>There is some evidence from the passage. Summary and/or quotations may be present but often without explanation.</li> <li>Supporting ideas are not developed (list-like), are superficial, or show gaps in thinking. Some details may be irrelevant, and interpretation of the passage may not be supported.</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence from the passage. Portions of text may be copied without purpose.</li> <li>Details included are irrelevant and/or show an erroneous interpretation of the passage.</li> <li>Essay is too brief to provide an adequate sample of writing: minimal attempt.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>The organizational strategy demonstrates evidence of planning and a logical progression of ideas.</li> <li>There is an effective introduction and conclusion and thoughtful transitions that convey a sense of wholeness.</li> </ul>	<ul style="list-style-type: none"> <li>The organizational strategy is apparent with a progression of ideas that allows the reader to move through the text without confusion.</li> <li>The introduction, conclusion, and transitions often work well.</li> </ul>	<ul style="list-style-type: none"> <li>There is an attempt at organization, but there may be digressions, repetition, or contradictory information.</li> <li>The introduction and conclusion are weak or may be missing; there is an occasional progression of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>The essay lacks an identifiable organizational strategy (random order).</li> <li>The lack of an introduction, conclusion, and/or progression of ideas makes it difficult for the reader to move through the text (confusing).</li> </ul>

*Control* is defined as the writer’s ability to use a given feature of written language effectively at the appropriate grade level.

## Style Rubric

<b>STYLE: Word Choice, Sentence Fluency, and Voice</b>				
<i>Key Questions: Would you keep reading this essay if it were longer? Do the words, phrases, and sentences enrich the content and allow the reader to move through the writing with ease?</i>				
Score Point	4	3	2	1
	<b>Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.</b>	<b>Reasonable control of the traits' features; the essay has some strengths and some weaknesses.</b>	<b>Inconsistent control of the traits' features; the weaknesses outweigh the strengths.</b>	<b>Little or no control of the traits' features; a minimal attempt is made to develop an essay.</b>
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li>Word choice is precise, effective, and includes some vivid words and phrases as appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>Word choice is appropriate to the task and includes some interesting words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Word choice is limited, generic, and repetitive; verbs are generally weak.</li> <li>Words and phrasing may be inappropriate to the task (too informal).</li> </ul>	<ul style="list-style-type: none"> <li>Words and phrases are functional and simple and/or may be inappropriate to the task.</li> <li>Essay is too brief to provide an adequate sample of writing; minimal attempt.</li> </ul>
<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>Sentences are fluent and vary in length, structure, and beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are generally varied in length and structure, and most sentences have varied beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences show little or no variety in length and structure, and some may be awkward or lack fluency. Many sentences have the same beginning.</li> </ul>	<ul style="list-style-type: none"> <li>The sentences may be simple and lack variety, and their construction makes the essay difficult to read.</li> </ul>
<b>VOICE</b>	<ul style="list-style-type: none"> <li>The writer's voice (individual personality) is compelling and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>The writer's voice is present but may not be particularly compelling.</li> </ul>	<ul style="list-style-type: none"> <li>The writer's voice is weak.</li> </ul>	<ul style="list-style-type: none"> <li>Voice is not evident.</li> </ul>

## Conventions Rubric

<p><b>CONVENTIONS: Sentence Formation, Usage, Mechanics, Spelling</b></p> <p><i>Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills based on the <a href="#">Common Core Language Standards</a> and the grade-appropriate skills identified on the <a href="#">Common Core Language Progressive Skills Chart</a>.</i></p>	
<p><b>Sentence Formation:</b> completeness and correct construction of different types of sentences</p>	
<b>1</b>	The response exhibits <b>acceptable</b> control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.
<b>0</b>	The response exhibits <b>unacceptable</b> control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.
<p><b>Usage:</b> correct agreement, verb tenses, and word choice</p>	
<b>1</b>	The response exhibits <b>acceptable</b> control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.
<p><b>Mechanics:</b> correct punctuation and capitalization</p>	
<b>1</b>	The response exhibits <b>acceptable</b> control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.
<p><b>Spelling:</b> correct spelling of high-frequency and grade-appropriate words</p>	
<b>1</b>	The response exhibits <b>acceptable</b> control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.

When it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response. See *Additional Scoring Criteria for Writing* on page 45.



## Sample Writing Prompt

Below is a prompt that appeared on the spring 2013 English II EOC test, followed by the English Language Arts Writer's Checklist. The example reflects what the student sees in the online testing environment.

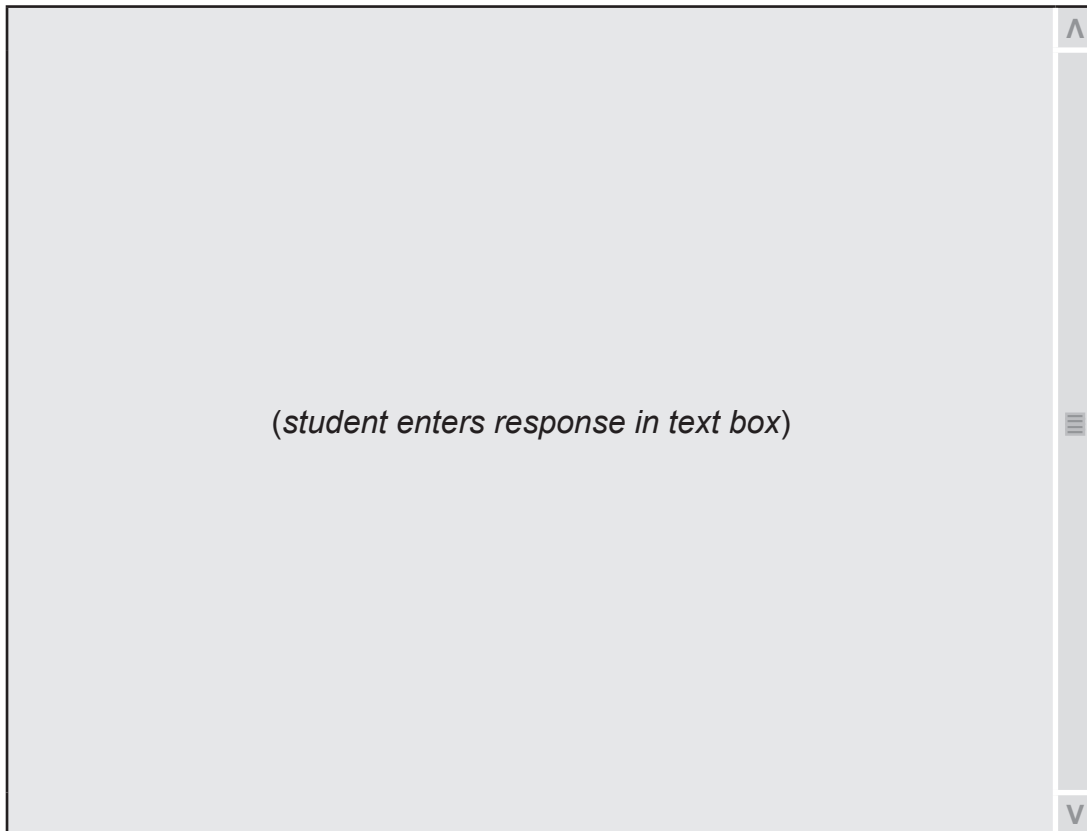
### Writing Prompt Example

#### Session 1 – Writing

Read through the writing task below (question 1). Then read the passage by clicking on the Passage button at the top of the screen. Use specific details from the passage in your essay.

To record your answer, type your essay in the box below question 1. When you are satisfied with your essay, click Submit.

- 
- 1. After you read the passage, write a well-developed multiparagraph essay that explains how certain experiences can affect the way we view our lives and the world that we live in. Use specific details from the passage to support your response.**



*(student enters response in text box)*



## Passage Pop-up Window

**Great Expectations** was written by Charles Dickens in 1861. The story follows the life of the poor orphan, Pip. In the passage below, Pip has returned from a visit to the home of the wealthy Miss Havisham and Estella, the cruel and beautiful girl Miss Havisham has adopted. They call Pip poor and “common,” pointing out that he is not as well-mannered, educated, or fortunate as they are. Pip has told lies about the experience in order to hide his hurt feelings. Now he confesses to his brother-in-law, Joe, a kind blacksmith.

**As you read the passage below, consider how Pip’s visit to Miss Havisham’s home affects him.**

### *from Great Expectations*

by Charles Dickens

After Mr. Pumblechook had driven off, and when my sister was washing up, I stole into the forge to Joe, and remained by him until he had done for the night. Then I said, “Before the fire goes out, Joe, I should like to tell you something.”

“Should you, Pip?” said Joe, drawing his shoeing-stool near the forge. “Then tell us. What is it, Pip?”

“Joe,” said I, taking hold of his rolled-up shirt sleeve, and twisting it between my finger and thumb, “you remember all that about Miss Havisham’s?”

“Remember?” said Joe. “I believe you! Wonderful!”

“It’s a terrible thing, Joe; it ain’t true.”

“What are you telling of, Pip?” cried Joe, falling back in the greatest amazement. “You don’t mean to say it’s—”

“Yes, I do; it’s lies, Joe.”

“But not all of it? Why sure you don’t mean to say, Pip, that there was no black velvet couch—eh?” For, I stood shaking my head. “But at least there was dogs, Pip? Come, Pip,” said Joe, persuasively, “if there warn’t no weal-cutlets, at least there was dogs?”

“No, Joe.”

“A dog?” said Joe. “A puppy? Come?”

“No, Joe, there was nothing at all of the kind.”

As I fixed my eyes hopelessly on Joe, Joe contemplated me in dismay. “Pip, old chap! This won’t do, old fellow! I say! Where do you expect to go to?”

“It’s terrible, Joe, ain’t it?”

“Terrible?” cried Joe. “Awful! What possessed you?”

“I don’t know what possessed me, Joe,” I replied, sitting down in the ashes at his feet, hanging my head. “But I wish my boots weren’t so thick nor my hands so coarse.”

And then I told Joe that I felt very miserable, and that I hadn’t been able to explain myself to Mrs. Joe and Pumblechook, who were so rude to me, and that there had been a beautiful young lady at Miss Havisham’s who was dreadfully proud, and that she had said I was common, and that I knew I was common, and that I wished I was not common, and that the lies had come of it somehow, though I didn’t know how.

“There’s one thing you may be sure of, Pip,” said Joe, after some rumination, “namely, that lies is lies. Howsoever they come, they didn’t ought to come, and they come from the father of lies, and work round to the same. Don’t you tell no more of ’em, Pip. That ain’t the way to get out of being common, old chap.”

When I got up to my little room and said my prayers, I did not forget Joe’s recommendation, and yet my young mind was in that disturbed and unthankful state, that I thought long after I laid me down, how common Estella would consider Joe, a mere blacksmith; how thick his boots, and how coarse his hands. I thought how Joe and my sister were then sitting in the kitchen, and how I had come up to bed from the kitchen, and how Miss Havisham and Estella never sat in a kitchen, but were far above the level of such common doings. I fell asleep recalling what I “used to do” when I was at Miss Havisham’s, as though I had been there weeks or months, instead of hours; and as though it were quite an old subject of remembrance, instead of one that had arisen only that day.

That was a memorable day to me, for it made great changes in me. But it is the same with any life. Imagine one selected day struck out of it, and think how different its course would have been. Pause you who read this, and think for a moment of the long chain of iron or gold, of thorns or flowers, that would never have bound you, but for the formation of the first link on one memorable day.

**English Language Arts Writer's Checklist**  
**English II**



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**As you write your essay, remember these important points.**

**Content:**

- Read the instructions, the writing task, and the passage, and respond as directed.
- Present a clear central idea.
- Give enough details to support and develop your central idea.
- Use well-chosen information from the passage in your essay.
- Present your ideas in a logical order, and include an introduction and conclusion.

**Style:**

- Use words that express your meaning well.
- Write in complete sentences and use a variety of sentence types and lengths to make your writing easy to follow.

**Sentence Formation:**

- Write complete and correct sentences.

**Usage:**

- Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

**Mechanics:**

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting.

**Spelling:**

- Write using correct spelling.

## Directions for Writing



Follow the steps below to help you write a successful essay.

### Step 1: Planning

- ✓ Read the instructions, the writing task, and the passage carefully.
- ✓ Think about what you will write before you begin.
- ✓ As you read the passage, jot down notes that will help you create your essay. Include relevant information from the passage to support your central idea.
- ✓ Use the paper provided by your test administrator for planning your composition and/or writing your rough draft.

### Step 2: Drafting and Revising

- ✓ Type your essay in the space provided.
- ✓ To begin a paragraph, use the **Enter** key. Then use the **Tab** key or the space bar to indent the paragraph.
- ✓ Review your essay to make sure you have covered all the points on the Writer's Checklist.
- ✓ Read through your essay.
- ✓ Rearrange ideas or change words to make your meaning clear and improve your essay.

### Step 3: Proofreading

- ✓ Read your final draft.
- ✓ Make any needed corrections.

### Points to Remember:

- ✓ Only the **final draft** submitted online will be scored.
- ✓ Your essay will be scored on content (central idea, development of ideas, use of the passage, and organization); style (word choice, expression of ideas, and sentence variety); and conventions of language (sentence formation, usage, mechanics, and spelling).

## **Sample Student Responses**

The student essays that are included in this document represent a range of scores designed to show teachers several kinds of responses to the prompts. In the explanations that follow the essays, rubric language was used whenever possible to help teachers better understand how the scores were determined.

The purpose of the score-point explanations is to

- provide concrete examples from the essay to show specific strengths and weaknesses; and
- provide models of how to discuss writing in the classroom so that students can better understand how to improve their writing.

This information will help teachers work with the prompts and rubrics, but it will also guide them as they continue to implement evidence-based writing, an important instructional shift of the CCSS.

## Student Response #1

### Score Points

Content/Style		Conventions	
Content	4	Sentence Formation	1
		Usage	1
Style	4	Mechanics	1
		Spelling	0

#### Shaping Ourselves

Experiences within our lives can either have a negative effect or a positive effect on our opinion of the world and ourself. They can help forge us into a stronger person with confidence and who takes the world by the head, or these experiences can have the reverse effect. They can tear us down, and make us hate the person reflected in the mirror. In the passage from the novel *Great Expectations* by Charles Dickens, Pip, a young orphan boy, begins to understand how certain experiences within our lives shape how we view the world and our place within it.

In the selected passage, young Pip has just returned from the home of Miss Havisham and her adopted daughter Estella. Both share a common personality trait of a sense of superiority to those of lower classes than them and behave rudely to the young orphan. They make sure to let Pip be aware of his lack of manners and education and greatly insult Pip by calling him poor and “common” and make sure to let him see that they are more fortunate than he. When Pip returns home he lies to his family members about what really happened during his visit.

Pip was ashamed of what had happened during his stay with Miss Havisham and Estella. He began to look down on his self due to the opinions of others. He went to his brother-in-law Joe soon and confessed everything. When Joe asked for an explanation Pip said, “I don’t know what possessed me Joe, but I wish my boots weren’t so thick nor my hands so coarse.” The comments that Miss Havisham and Estella had made towards Pip affected him greatly. He started hating the person he was and wished to be someone else, someone not so poor and common.

When Pip went to bed that night he reflected on what Joe had told him. “There’s one thing you may be sure of, Pip, namely, that lies is lies. However they come, they didn’t ought to come, and they come for the father of lies, and work round to the same. Don’t you tell no more of ‘em Pip. That ain’t the way to get out of being common, old chap.” These words had a great effect on Pip. Instead of continuing to feel pity that he was called poor and common he began to realize that it was an opportunity to grow as a person. He realized that even though Miss Havisham and Estella may not be common nor poor they didn’t share the same experiences as he did with his sister and brother-in-law.

Throughout our lives we are faced with moments where we must reflect on our views of the world and ourselves, such as Pip did in *Great Expectations*. There is always a way to grow from, even the worst experiences and become a stronger person because of it.

**CONTENT: 4 points**

The student demonstrates consistent control of the Content dimension.

The response is concise and sharply focused and includes a thorough analysis of the passage. Direct quotations from the passage are well chosen and skillfully incorporated into the text (“When Joe asked for an explanation Pip said, ‘I don’t know what possessed me Joe...’”). The organization is easy to follow, mirroring the sequence of events in the passage while also including pertinent commentary and analysis (“These words had a great effect on Pip. Instead of continueing to feel pity that he was called poor and common he began to relize that it was an opportunity to grow as a person”). The introduction and conclusion are clear and effective.

**STYLE: 4 points**

The student demonstrates consistent control of the Style dimension.

The sentences are fluent and interesting, with some vivid imagery (“forge us,” “They can tear us down, and make us hate the person reflected in the mirror”). Complex sentence structures are handled with ease (“...Pip, a young orphan boy, begins to understand how certain experiences within our lives shape how we view the world and our place within it”). The student’s voice is clear and engaging.

**CONVENTIONS: 3 points**

The student demonstrates acceptable control of most language conventions.

Most sentences are well constructed, with a variety of compound and complex structures and no pattern of syntax errors. There are a few agreement and word formation errors (particularly the reflexives “ourself” and “his self”) and the common usage confusion between effected/affected, but the number of usage errors is reasonable given the complexity of the response. The student has good control of punctuation and capitalization rules. There are a number of misspelled high-frequency words (happend, opionons, somone, continueing, relize) that suggest some lack of control of this convention.

## Student Response #2

### Score Points

Content/Style		Conventions	
Content	4	Sentence Formation	1
		Usage	1
Style	4	Mechanics	0
		Spelling	1

In life, we all encounter moments that tend to change us for life. It is simply human nature to change, we cannot help it, nor will we ever be able to. In the passage from *Great Expectations*, Pip was certainly changed through an encounter where he was called, "poor" and "common." Do certain things really not affect us, or is it all black and white; change for the good or worse.

Things can, in fact, change us for the good. Take for instance when you were a child and you broke a rule your Mother had set out for you. Chances are, the first or second time you broke it, your Mother corrected you, and the more you continued to break it, the more she simply corrected you. Eventually, you simply stopped breaking that rule to avoid your Mother's wrath. In the passage, Pip could have been affected for the good by what Estella and Ms. Havisham said. When they told him he was ill-mannered and common, he could have taught himself proper etiquette. There is always something positive you can always take out of a negative situation.

Sometimes though, things change you for the worse... When a human is constantly put down, and down, and down, they will eventually believe that they are not worth it; that they are a waste of breathable air for someone else. Bullying can bring a person down to a whole new low, if the person can not think positively about adversity. Most people have trouble finding light in situations and sometimes the worst fate befalls them. Pip could have just let the harsh comments destroy him utterly because being told you basically hold not worth hurts. Pip could have let it keep consuming him and humiliating him, which he did, seeing as he lied about what really happened there. Hateful words cause negative actions in humans and leave them dry, hurt, and alone.

Certain people can go throughout life not letting things effect them at all. They simply shake it off and never let it penetrate their mind again, but it rarely stays away. If it is something negative that was said, and you bottle in your emotions eventually you will break physically and mentally. Good comments are easier to keep in than negative because they will effect you and you will be unaware of it. It will effect you in subtle ways and without even realizing it, you've change a little bit for the better. Pip was handling how he felt about the matter in a negative way by keeping it in and out of mind, so naturally, he eventually caved and admitted he was lying. As humans, everybody can try to keep it in, but in the end emotions will be the ones really running the show.

Humans are extremely emotional beings. Everything that is ever said to people will have some effect on them whether they know it or not. You cannot avoid emotions, you either have to face them in a good or negative way. It is an inevitable part of having subconscious thoughts and a proper working mind, and in the passage from *Great Expectations*, Pip is a wonderful example of how a human works... They avoid the emotion linked to a problem, then eventually the emotions catches back up them.



**CONTENT: 4 points**

The student demonstrates consistent control of the Content dimension. In contrast to the previous sample response (which was slightly more concise and focused on the passage), this response uses the events and ideas in the passage as a starting point for more personal reflections. The central idea is defined but somewhat unevenly developed, as the student focuses on personal observations rather than analyzing the text (“Take for instance when you were a child and you broke a rule your Mother had set out for you”). When presenting and discussing these outside examples, however, the student’s understanding of the text is clear since they are relevant to Pip’s experiences. The use of passage details is a bit cursory and tacked on, as they serve primarily to support the student’s ideas about human emotions and there is little attempt to interpret the meaning of passage events (“Most people have trouble finding light in situations and sometimes the worst fate befalls them. Pip could have just let the harsh comments destroy him utterly because being told you basically hold not worth hurts”). The response is generally well organized, illustrating a standard five-paragraph construction.

**STYLE: 4 points**

The student demonstrates consistent control of the Style dimension. There is good variation of long and short sentences, with some interesting phrasing (“they are a waste of breathable air,” “the worst fate befalls them”) and good flow from sentence to sentence. Word choices are fairly thoughtful and diverse (“wrath,” “ill-mannered,” “consuming”). The student’s voice is present and occasionally compelling.

**CONVENTIONS: 3 points**

Most sentences are well constructed, with a variety of compound and complex structures. There are a couple of comma splices, but no pattern of syntax errors. There are a few agreement issues (“a human... they,” “comments...it”), awkward changes in address (“us...humans...you”), and the common confusion between effect/affect, but the number of usage errors is reasonable given the length of the response. There are enough punctuation errors—misplaced commas, misused semicolons and ellipses—to suggest some lack of control. There are a few misspelled words, but not enough to constitute a pattern of errors.

### Student Response #3

#### Score Points

Content/Style		Conventions	
Content	3	Sentence Formation	0
		Usage	1
Style	3	Mechanics	1
		Spelling	1

Experiences in our everyday lives influence the way we live them greatly. If it weren't for different experiences how would we learn lessons and actually appreciate the things we have? Different experiences bring about different emotions. Sometimes we are ashamed of the things we have and other times we are just even more grateful. Everyone has their different opinions. Just like everyone has a different life and even different views on life.

At first, Pip lied to his brother and made the trip he just took sound way better than it actually was. Pip obviously didn't want his brother to know how frowned upon they were by the richer folk. Pip hid his hurt feelings this way and regretted it in the end. When Pip was explaining to his brother how the visit actually went, he mentioned "But I wish my boots weren't so thick nor my hands so coarse." Everyone on this Earth always wants something better than they actually have. It is just how the human mind operates. No one is ever satisfied, until they realize what they have and start appreciating what is good in life.

Joe told Pip never to lie again. He stated "...lies is lies .. Don't you tell no more of 'em, Pip. That ain't the way to get out of being common.." Then Pip went up to his room and started to ruminate about how Joe would also be considered "common". But, then he also started to think about "...how Joe and my sister were then sitting in the kitchen, and how I had come up to bed from the kitchen, and how Miss Havisham and Estella never sat in a kitchen, but were far above the level of such common doings." Right here is when Pip starts to realize how this experience at first made him shameful but then made him grateful in the long run .

Experiences are events that help us remember. Remember how good we have things, how beautiful life really is. They are things set in our lives to make us make sure we give thanks and we aren't ashamed of the people we really are. Because after all, you can't change who you are, no matter how hard you try. You shouldn't want to change the person you are, and you should be grateful for the world you live in.

CONTENT: 3 points

The student demonstrates reasonable control of the Content dimension. The central idea is fairly clear and reasonably well developed. Although there is a lot of summary information ("At first, Pip lied to his brother...", "Then Pip went up to his room and started to ruminate...", "But, then he also started to think about..."), the student interprets passage events accurately and chooses appropriate details and quotations for support and illustration.

The explanations that follow the quotes show a solid understanding of the passage (“Right here is when Pip starts to realize how this experience at first made him shameful but then made him grateful in the long run.”). The essay has a weak introduction (“Everyone has their different opinions. Just like everyone has a different life and even different views on life”), but the response is generally easy to follow and has a solid conclusion.

**STYLE: 3 points**

The student demonstrates reasonable control of the Style dimension. There is some variety in sentence structure even though many of the sentences are either simple or basic compound sentences (“Different experiences bring about different emotions. Sometimes we are ashamed of the things we have and other times we are just even more grateful. Everyone has their different opinions.”). Word choices are sometimes repetitive (“different experiences...different emotions...different opinions...different life...different views”) but generally appropriate to the task, with some bright spots (“It is just how the human mind operates. No one is ever satisfied, until they realize what they have and start appreciating what is good in life.”). The student’s voice is present but not particularly engaging.

**CONVENTIONS: 3 points**

The student demonstrates reasonable control of Conventions. There are a few sentence fragments and the overall level of sentence complexity is somewhat below grade level. Usage is generally controlled despite occasional agreement errors (“everyone...their”, “Right here is when”). The punctuation and capitalization are mostly accurate, and (with the exception of the repeated misspelling “greatful”) most words are spelled correctly.

## Student Response #4

### Score Points

Content/Style		Conventions	
Content	2	Sentence Formation	1
		Usage	1
Style	3	Mechanics	0
		Spelling	1

Charles Dickens' "Great Expectations", tells the story of a young boy named Pip who in the passage talked to his brother-in-law Joe about something Pip felt he had done wrong. Pip was upset with himself because he lied to Miss Havisham and Estella. Pip changed the way he viewed his life after he heard Miss Havisham and Estella calling him poor and "common". This made Pip upset and he started lying about his experience while he was there. We find after finishing the passage that this was a critical moment in Pip's life, that will change the way he views the world.

Certain experiences can most certainly change our lives for the better or worse. Hearing things we don't find pleasant can unsettle us in ways we don't know about until it happens. In the portion leading up to the passage, Pip was with Miss Havisham and Estella, who essentially called Pip unmannered, uneducated, and "common". Pip decided to do what any normal child would do whenever he got back from the trip and said it was fun and that he had had a good time. In the actual passage, Pip unravels the lies by telling Joe that he was actually lying and that there was no black velvet couch, and also no dogs among other things.

I think that life changing events are something that everyone can relate to. At some point in everybody's life, we have an experience that changes the way we look at the world entirely. While this event doesn't happen at the same time for everyone, it will always eventually happen to you and me. The passage gives the story of Pip's life changing event.

Charles Dickens' "Great Expectations", tells the story of a young boy named Pip who had an experience that changed the world as he knows it. Pip had heard Miss Havisham and Estella calling him rude things and lied about his trip to their house to cover up his upset feelings. The passage tells how Pip told Joe that he had lied and that none of his story had been the truth.

CONTENT: 2 points

The student demonstrates inconsistent control of the Content dimension. The student's central idea is largely repeated (rather than developed) throughout the response. The central idea is vague and most of the passage information is summary. There is attention paid to the passage, but the same events are described (Pip being called common and the lying) without any deepening of the interpretation; the student doesn't explain how these events changed Pip. At times, there is even some misinterpretation of the passage ("This made Pip upset and he started lying about his experience while he was there."). The organization is repetitive, and the conclusion echoes the introduction without adding anything new.

STYLE: 3 points

The student demonstrates reasonable control of the Style dimension. The sentences are generally fluent and varied in structure (“Hearing things we don’t find pleasant can unsettle us in ways we don’t know about until it happens.”). Word choices are appropriate and occasionally interesting (“unsettle”, “unravels”), and the student’s voice is evident in several places.

CONVENTIONS: 3 points

The student demonstrates reasonable control of Conventions. Sentences are generally well formed and there are a variety of complex structures, though some long sentences would be improved if they were split into separate, shorter sentences (“Charles Dickens’ “Great Expectations”, tells the story of a young boy named Pip who in the passage talked to his brother-in-law Joe about something Pip felt he had done wrong.”) Aside from a couple of agreement and word formation problems (“everybodies lives, we”), there are few usage errors. There are enough misplaced commas to suggest some lack of control of mechanics. The few spelling errors (“sinishing”, “moent”) do not show a pattern of errors; they appear to be typos that should have been caught and corrected with more careful proofreading.

## Student Response #5

### Score Points

Content/Style		Conventions	
Content	2	Sentence Formation	1
		Usage	0
Style	2	Mechanics	1
		Spelling	1

In everyone's life there are certain experiences that can change our view on life. Some experiences are for the good and some are for the bad. In the passage from "Great Expectations", Pip went through tough experiences that made him want to change. There are many things that can happen that affect our lives.

Today, many things happen around the world that will cause a person to change their view points on life or the world. For example, after the 9/11 attack in New York, people thought differently of the world. The world wasn't as great of a place to live in. People thought differently of other people. People were ashamed. Just like how Pip was ashamed of himself. Joe was also ashamed of Pip for lying. Another example of change in a person's life is divorce of parents. A child of divorce parents may have a different view point of marriage after the experience. They may believe that getting married is pointless or not worth it. The child may also be embarrassed of the situation. Pip was embarrassed of his childhood life.

Natural disasters can change the world that we live in. After the Haiti earthquake, Hurricane Katrina, and many other natural disasters, more people started helping out of other people of the world. More people were caring and wanted to help out the ones who were hurt. Situations like these where people are helping other people don't only change the world that we live in, it also changes people's view points on life. They show that there are people who are willing to help. Joe was willing to help Pip.

The bad experiences that people go through can help out later in life or in the world today. They change the way that people view life and it's a good change. Pip came out and told the truth and he got a better view on life. It showed him not to lie and people will like him for who he is

### CONTENT: 2 points

The student demonstrates inconsistent control of the Content dimension. The central idea is clear, but the details chosen to support it focus more on personal and domestic events (e.g., 9/11, the Haiti earthquake, and divorce) than on specific examples from the excerpt. These external examples create forced connections that do not show an understanding of the passage. Interpretation of the passage is superficial. The organization is marked by abrupt connections ("People were ashamed, Just like how Pip was ashamed of himself."). The introduction and conclusion are weak and repetitious.

STYLE: 2 points

The student demonstrates inconsistent control of the Style dimension. There is little sentence variety. Most sentences begin with a subject and verb and are similar in length, which creates a choppiness. Word choice is limited and generic, relying on words such as *good*, *bad*, *many*, *great*, and *different*. There is little evidence of the student's voice.

CONVENTIONS: 3 points

The student demonstrates reasonable control of Conventions. Though most sentences are simple, sentence construction is generally acceptable. There are agreement (“person...their,” “situations...it”) and word formation (“divorce parents”) errors, nonidiomatic phrasing (“embrarrassed of...”), and confusing shifts in verb tense, all suggesting unacceptable control of usage. With the exception of one comma error and a missing final period, the essay's punctuation and capitalization are correct. There are just a couple of misspelled words.

## Student Response #6

### Score Points

Content/Style		Conventions	
Content	1	Sentence Formation	0
		Usage	0
Style	1	Mechanics	0
		Spelling	1

Everybody in the world are different in many certain experiences and many different ways. When you get good in an experience you want to keep everyone out that cant be good in that certain experience. Well, everyone cant be good in that certain experiences. There are many more experiences that peopel have they quality to get good in. Certain expernces dont always be good its always better to try something else.

When choosing certain experences in life isn't always good. it can affect the way you view your life in many different ways. By having that one certain experences can pull us far away from family. Also it can affect our lives by depending on one experences and not willing to search for others. Certain experences isn;t the main thing in life.

you have family and friends. When depending on one certain experences can make you loose the most important thing in your life. In the book "Great Expectations", how Estella never had certain experences to do what the other did and also how Estella could and wouldnt want to fit in and do as the others did.

It always can affect the world we live in. If half on teh world focus on one certain experience they wouldn't have many people thatw ould want to try other experiences. It would also affect the world because they might dont have many people for one experience that many peopel in the world might need very bad.

In conclusion, certain experience can affect the way we live our lives because we would not only need experience we would need family. Certain experience also can affect life because we would need more than one experience to move alone in life.

CONTENT: 1 point

The student demonstrates little or no control of the Content dimension. While the response seems to have some general relation to the prompt and passage, there is no clear central idea and no obvious development. There is a single attempt to bring in a detail from the passage, but that detail is confusing and shows a misunderstanding of the passage. It doesn't even mention Pip but instead focuses on Estella. There is an obvious attempt to organize a standard five-paragraph essay, but the general incoherence of the writing makes it difficult to follow.



**STYLE: 1 point**

The student demonstrates little or no control of the Style dimension.

The sentences not only lack variety (“When you get good...,” “When choosing...,” “When depending, etc.”), but the construction makes them difficult to read.

The same words and phrases are used over and over again (“certain experience”, “get good/be good”, “affect the way we live/view our lives/affect the world we live in”) and are very simple for a grade 10 essay.

**CONVENTIONS: 1 point**

The student demonstrates little or no control of Conventions. There are numerous syntax errors and run-on sentences. Usage errors of all kinds are present: agreement errors, word formation errors, and non-standard grammar. There are numerous errors in punctuation and capitalization. While there are several misspelled words, the spelling is accurate enough overall to suggest acceptable control of this convention.

## Sessions 2 and 3: Multiple-Choice Items

This section presents ten multiple-choice items selected to illustrate the type of skills and knowledge students would need in order to demonstrate understanding of the CCSS in English II. Information shown for each item includes the following:

- the reading passage the item references (if applicable)
- the Common Core standard each item measures
- the correct answer
- commentary on the skills and knowledge measured by the item

### Reading Passages

On the English II test, students will read four passages, literary and informational, and answer questions about them. The reading items support key instructional shifts required by the CCSS. They are reflected in three components of the reading section:

- careful, close reading, which draws students into deeper encounters with texts (as in an excellent classroom)
- a focus on students using evidence when analyzing the passages
- a focus on words that matter most in the texts, which include words essential to understanding a particular text and academic vocabulary that can be found in complex texts

The passage set that follows represents a typical set that might appear on the transitional English II test. The items show a range of standards and use the language of the standards so teachers will become more familiar with the CCSS.

## Passage Pop-up Window

Jean-Baptiste Poquelin (1622–1673), better known by his stage name, Molière, was the author of numerous plays. Here, translated from French, is a scene from one of them.

### *from Scapin's Tricks*

by Molière

*LEANDRE married without his father's permission. Although his father does not yet know LEANDRE is married, he is suspicious. To watch his son's reaction, LEANDRE's father hints that he has heard "something" from LEANDRE's servant, SCAPIN. LEANDRE seeks SCAPIN out to punish him, believing that SCAPIN has revealed the secret marriage, even though SCAPIN hasn't.*

*Enter OCTAVE (a close friend of LEANDRE) with SCAPIN on one side, LEANDRE on the other.*

**LEANDRE:** Aha! Here you are, you rascal!

**SCAPIN:** Sir, your servant, you do me too much honor.

**LEANDRE:** *(drawing his sword)* You are setting me at defiance, I believe . . . Ah! I will teach you how . . .

**SCAPIN:** *(falling on his knees)* Sir!

**5** **OCTAVE:** *(stepping between them)* Oh! Léandre!

**LEANDRE:** No, Octave, do not hold me back.

**SCAPIN:** Sir!

**OCTAVE:** For mercy's sake!

**LEANDRE:** *(trying to strike at SCAPIN)* Leave me to wreak my anger upon him.

**10** **OCTAVE:** In the name of our friendship, Léandre, do not strike him.

**SCAPIN:** What have I done to you, sir?

**LEANDRE:** What you have done? You scoundrel!

**OCTAVE:** *(restraining LEANDRE)* Gently, gently.

**LEANDRE:** No, Octave, I will have him confess here on the spot the perfidy of which he is guilty. Yes, scoundrel, I know the trick you have played me; I have just been told of it. You did not think the secret would be revealed to me, did you? But I will have you confess it with your own lips, or I will run you through and through with my sword.

**15 SCAPIN:** Oh, sir, could you really be so cruel as that?

**LEANDRE:** Speak, I say.

**SCAPIN:** I have done something against you, sir?

**LEANDRE:** Yes, scoundrel! And your conscience must tell you only too well what it is.

**SCAPIN:** I assure you that I do not know what you mean.

**20 LEANDRE:** (*going toward SCAPIN to strike him*) You do not know?

**OCTAVE:** (*restraining LEANDRE*) Léandre!

**SCAPIN:** Well, sir, since you will have it, I confess that I drank with some of my friends that small cask<sup>[1]</sup> of Spanish wine you received as a present some days ago, and that it was I who made that opening in the cask, and spilled some water on the ground around it, to make you believe that all the wine had leaked out.

**LEANDRE:** What! Scoundrel, it was you who drank my Spanish wine, and who suffered me to scold the servant so much, because I thought it was she who had played me that trick?

**SCAPIN:** Yes, sir; I am very sorry, sir.

**25 LEANDRE:** I am glad to know this. But this is not what I am about now.

**SCAPIN:** It is not that, sir?

**LEANDRE:** No; it is something else, for which I care much more, and I will have you tell it me.

**SCAPIN:** I do not remember, sir, that I ever did anything else.

**LEANDRE:** (*trying to strike*) Will you speak?

**30 SCAPIN:** Oh!

**OCTAVE:** (*restraining LEANDRE*) Gently.

**SCAPIN:** Yes, sir; it is true that three weeks ago, when you sent me in the evening to take a small watch to the woman you love, and I came back, my clothes spattered with mud and my face covered with blood, I told you that I had been attacked by robbers who had beaten me soundly and had stolen the watch from me. It is true that I told a lie. It was I who kept the watch, sir.

**LEANDRE:** It was you who stole the watch?

**SCAPIN:** Yes, sir, in order to know the time.

**35 LEANDRE:** Oh, you are telling me fine things; I have indeed a very faithful servant! But it is not this that I want to know of you.

**SCAPIN:** It is not this?

**LEANDRE:** No, infamous wretch! It is something else that I want you to confess.

**SCAPIN:** Mercy on me!

**LEANDRE:** Speak at once; I will not be put off.

**40 SCAPIN:** Sir, I have done nothing else.

**LEANDRE:** (*trying to strike*) Nothing else?

**OCTAVE:** (*between them*) Oh! I beg you—

**SCAPIN:** Well, sir, you remember that ghost that six months ago cudged<sup>[2]</sup> you soundly, and almost made you break your neck down a cellar, where you fell whilst running away?

**LEANDRE:** Well?

**45 SCAPIN:** It was I, sir, who was playing the ghost.

**LEANDRE:** It was you, wretch, who were playing the ghost?

**SCAPIN:** Only to frighten you a little, and to cure you of the habit of making us go out every night as you did.

**LEANDRE:** I will remember in proper time and place all I have just heard. But I'll have you speak about the present matter, and tell me what it is you said to my father.

**SCAPIN:** What I said to your father?

**50 LEANDRE:** Yes, scoundrel, to my father!

**SCAPIN:** Why, I have not seen him since his return!

**LEANDRE:** You have not seen him?

**SCAPIN:** No, sir.

**LEANDRE:** Is that the truth?

**55 SCAPIN:** The perfect truth, and he shall tell you so himself.

**LEANDRE:** And yet it was he himself who told me.

**SCAPIN:** With your permission, sir, he did not tell you the truth.

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**[1]** wooden barrel

**[2]** to beat with a stick

## Reading Item Examples and Annotations

<b>Anchor Standard:</b>	Language, Vocabulary Acquisition and Use
<b>Common Core State Standard:</b>	L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Which example of irony **best** captures a central idea in this scene?

- A. Though angered by Scapin’s lying trickery, Léandre lies to his own father.
- B. Though Scapin lies to his master, he also admits that he stole a valuable watch.
- C. Though servants are generally trusted, Léandre does not trust Scapin at all.
- \*D. Though innocent of what his master suspects, Scapin confesses to other misdeeds.

\*correct answer

This item requires students to demonstrate understanding of word relationships and nuances in order to distinguish the ironic distance between what is directly stated in the text and what is really meant.

Option A is an irony that is implied but not developed in this scene; it may be more fully explored in later scenes. Option B does not rise to the level of irony, as Scapin only admits to his lies and bad behavior under the threat of violence. There is evidence in the scene that contradicts both sides of the assertion in Option C.

Option D is correct. The main point of this scene—and the source of its humor—is the ironic contrast between Léandre’s false accusation and the ill deeds that Scapin is actually guilty of.

**Anchor Standard:**

Reading Literature, Craft and Structure

**Common Core State Standard:** RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Throughout the scene, Léandre calls Scapin names such as “rascal,” “scoundrel,” and “wretch.” By repeatedly calling him such names, Léandre makes it clear that he believes Scapin to be a

- A. beggar.
- B. clown.
- C. slob.
- \*D. villain.

\*correct answer

This item requires students to recognize the connotative meaning and cumulative impact of a series of related word choices.

Options A and C could conceivably be implied by Léandre’s repeated use of the word “wretch,” but are unrelated to the meaning of the other two names he calls Scapin. A connection between Option B and “rascal” might also be inferred, but no such connection can be drawn to the other two names.

Option D is the correct answer. “Villain” shares significant connotative associations with all three of the names that Léandre calls Scapin.



**Anchor Standard:**

Reading Literature, Craft and Structure

**Common Core State Standard:** RL.9-10.5

Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Rather than accusing Scapin directly in this scene, Léandre insists that his servant confess what he has done. What is **most likely** the author’s reason for staging the scene in this way?

- A. to create suspicion about Léandre’s motivations
- B. to magnify the audience’s outrage at Léandre’s treatment of Scapin
- C. to allow the audience time to figure out who is lying
- \*D. to increase the opportunity for humorous and surprising revelations

\*correct answer

This item requires students to analyze the author’s dramatic and rhetorical purposes for structuring the text in a particular way.

There is no textual evidence to suggest Option A; Léandre’s motivation—to find out who has betrayed his secret to his father—seems perfectly clear. Option B is also not supported by the text; though the audience may feel that Léandre’s treatment of Scapin is both a little cruel and a little hypocritical, Scapin is clearly in the wrong and therefore not worthy of much sympathy. Option C is also incorrect. The audience needs no time to figure out who is lying; it is immediately apparent in this scene that **both** Léandre and Scapin have been caught lying.

The correct answer is D. By having Léandre withhold the specifics of his accusation and insist that Scapin confess his misdeeds, Molière structures the scene for maximum surprise and humorous effect.

**Anchor Standard:**

Reading Literature, Key Ideas and Details

**Common Core State Standard:** RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

As Léandre interacts with Scapin in this scene, what does he learn about Scapin's character that contrasts **most strongly** with his understanding of a good servant's behavior?

- A. Scapin is willing to let someone else take the blame for his actions.
- B. Scapin sees nothing wrong with stealing from his master.
- \*C. Scapin is capable of physically assaulting his master.
- D. Scapin is unable to distinguish right from wrong.

\*correct answer

This item requires students to analyze how the interaction of characters in the scene reveals aspects of the characters' inner natures and motivations and thereby advance the plot.

Option A describes a revelation about Scapin that may be somewhat surprising to Léandre but which is so common to human nature that it is unlikely to surprise him. Options B and D are contradicted by the text; Scapin appears to understand that his behavior is wrong and worthy of being punished, but he is too weak to resist the temptations of wine and gold.

Option C is correct. The socially determined power dynamic between Léandre and Scapin is so one-sided that the revelation that Scapin has plotted and carried out a physical assault of his master is likely to be truly shocking to Léandre—and a class betrayal he cannot forgive.

**Anchor Standard:**

Reading Literature, Key Ideas and Details

**Common Core State Standard:** RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

What detail from this scene suggests that Léandre has previously entrusted Scapin with his secrets?

- A. Léandre believes Scapin's faithful nature will force him to tell the truth.
- B. Léandre allowed Scapin and his friends free access to the wine.
- \*C. Léandre asked Scapin to take a gift to the woman he loves.
- D. Léandre told Scapin to lie to his father about the ghost.

\*correct answer

This item requires students to identify specific textual evidence that supports an inference drawn from the text.

Option A is clearly contradicted by Léandre's accusations and actions in the scene; he attacks Scapin because he believes that Scapin has betrayed his trust, and uses the threat of physical violence to coerce Scapin's confession. There is no evidence in the text to suggest that either Option B or D are true.

Option C is the correct answer. The fact that Léandre has employed Scapin as a messenger to the woman he loves suggests that Léandre has previously trusted Scapin to keep his secrets.

**Anchor Standard:**

Reading Literature, Craft and Structure

**Common Core State Standard:** RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Which fact about the social customs of this time does Léandre’s treatment of Scapin most clearly reveal?

- A. Dishonesty was considered worse than criminal activity.
- \*B. Wealthy people could treat their servants harshly.
- C. Confession of crimes could lead to lighter punishment.
- D. The wealthy expected to be robbed by their servants.

\*correct answer

This item requires students to analyze how a specific cultural reality or experience is reflected in a piece of literature from outside the United States.

Option A is not supported by the text; Scapin has lied about many things, but his crimes to his master’s person and property are clearly more serious than his dishonesty. Though Scapin’s punishment is deferred in this scene, there is no suggestion that the punishment will be reduced because he has “freely” confessed his crimes (Option C). That wealthy masters assumed that their servants would be faithful is implied in Léandre’s outraged interrogation of Scapin, thereby contradicting Option D.

Option B is the correct answer. Though Octave works hard to shield Scapin from Léandre’s sword and fists, Léandre clearly feels it is within his rights to discipline Scapin as severely as he likes.

## **Language Conventions**

On the English II test, students will answer six multiple-choice questions that measure grammar and usage skills. The Language Conventions section addresses the following Common Core State Standards for ELA/Literacy:

- Language Standards L. 9-10.1 and L. 9-10.2, which list the grade-level skills
- Skills that apply to English II (grades 9-10) on the [CCSS Language Progressive Skills Chart](#)

The two items that follow represent the type of items that might appear in this section of the transitional English II test.

## Language Conventions Item Examples and Annotations

<b>Anchor Standard:</b>	Language, Conventions of Standard English
<b>Common Core State Standard:</b>	L.9-10.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.

Read this paragraph from a student’s biographical report on basketball coach John Wooden.

**John Wooden was the most successful coach in college basketball history. His teams won ten national championships, including seven in a row. He was revered by his players, who remembered him not only for his mastery of basketball strategies but also for his inspirational messages about how to be successful in life. In assembling his basketball teams, Wooden looked for players who worked hard, with good character, and willing to place team goals ahead of individual glory.**

What is the **correct** way to revise the underlined sentence?

- A. No change.
- B. In assembling his basketball teams, Wooden looked for players with hard work, good character, and team goals ahead of individual glory.
- \*C. In assembling his basketball teams, Wooden looked for players who worked hard, had good character, and were willing to place team goals ahead of individual glory.
- D. In assembling his basketball teams, Wooden looked for players willing to work hard, who had good character, and placed team goals ahead of individual glory.

\*correct answer

This item requires students to recognize a parallel structure error and identify a correct way to fix the error.

The underlined sentence contains non-parallel elements—a relative clause (“who worked hard”), a prepositional phrase (“with good character”), and a participle phrase (“willing to place team goals ahead of individual glory”)—

all joined by the conjunction “and” and all modifying the noun “players.”  
Option A is incorrect because the underlined sentence does contain an error.  
Option B offers a series of objects for the preposition “with,” but the last part introduces an awkward construction: “team goals ahead of individual glory.”  
Option D replaces the original non-parallel series with a different non-parallel series.

Option C is the correct answer. It provides a series of past-tense verb phrases that all serve as predicates for the relative clause that starts with “who.”

**Anchor Standard:**

Language, Conventions of Standard English

**Common Core State Standard:** L.9-10.2b

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

b. Use a colon to introduce a list or quotation.

Which sentence is punctuated correctly?

- \*A. To get into that college, you will need to take the following classes: four years of English, three years of math, three years of social studies, and three years of science.
- B. To get into that college, you will need to take the following classes; four years of English, three years of math, three years of social studies, and three years of science.
- C. To get into that college, you will need to take the following classes. Four years of English, three years of math, three years of social studies, and three years of science.
- D. To get into that college, you will need to take the following classes, four years of English, three years of math, three years of social studies, and three years of science.

\*correct answer

This item requires students to recognize the correct punctuation when introducing a list.

Option B uses a semicolon instead of a colon to introduce the list. Option C puts a period between the introductory clause and the list, which creates a sentence fragment. Option D uses a comma instead of a colon, so it is not clear what is being introduced.

Option A is correct. It introduces the list with a colon.



## **Research**

On the English II test, students will answer eight multiple-choice questions that measure research skills. The Research section of the test will focus on:

- Researching to answer a question or solve a problem
- The narrowing or broadening of a topic of inquiry
- The synthesis of multiple sources on a subject
- Gathering relevant information
- Assessing the usefulness of a source
- Integrating information from sources
- Following a standard citation format

The two items that follow represent the type of items that might appear in this section of the transitional English II test.

## Research Item Examples and Annotations

**Anchor Standard:** Writing, Research to Build and Present Knowledge

**Common Core State Standard:** W.9-10.7  
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Jerome is writing an essay about the history of the Panama Canal and has collected many sources. Which of the following is **least** important to include in his essay?

- \*A. a chart of the tolls that boats are charged to use the canal
- B. a summary of the treaty that gave Panama control of the canal
- C. a description of the equipment that was used to build the canal
- D. a map of the locks, lakes, and channels that make up the canal

\*correct answer

This item requires students to recognize how to narrow the inquiry and choose source materials that are most appropriate to a given research topic.

Options B, C, and D all capture critical aspects of the history of the Panama Canal. Option B is a key piece of the political history of the Panama Canal. Option C presents information about what was required to build the canal. Option D includes specific information about what makes up the Panama Canal.

Option A is the correct answer. While it is interesting information that is clearly related to the current operation of the canal, it is not essential to the student's research topic.

**Anchor Standard:**

Writing, Research to Build and Present Knowledge

**Common Core State Standard:** W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Marcus is doing research to compare the fuel efficiency of different types of automobiles. Here are the first four results from his Internet keyword search.

**Engine efficiency** – Wikipedia, the free encyclopedia  
Engine efficiency of thermal engines is the relationship between the total energy contained in the fuel, and the amount of energy used to perform useful work.  
[en.wikipedia.org/wiki/Engine\\_efficiency](http://en.wikipedia.org/wiki/Engine_efficiency)

**Fuel Economy: Where the Energy Goes**  
Only about 14%–26% of the energy from the fuel you put in your tank gets used to move your car. Therefore, the potential to improve fuel efficiency with advanced technologies is enormous.  
[www.fueleconomy.gov/feg/atv.shtml](http://www.fueleconomy.gov/feg/atv.shtml)

**Comparison of Specs on Cars | eHow – eHow | How to Videos . . .**  
Comparison of Specs on Cars. Comparing two or more cars can be a challenge even for an experienced auto technician or seasoned car critic. Automakers boast about . . .  
[www.ehow.com/Cars/Buying-a-car/Comparing-Cars](http://www.ehow.com/Cars/Buying-a-car/Comparing-Cars)

**Find and Compare Cars – Fuel Economy**  
Learn about vehicles and technologies that are pushing the fuel efficiency envelope . . . Engine Technologies . . .  
[www.fueleconomy.gov/feg/findacar.shtml](http://www.fueleconomy.gov/feg/findacar.shtml)

Which Web site would provide the most useful information for Marcus's essay?

- A. [en.wikipedia.org/wiki/Engine\\_efficiency](http://en.wikipedia.org/wiki/Engine_efficiency)
- B. [www.fueleconomy.gov/feg/atv.shtml](http://www.fueleconomy.gov/feg/atv.shtml)
- C. [www.ehow.com/Cars/Buying-a-car/Comparing-Cars](http://www.ehow.com/Cars/Buying-a-car/Comparing-Cars)
- \*D. [www.fueleconomy.gov/feg/findacar.shtml](http://www.fueleconomy.gov/feg/findacar.shtml)

\*correct answer

This item requires students to analyze a set of Internet search results and assess the potential usefulness of the sites returned by the search for answering a given research question.

Options A, B, and C are all potential sources of background information about engine efficiency and the fuel economy of automobiles, but they are not as directly applicable to the intended focus of the student's essay as Option D. Option A is likely to provide a fairly technical discussion of the physics that determine the efficiency of different types of engines. Option B is likely to focus on how the energy generated by an automobile engine is used for purposes other than simply moving the car forward, and how to reduce those power requirements to make engines more efficient. Option C is likely to offer a comparison of many automobile features, not just fuel efficiency.

Option D is the correct answer. This site promises to compare the fuel efficiency of different types of automobiles and new engine technologies, which is the intended focus of the student's essay.

## Appendix

### Additional Scoring Criteria for Writing: All Grades

To avoid double jeopardy during scoring, one word will constitute only one error. In situations where it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response.

- Context clues may indicate the writer’s intention.
- Error patterns already evident in the response indicate a skill weakness in that dimension.

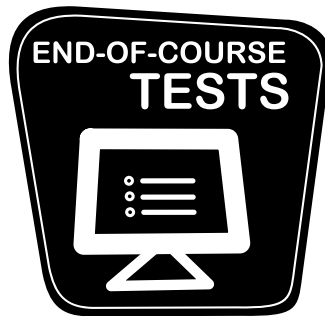
<b>Sentence Formation:</b>	
If a sentence contains a run-on or a comma splice, it is a <b>sentence formation</b> error.	Run-on: <i>The character is looking for answers he can't seem to find them.</i> Comma splice: <i>The character feels lost, he can't find his way.</i>
A sentence fragment is a <b>sentence formation</b> error unless it is deliberately presented for effect.	Fragment: <i>We saw the boys at the pool. <u>Laughing and jumping into the water.</u></i> Intentional: <i>What a break!</i>
If a sentence requires the rearrangement, omission, or addition of more than one word, the error is a <b>sentence formation</b> error.	<i>I saw those boys fighting <u>while driving my car.</u></i>
A pattern of awkward syntax (word order) is a <b>sentence formation</b> error.	<i>I for you have some important news.</i>
Nonparallel structure, often in a series, is a <b>sentence formation</b> error.	<i>We live better lives, coping with sorrows, and how to be joyful.</i>

<b>Usage, Mechanics, and Spelling:</b>	
Usage and mechanics errors count each time they occur in a response. However, if the same word is misspelled repeatedly, it counts <b>only once</b> , even if it is misspelled in more than one way.	
Omissions, extra words, or wrong words that can be corrected by changing one word are <b>usage</b> errors.	<i>When <u>it</u> is no school, I play all day.</i>
If a sentence begins with a capital letter but is not preceded by a period, the error is a <b>mechanics</b> error.	<i>Martha went to the well and looked <u>inside</u> Far below, something was sparkling in the water.</i>
If a sentence begins with a lowercase letter but is preceded by a period, the error is a <b>mechanics</b> error.	<i>Teddy is the youngest in the family. <u>he</u> is my only nephew.</i>
Use of double comparatives or double negatives is a common <b>usage</b> error.	Double comparative: <i>I'm even <u>more better</u> at soccer than at football.</i> Double negative: <i><u>None</u> of them are not my friend.</i>
Use of the wrong preposition is a common <b>usage</b> error.	<i>He went <u>for</u> the house.</i>

Agreement errors of compound pronouns with possessives are <b>usage</b> errors.	<i>Everybody situation is different.</i>
Agreement errors of collective nouns with possessives are <b>usage</b> errors.	<i>People lives all take different paths.</i>
Agreement errors with collectives, phrases, and conjunctions are <b>usage</b> errors.	Incorrect: <i>None of the teachers are <u>good role models</u> or <u>a hero</u>.</i>
When an error may be both a <b>usage</b> and a <b>spelling</b> error, and the context clues do not help determine which dimension the error belongs to, the error should be counted in <b>usage only</b> .	<i>She <u>allway</u> comes to work on time.</i>
If a misused word in a sentence is a real word, it is a <b>usage</b> error. If it is not a real word, it is a <b>spelling</b> error.	<b>Usage:</b> <i>We all went to the skating <u>ring</u>.</i> <b>Spelling:</b> <i>We joined my <u>parnets</u> and were <u>reddy</u> to leave.</i>
If a homonym or a word that is so phonetically similar to another word ( <i>are/our, through/though</i> ) is used instead of the correct word, it is a <b>usage</b> error.	<i>Martin gave him a <u>peace</u> of his chocolate bar. I would rather have a vacation <u>then</u> a raise. She was late for her piano <u>listens</u>.</i>
An error may be either a <b>spelling, mechanics,</b> or <b>usage</b> error. Use either context clues or error patterns to determine which dimension would be most appropriate.	<b>Spelling:</b> <i>All the <u>hero's</u> aren't in the movies.</i> <b>Mechanics:</b> <i><u>Were</u> going to Disneyland on our vacation.</i>
In a series, a comma before <i>and</i> is optional; both ways are considered correct.	Either: <i>The pet shop was filled with birds, cats, <u>and</u> dogs.</i> Or: <i>The pet shop was filled with birds, cats <u>and</u> dogs.</i>
In some series, the placement of the comma is not optional because it affects the sense of the sentence.	<i>The pet shop was filled with birds, kenneled <u>cats and dogs</u>, and fish of every color.</i>
Direct quotations <b>should not</b> be preceded by <i>that</i> . Indirect quotations should be preceded by <i>that</i> . These are <b>mechanics</b> errors.	Direct: <i>Then Mom said <u>that</u>, "We cannot go along."</i> Indirect: <i>After we returned, she <u>said we are in trouble</u>.</i>
A word divided at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a <b>mechanics</b> error.	<i>I worked at the National Fou- ndation for the Blind.</i>
TV, T.V., and <i>tv</i> are all acceptable and <b>not mechanics</b> errors.	
Use of <i>so they</i> instead of <i>so that they</i> is acceptable and <b>not a usage</b> error.	

<b>Other Issues:</b>	
Errors resulting from <b>incorrect copying</b> of information provided in the passage(s) are counted as <b>sentence formation, usage, mechanics,</b> or <b>spelling</b> errors, depending upon the type of error.	
The rules of <b>standard written English</b> apply and override foreign language, regional, ethnic, and colloquial speech patterns. Unless such speech is used in a direct quotation, it is considered a <b>usage</b> error.	<i>I'm very happy <u>y'all</u> are reading my test and I hope <u>y'all</u> pass me.</i>





**Fall 2013**

Louisiana Department of Education  
Office of Assessments



# SAMPLE TEST ITEMS

This document, originally published in 2013, contains information relating to a transition to PARCC testing; however, at this time, there is no plan to transition to PARCC. The sample items and student work reflect the current EOC English III assessment; therefore, teachers are encouraged to use the samples provided in this document as additional resources, but should use the current Assessment Guidance for English III document for up-to-date EOC testing information.

## English III



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# Introduction

*Louisiana Believes* embraces the principle that all children can achieve at high levels, as evidenced in Louisiana’s adoption of the Common Core State Standards (CCSS). *Louisiana Believes* also promotes the idea that Louisiana’s educators should be empowered to make decisions to support the success of their students. In keeping with these values, the Department has created documents with sample test items to help prepare teachers and students as they transition to the CCSS. The documents reflect the State’s commitment to consistent and rigorous assessments and provide educators and families with clear information about expectations for student performance.

## **Purpose of This Document**

Teachers are encouraged to use the sample items presented in this document in a variety of ways to gauge student learning and to guide instruction and development of classroom assessments and tasks. The document includes a writing prompt and multiple-choice items that exemplify how the Common Core State Standards (CCSS) in English Language Arts will be assessed on the End-of-Course (EOC) tests. A discussion of each item highlights the knowledge and skills the item is intended to measure.

As Louisiana students and teachers transition to the CCSS and the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments, the English III EOC assessment will include only items aligned to the CCSS. In reviewing the items, it is important to remember that the sample items included in this document represent only a portion of the body of knowledge and skills measured by the EOC test.

## **English III Administration**

The English III EOC test is administered to students who have completed English III: course code 120333.

## **Resources**

Below are resources that offer additional information about the transitional tests and the PARCC assessments, plus instructional resources for teaching the CCSS, including links to unit assessments:

- [Assessment Guidance for 2013-2014](#)
- [Unit Assessments and Planning Tools](#)
- Transitional Writing Prompts on the [Practice Assessment/Strengthen Skills \(PASS\) System](#)
- CCSS-Aligned [EAGLE Items](#)
- [Samples of PARCC Assessment Items](#)
- [Samples of Smarter Balanced Assessment Items](#)

## Test Administration

The English III test contains three sessions. Session 1 includes the writing prompt. Sessions 2 and 3 include passage-based reading and vocabulary items, plus a set of discrete items that address research and language skills. Specific information about the structure of the test can be found in the [Assessment Guidance for 2013-2014](#).

The EOC test is **untimed**. Although suggested testing times are provided for each session, it is very important that students be given sufficient time to complete the test.

The directions in the *Test Administration Manual* will clearly explain all the procedures for administering each session of the test, but each of the sections that follow will provide a brief overview of materials provided during testing.

### EOC Achievement Levels

Student scores for the English III EOC test are reported at four achievement levels: *Excellent*, *Good*, *Fair*, and *Needs Improvement*. General definitions of the EOC achievement levels are shown below.

#### EOC Achievement-Level Definitions

<b>Excellent:</b> A student at this achievement level has demonstrated mastery of course content beyond <i>Good</i> .
<b>Good:</b> A student at this achievement level has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area.
<b>Fair:</b> A student at this achievement level has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area.
<b>Needs Improvement:</b> A student at this achievement level has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area.

Because of the shift from grade-level expectations to the CCSS, this document differs from the *Released Test Items Documents*. Many of the released items from past test administrations may not be indicative of the types of items on the upcoming December and May EOC transitional assessments. To better align the transitional test to the content of the CCSS, new items were developed. Therefore, this document includes sample items, rather than released items. These sample items reflect the way the CCSS will be assessed and represent the new items that students will encounter on the transitional EOC assessments. Because these are not released items, item-specific information about achievement levels is not included.

## Session 1: Writing

The writing prompt requires students to write a well-developed multiparagraph essay. A typical writing prompt may require students to read two sources about an issue and then write an essay that takes a position on the issue and uses evidence from **both** sources.

All students are provided with the following materials during the administration of the writing portion of the English III test:

- scratch paper
- two pencils
- a dictionary and a thesaurus
- a Writer’s Checklist (a hard copy and an online version)

Test administrators will be instructed to read aloud the Writer’s Checklist for the writing session of the English III test. However, the sources on the writing test must **not** be read aloud or signed to students, except for those students with the accommodations *Tests Read Aloud* or *Communication Assistance*, who will receive their accommodations as part of the EOC Tests System.

Students are expected to type the final draft of their response in the online testing environment. At the top of the testing screen, there will be three buttons; one will open the Writer’s Checklist and the other two will open the sources. Students will be able to keep the sources open while typing their essay in the text box below the task.

This section presents rubrics used to score the Writing session of the English III EOC test, a sample writing prompt, and examples of student responses representing a range of score points.

### Scoring Information

Student responses to the writing prompt are scored on three dimensions—Content, Style, and Conventions.

A 1- to 4-point scoring rubric is used for the Content and Style dimensions, and it is possible for students to receive different score points for each dimension. The Conventions scoring rubric is broken into four parts: sentence formation, usage, mechanics, and spelling, each worth 0–1 points for a total of 4 possible points. The total score for the Writing session is the sum of all three dimensions and ranges from 0–12 points.

The Content dimension measures the following:

- how well students present their position
- the development of that position, including the appropriate and accurate use of evidence from both sources and how well the evidence is integrated
- the organization of the ideas

The Style dimension evaluates the ways in which the student shapes and controls the language and the flow of the essay. Features of Style include the following:

- word choice
- sentence fluency, which includes sentence structure and sentence variety
- voice, the individual personality of the writing

The Conventions dimension evaluates the student’s knowledge and control of the conventions of standard English based on the grade 11–12 CCSS Language standards and the grade-appropriate language skills identified in the [Common Core Language Progressive Skills Chart](#).

A summary of the score points for the Writing session is shown below.

<b>Dimension</b>	<b>Maximum Points Possible</b>
Content	4
Style	4
Sentence Formation	1
Usage	1
Mechanics	1
Spelling	1
<b>Total Points</b>	<b>12</b>

Essays that are off topic, incoherent, blank, insufficient, not written in English, a restatement of the prompt, or include only copied text from the sources are considered unscorable and will receive a score of zero points. However, an off-topic paper that cannot be scored for Content or Style may still be scored for Conventions. Such a paper could receive a maximum score of 4 of 12 points.



## Content Rubric

### CONTENT: Position, Development, and Organization

**Key Questions:** *Does the writer present a clear position and share insightful information related to the given task? Does the writer’s use of the sources strengthen the position and show an understanding of both sources? Does the organizational structure enhance the writer’s ideas and make the essay easier to read?*

Score Point	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Consistent, though not necessarily perfect, control of the traits’ features; many strengths are present.</b>	<b>Reasonable control of the traits’ features; essay has some strengths and some weaknesses.</b>	<b>Inconsistent control of the traits’ features; weaknesses outweigh the strengths.</b>	<b>Little or no control of the traits’ features; a minimal attempt is made to develop an essay.</b>
<b>A response in which there is evidence from only one of the two sources can receive no higher than a score of 2 in Content. A score of 3 or 4 cannot be assigned unless there is evidence from both sources.</b>				
<b>POSITION</b>	<ul style="list-style-type: none"> <li>The writer’s position is sharply focused.</li> </ul>	<ul style="list-style-type: none"> <li>The writer’s position is clear and generally focused.</li> </ul>	<ul style="list-style-type: none"> <li>The writer’s position is vague or superficial.</li> </ul>	<ul style="list-style-type: none"> <li>The writer’s position is unclear or absent.</li> </ul>
<b>DEVELOPMENT/USE OF SOURCES</b>	<ul style="list-style-type: none"> <li>The development is thorough. Supporting ideas include details that are specific, relevant, and accurate.</li> <li>Well-chosen evidence from BOTH sources strengthens the writer’s position and shows a thorough understanding of the sources.</li> <li>Information from both sources has been skillfully integrated. (The writer is effective at handling information from the source that may conflict with his or her position.)</li> </ul>	<ul style="list-style-type: none"> <li>The development is adequate but may be uneven. Supporting ideas include details that are, for the most part, relevant and accurate.</li> <li>Sufficient and appropriate evidence from BOTH sources is used to support the writer’s position and shows an understanding of the sources.</li> <li>The writer elaborates on the source information (does more than summarize the sources).</li> </ul>	<ul style="list-style-type: none"> <li>The development is inadequate. Supporting ideas may be repetitive or list-like or show gaps in thinking.</li> <li>There is evidence from only one source, or the response merely summarizes the sources, usually without explanation, or misrepresents the sources.</li> </ul>	<ul style="list-style-type: none"> <li>The development is minimal. There are little or no supporting ideas, and details included are irrelevant and/or inaccurate.</li> <li>The connection between ideas may be confusing.</li> <li>There is no evidence from either source or the evidence shows a misunderstanding of the source(s).</li> <li>Essay is too brief to provide an adequate sample of writing; minimal attempt.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>The organizational strategy demonstrates evidence of planning and a purposeful, logical progression of ideas.</li> <li>There is an effective introduction and conclusion and thoughtful transitions that convey a sense of wholeness.</li> </ul>	<ul style="list-style-type: none"> <li>The organizational strategy is apparent with a progression of ideas that allows the reader to move through the text with little confusion.</li> <li>The introduction, conclusion, and transitions often work well.</li> </ul>	<ul style="list-style-type: none"> <li>There is an attempt at organization, but there may be digressions, repetition, or contradictory information.</li> <li>The introduction and conclusion are weak or may be missing. There may be a lack of adequate transitions.</li> </ul>	<ul style="list-style-type: none"> <li>The response lacks an identifiable organizational strategy (random order).</li> <li>The lack of an introduction, conclusion, and/or progression of ideas makes it difficult for the reader to move through the text.</li> </ul>

*Control* is defined as the writer’s ability to use a given feature of written language effectively at the appropriate grade level.

## Style Rubric

<b>STYLE: Word Choice, Sentence Fluency, and Voice</b>				
<b>Key Questions:</b> <i>Would you keep reading this essay if it were longer? Do the words, phrases, and sentences enrich the content and allow the reader to move through the writing with ease?</i>				
Score Point	4	3	2	1
<b>Score Point</b>	<b>Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.</b>	<b>Reasonable control of the traits' features; the essay has some strengths and some weaknesses.</b>	<b>Inconsistent control of the traits' features; the weaknesses outweigh the strengths.</b>	<b>Little or no control of the traits' features; a minimal attempt is made to develop an essay.</b>
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li>The use of language is purposeful and reinforces the writer's position.</li> <li>Word choice is precise, effective, and includes some striking words and phrases as appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>The use of language is appropriate and communicates the writer's position.</li> <li>Word choice is fitting; includes some interesting words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>The use of language is generic and does nothing to strengthen the writer's position.</li> <li>Word choice is limited and/or repetitive.</li> <li>Many words are used incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>Language is simple and/or may be inappropriate to the task.</li> <li>Word choice is basic; words are used incorrectly.</li> <li>Essay is too brief to provide an adequate sample of writing; minimal attempt.</li> </ul>
<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>Sentences are fluent and vary in length, structure, and beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are generally varied in length and structure, and most sentences have varied beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences show little or no variety in length and structure and some may be awkward or lack fluency. Many sentences begin the same way leading to a monotonous reading.</li> </ul>	<ul style="list-style-type: none"> <li>The sentences are simple and lack variety, and their construction makes the response confusing and difficult to read.</li> </ul>
<b>VOICE</b>	<ul style="list-style-type: none"> <li>The writer's voice (individual personality) is compelling and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>The writer's voice is present but may not be particularly compelling.</li> </ul>	<ul style="list-style-type: none"> <li>The writer's voice is weak and/or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Voice is not evident.</li> </ul>

## Conventions Rubric

<p><b>CONVENTIONS: Sentence Formation, Usage, Mechanics, Spelling</b></p> <p><i>Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills based on the <a href="#">Common Core Language Standards</a> and the grade-appropriate skills identified on the <a href="#">Common Core Language Progressive Skills Chart</a>.</i></p>	
<p><b>Sentence Formation:</b> completeness and correct construction of different types of sentences</p>	
<b>1</b>	<p>The response exhibits <b>acceptable</b> control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.</p>
<b>0</b>	<p>The response exhibits <b>unacceptable</b> control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.</p>
<p><b>Usage:</b> correct agreement, verb tenses, and word choice</p>	
<b>1</b>	<p>The response exhibits <b>acceptable</b> control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.</p>
<b>0</b>	<p>The response exhibits <b>unacceptable</b> control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.</p>
<p><b>Mechanics:</b> correct punctuation and capitalization</p>	
<b>1</b>	<p>The response exhibits <b>acceptable</b> control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.</p>
<b>0</b>	<p>The response exhibits <b>unacceptable</b> control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.</p>
<p><b>Spelling:</b> correct spelling of high-frequency and grade-appropriate words</p>	
<b>1</b>	<p>The response exhibits <b>acceptable</b> control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.</p>
<b>0</b>	<p>The response exhibits <b>unacceptable</b> control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.</p>

When it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response. See *Additional Scoring Criteria for Writing* on page 43.

## Sample Writing Prompt

Below is a prompt that appeared on the Spring 2013 English III EOC field test, followed by the English Language Arts Writer's Checklist. The example reflects what the student sees in the online testing environment.

### Writing Prompt Example

#### Session 1 – Writing

Read through the writing task below (question 1). Then read the two sources by clicking on the Source 1 and Source 2 buttons at the top of the screen. Use specific details from **both** sources in your essay.

To record your answer, type your essay in the box below question 1. When you are satisfied with your essay, click Submit.

- 
- 1. After reading the sources, write a well-developed multiparagraph essay that discusses how you think social networking websites have affected the quality of people's social lives. Use specific details from Source 1 and Source 2 to support your response.**

*(student enters response in text box)*

## Source 1 Pop-up Window

As you read both sources, reflect on your own views about social networking websites.

**Source 1—from the essay “Social Networking Sites and the Culture of Isolation,” written in 2010**

A *social networking* site is typically defined as a website that enables individuals with common interests or social ties to form relationships or build networks with other users of the same site through email, instant messaging, and other integrated communication. The popularity of social networking sites such as Facebook, MySpace, LinkedIn, and Twitter has surged in recent years. Many people from all over the world have taken part in this social-technology trend. In 2009, people tripled the time they spent on social networking sites compared with 2008. A 2009 study by The Nielsen Company indicated social networks and blogging sites accounted for 17% of total time spent on the Internet. Nonetheless, there is reason to be concerned about the growing impact of social media use on our society and culture.

*Social networking* is an unfortunate term since the data actually indicates that social networking sites weaken our social lives and keep us from authentic human interaction by providing showy yet shallow communication alternatives. In an online poll, Joe Thomas of the Yahoo! Contributor Network found “social networking has led to a reduction in face time between friends, as users perceive themselves to be socially connected despite the absence of personal encounters.” Thomas concluded, “The news feed feature on Facebook and Twitter keeps users aware of the recent activities of close friends and family, in many cases eliminating the motivation for deeper interaction.” Indeed, a 2010 Stanford University study, “How the Internet is Changing Daily Life,” shows a negative correlation<sup>[1]</sup> between time spent on social networking sites and time in offline social activities.

The cultural shift from face-to-face human interaction to online social communication has serious consequences for individuals and the quality of their interpersonal relationships. A study found that nearly 70% of college students have read posts from someone close to them that seemed like a cry for emotional help, and while most students offered support in some way, fewer than half made a personal visit. Furthermore, while 84% of students say they prefer to resolve conflicts with friends in person, nearly 70% report that they have had arguments exclusively via text messages (*Katonda News Network*). As a result, responsible, empathetic communication is a casualty of social media, as illustrated by the increasing incidences of cyber bullying and cyber ranting.

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**[1]** A relationship between two variables in which one variable increases as the other decreases, and vice versa.

## Source 2 Pop-up Window

**As you read both sources, reflect on your own views about social networking websites.**

**Source 2—an article from the magazine *TechTalk*, “Study Redeems Social Networking,” written in 2011**

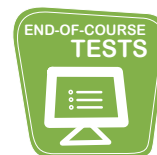
Much has been made lately of the assertion that social networking sites (SNS) discourage social interaction and deteriorate interpersonal relationships. However, according to a new study by the Pew Internet and American Life Project, the SNS skeptics may be wrong. By exploring the links between use of SNS technologies and the social traits of tolerance, social support, and civic engagement, the study attempted to test the hypothesis that technology causes people to hole up in their pajamas and lose their ability to interact effectively when communicating in person.

The study redeems the value of Facebook by indicating its users are more than 43% as likely as other Internet users to respond affirmatively to the question, “I feel that most people can be trusted.” The study also found that Facebook users are significantly more likely to attend a political rally and to state an intention to vote than other Internet users. Additionally, Facebook users are more likely to volunteer for local organizations or visit parks and cafés. Facebook users were also found to receive more emotional support, companionship, and instrumental aid (help doing something) than other Internet users. The study concluded that Facebook users have an average of 9% more close personal confidants than other Internet users.

What’s more, as use of SNS has increased, the average number of Americans with close personal confidants has also gone up, from 1.93 close personal confidants in 2008 to 2.16 in 2011. This finding stands in direct opposition to the prevailing wisdom that SNS lead to superficial and fewer deep relationships among users.

## English Language Arts Writer's Checklist

### English III



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**As you write your essay, remember these important points.**

#### **Content:**

- Read the instructions, the writing task, and **both** sources, and respond as directed.
- Present a clear central idea (position).
- Give enough details to support and develop your central idea, your position.
- Use well-chosen information from **both** sources in your essay.
- Present your ideas in a logical order, and include an introduction and conclusion.

#### **Style:**

- Use words that reinforce your position and express your meaning well.
- Write in complete sentences and use a variety of sentence types and lengths to make your writing easy to follow.

#### **Sentence Formation:**

- Write complete and correct sentences.

#### **Usage:**

- Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

#### **Mechanics:**

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting.

#### **Spelling:**

- Write using correct spelling.



## Directions for Writing



Follow the steps below to help you write a successful essay.

### Step 1: Planning

- ✓ Read the instructions, the writing task, and **both** sources carefully.
- ✓ Think about what you will write before you begin.
- ✓ As you read the sources, jot down notes that will help you create your essay. Include relevant information from **both** sources to support your central idea, your position.
- ✓ Use the paper provided by your test administrator for planning your composition and/or writing your rough draft.

### Step 2: Drafting and Revising

- ✓ Type your essay in the space provided.
- ✓ To begin a paragraph, use the **Enter** key. Then use the **Tab** key or the space bar to indent the paragraph.
- ✓ Review your essay to make sure you have covered all the points on the Writer's Checklist.
- ✓ Read through your essay.
- ✓ Rearrange ideas or change words to make your meaning clear and improve your essay.

### Step 3: Proofreading

- ✓ Read your final draft.
- ✓ Make any needed corrections.

### Points to Remember:

- ✓ Only the **final draft** submitted online will be scored.
- ✓ Your essay will be scored on content (central idea, development of ideas, use of **both** sources, and organization); style (word choice, expression of ideas, and sentence variety); and conventions of language (sentence formation, usage, mechanics, and spelling).



## **Sample Student Responses**

The student essays that are included in this document represent a range of scores designed to show teachers several kinds of responses to the prompts. In the explanations that follow the essays, rubric language was used whenever possible to help teachers better understand how the scores were determined.

The purpose of the score-point explanations is to

- provide concrete examples from the essay to show specific strengths and weaknesses; and
- provide models of how to discuss writing in the classroom so that students can better understand how to improve their writing.

This information will help teachers work with the prompts and rubrics, but it will also guide them as they continue to implement evidence-based writing, an important instructional shift of the CCSS.

## Student Response #1

### Score Points

Content/Style		Conventions	
Content	4	Sentence Formation	1
		Usage	1
Style	4	Mechanics	1
		Spelling	1

Today's world is universal and inner-connected. As the world grows, the method in which we communicate is expanded. International calling, emails, instant messaging; those are some of the incarnations to name a few, however, with the massive rise of the internet, much more than that is possible. The most recent of these "communication catalyst" are social networking websites. Social networking sites are disgned to connect users to other people and various social parties, while at the same time, stimulate poeple's awarness of current events, thus improving their quality of life. While social networking has succeeded in some of those efforts, it has also similarly affected people's social lives in a negative light.

Social networking sites such as Facebook and Twitter has allowed people to form new friendships and develop existing friendships through the ease and swiftness of chatting options. At the press of a button, you can be informed on family relations or the current news. With the popularitiy surging in recent years, social networking provides a sure-fire way to contact someone. According to the magazine article "Study Redeems Social Networking", "Facebook users are significantly more likely to attend a political rally...volunteer for local organizations" and are "also found to receive more emotional support...than other internet users."(Source 2). This increased relationship to the social and political world improves the quality of people's social life and are owed in part to the increase of social networking.

While the use of social netwroking websites have demonstrated great potential in connecting people to each other and the world around them, it efforts are hindered when considering the adverse effects. As people spend more time on these social networking sites, there arises a strong "absence of personal encounters."(Source 1). Social networks are typically designed to enable users to build relationships on a deeper, personal level. However, computers are incapable of feeling emotions; a text message or chat cannot capture the essence of a laugh or voice. These social networks do not measure empathy or sarcasm, anger or passion while they are simutaneously "eliminating the motivation for deeper interaction"(Source 1). Relationships without feelings, information without emotions, it is all a dangerous correlation. "A negative correlation"(Source 1). Instead of carryout out its planned role, social networking websites decrease the quality of people's lives as it can create a void between face-to-face interaction and produce negative results such as cyber bullying and onllne arguments.

Social networking websites are designed for a certain purpose - a purpose in which it half-heartily fulfills. While social networking sites have affected the quality of people's social lives for the better, uniting a wide network of friends with the political and social world and providing a fast and reliable form of communication that is conducive to the growing population, it has failed to stimulate true, deep relationships between people. In turn, they ruin the quality of people's social lives; becoming the accepted and natural form of communication and weakening the real, direct impact of voice and conversation. The loss of tangible relationship is the opportunity cost of it all, and that happens to be a cost too great.

**CONTENT: 4 points**

The student demonstrates consistent control of the Content dimension. The central idea is clear and logically elaborated over several paragraphs. Although there is not a lot of evidence from the sources, the details are well-chosen and relevant (such as the quotes in the second paragraph that support the pro-social network argument), and the student does a good job of analyzing and balancing the opposing arguments to come up with a unique and personal conclusion. The student quotes mostly from the first source ("absence of personal encounters," "eliminating the motivation for deeper connections," and "negative correlation"), which makes sense given the position the student takes in the essay. The response is well organized, with a fairly strong introduction, transitions between body paragraphs ("While the use..."), and a thoughtful conclusion that both restates the main points of the two articles and clearly articulates the student's position.

**STYLE: 4 points**

The student demonstrates consistent control of the Style dimension. Sentences vary in length and structure, and quotes from the sources are skillfully inserted into running text. The overall vocabulary level is impressive. The essay not only includes some striking words ("catalyst," "tangible"), it also has some vivid imagery ("...a text message or chat cannot capture the essence of a laugh or voice"). There is an occasional misused word ("half-heartily"), but the essay's style is strong enough to overlook such lapses. The student's voice is clear and engaging; there is a strong sense of an intelligent mind grappling with complex ideas.

**CONVENTIONS: 4 points**

The student demonstrates consistent control of Conventions. With the exception of a couple of comma splices and a sentence fragment, most sentences are well constructed and structured in a variety of ways. There are a few agreement errors ("sites...has", "people's social life") and some word choice errors ("inner-connected", "incarnations") that suggest the student is reaching for vocabulary that hasn't quite been mastered; overall, however, the response shows acceptable control of usage. The student has good control

of punctuation and capitalization rules, particularly given the length and complexity of sentences. There are quite a few misspelled words—enough to make this a borderline score. However, the misspellings appear to be careless typos rather than a pattern of spelling errors.

## Student Response #2

### Score Points

Content/Style		Conventions	
Content	3	Sentence Formation	1
		Usage	0
Style	4	Mechanics	0
		Spelling	1

Several weeks ago, I watched a commercial that kept me thinking. It wasn't the purpose, which was to sell cars, but the content of the advertisement that was provoking. In the commercial, a college girl was complaining that she set up a facebook up for her parents and after several weeks, they only gained 9 friends. She muttered that they had no life while the commercial shifts to show her parents mountain biking with their friends in the wild. The commercial concluded with the college girl sitting alone in a large room, staring at puppies on facebook, stating, "this is living".

Of course, this commercial is just a screenplay to promote the vehicle that brought the parents to the Wild, but in real life, like the commercial, social networking isn't exactly "living". The fact that the creators of the commercial played on this idea indicates that many people believe that social networking does not improve the quality of life. Social networking does help people connect more easily, but in another sense it also isolates people.

By interacting via social networks, people spend less time actually interacting face to face with other people. According to Joe Thomas of the Yahoo! Contributor Network, "The news feed feature on Facebook and Twitter keeps users aware of the recent activities of close friends and family, in many cases eliminating the motivation for deeper interaction" (Social Networking Sites). These people believe that just internet, impersonal interactions is enough to sustain a great social life. However, in a study involving college students, 84% prefer to resolve conflicts in person (Social Networking Sites). A online confrontation may just as well worsen the relationship.

Because social networking is so impersonal, it is easy for cyberbullying to occur. People easily insult their friends without giving it a second thought. This ruins many relationships that decrease the quality of people's social lives.

Though social networks are becoming more and more predominant, not everyone will have an account at a site. Because most interactions nowadays occur on such sites, many non-users are left out of the loop. As social networks become even more important, the quality of the non-users' social lives will decrease even more.

Social networking, however, does facilitate communication between people, but communication through the internet is more impersonal than in person communication. There seems to be a positive correlation between Social Networking Users and positive personalities, i.e. volunteering (Study Redeems), but correlation does not imply causation. It may be that people with positive personalities are more likely to use Social Media because they can connect more easily with others.

An personal (face to face) relationship can never be replaced by an online one. Social Networking debilitates the quality of people's social lives.

**CONTENT: 3 points**

The student demonstrates reasonable control of the Content dimension. The central idea is fairly clear, but the supporting evidence is more repetitive than cumulative. The student brings in a few details and quotes from both sources, but there is some unevenness in the analysis of the sources. The essay starts off really well, with an excellent first paragraph that establishes the main arguments by recounting a thematically appropriate television commercial. However, the organization breaks down when the essay discusses cyberbullying and social network non-users. By placing (and only partly refuting) the counterargument near the end of the essay (“Social networking, however, does facilitate communication between people...”), the student weakens the impact of the strong position taken in the final two sentences.

**STYLE: 4 points**

The student demonstrates consistent control of the Style dimension. Sentences flow well, with a nice balance of compound and complex structures. Word choices are striking (“provoking”, “predominant”, “debilitates”) and there are some impressive phrases, such as “correlation does not imply causation.” The student’s voice is clear and conversational, evident most in the introduction, which creates an engaging tone throughout the essay.

**CONVENTIONS: 2 points**

The student demonstrates inconsistent control of Conventions. Sentences are well constructed throughout the essay. However, there are enough errors in usage—agreement errors (“interactions is”), verb shifts (“muttered...shifts”), and two article errors (“A online” and “An personal”)—to suggest some lack of control of this dimension. There is also a pattern of capitalization errors: a sentence-initial word and the proper noun “facebook” is uncapitalized, while the common nouns “Wild,” “Social Networking Users,” and “Social Media” are capitalized. There are a few misspelled words, but they appear to be typos that should have been caught and corrected with a more careful proofreading.

### Student Response #3

#### Score Points

Content/Style		Conventions	
Content	3	Sentence Formation	0
		Usage	1
Style	3	Mechanics	1
		Spelling	1

Today majority of teens are actively involved in social networking websites. Some of these websites include Facebook and Twitter. Just a few years ago, social networking was not nearly as popular as it is today. In many ways, social networking websties have affected the quality of people’s lives.

There are several ways, in which social networking has improved the quality of people’s lives. Now, many people are connecting to long distance friends. The reason for this is because communication is much easier compared to several years ago, before the growth of social networking websites. According to the TechTalk article, people of closer relationships because of social networking. This is because it is easier to communicate with friends. Friends can now stay up to date with each other, because all they have to do is check their social networking pages. By looking at their pages, they can learn who their friends are, and what they are interested in. Another positve aspect of social networking is that now people are becoming more active in their communitis. According to the Tech Talk article, “Facebook users are more likely to volunteer for local organizations.” This is because many people want to be involved in their friends’ lives. If their friends want to participate in community activities, then other people are more likely to as well. This is also true because information is spread around more quickly, than before social networking. It is easy to post information about upcoming events. As a result, people can easily respond and show up for events, and fun activites.

Although social networking does improve the quality of life in some ways, it also has some negative effects. According to the essay in source one, people are less likely to engage in face to face conversations. Many people find it easier to quickly comment on a person’s wall, than to personally talk to them. Source one also claims that many people would rather resolve conflicts in person, but seventy percent say that the conflicts began with a tect message. Another serious concern with social networking, is that a new type of bullying has evolved, called cyber bullying. Now more than ever, people are being bullied through these social networking websites. This is because, it is easier to write mean things online. Most people would not say these things to their faces. It has become easier to bully people through the internet interaction.

In some ways, social networks are making a positive difference in people’s lives, but some ways are negatively affecting the quality of people’s lives. Social networking is bringing people closer together, but it is also tearing relationships apart. Social networking is changing the quality of people’s lives, and will continue to do so for many years to come.

**CONTENT: 3 points**

The student demonstrates reasonable control of the Content dimension. The essay contains a clear central idea, one that explains how social networking sites are both positive and negative. While this essay is fairly general, it does include adequate evidence from each source and does a good job of incorporating the quotes (“According to the essay in source one...”, “Source one also claims...”). A key strength of this essay can be found in the explanations that follow the quotes, which show the student’s understanding of the sources (“This is because many people want to be involved in their friends’ lives...”). Although the wording may be a bit repetitive (“This is because”), the explanations in the essay illustrate how students can go beyond summary and provide the elaboration required for the higher score points.

**STYLE: 3 points**

The student demonstrates reasonable control of the Style dimension. Even though the word choice is not especially striking, it is appropriate to the task and communicates the writer’s position. There are some interesting sentences, such as “Social networking is bringing people together, but it is also tearing relationships apart.” The sentences are generally varied, and the student’s voice is apparent although not engaging enough to merit a higher style score.

**CONVENTIONS: 3 points**

The student demonstrates acceptable control of Conventions. There are no serious patterns of usage errors or errors in mechanics or spelling. However, the essay does show unacceptable control of sentence formation. Throughout the essay the student interrupts the flow of the sentences with unnecessary commas (“There are several ways, in which social networking...”, “Another serious concern with social networking, is that a new type of bullying has evolved...”, “This is because, it is easier to write mean things online”) that suggest some lack of understanding of sentence structure.



## Student Response #4

### Score Points

Content/Style		Conventions	
Content	2	Sentence Formation	1
		Usage	1
Style	4	Mechanics	1
		Spelling	1

In recent years, the number of people using social networking sites has skyrocketed. More and more people everyday log in to Facebook and Twitter so they can see what all of their friends are up to. The increased use of social networking is starting to affect the social skills of people by decreasing the time they spend face to face with peers, greatly impairing the amount of time they spend on social interaction offline, and making them more apathetic to human emotions and interaction.

Today, it is very easy to make a friend without ever even seeing their face. There are many ways to communicate through the internet that require no facetime at all. If someone wanted to know what their friends are doing, who they are with, and where they are, they just simply need to log on to Facebook and click on their profile. The fact that a person can see what is going on around them online makes them believe that they have a great social life when in fact they just have a great social networking life.

People waste more time on the internet than in any other area of their lives. They would rather just sit on the computer all day talking to their friends than go and meet them somewhere to hang out. Online games can even take the place of athletics and recreation for some people. When everything needed to have a sort of relationship with a person is right at your fingertips, then why go outside and talk to someone in person? Social networking can even affect schoolwork because people are so addicted to the sites that they will not log off to do pencil and paper work. These sites are affecting more than just social interactions that take place offline.

The ability to effectively communicate with other human beings is also being hurt by the social networking sites. People are losing their ability to read human emotions and their personal relationships are suffering. It is much easier for people to have a conversation over text messages, Facebook chat, and subtweets today than it is to go meet someone and talk to them face to face. The ability to read human emotion is very hard when talking to someone over the internet and there has been an increase in incidents of cyberbullying because of it. In person, it is very easy to tell when and if someone is joking, but online there is no way to tell and people are getting hurt because of it. If one person makes a rude comment about someone on Facebook, either serious or joking, people can begin to chime in and since they can not see the person they are making fun of's face, they do not know when enough is enough.

Social networking is an easy way to create superficial relationships with other people but it is no way to form deep and meaningful personal relationships with others. Human interaction in today's day and age is seriously lacking and part of that could easily be linked to the increased use of social networking sites. If they were not around, people would still be having one on one conversations face to face with their friends instead of putting their life out there for everyone to see. Human compassion is also being directly affected by the decrease in personal realtionships. Social networking is not evil though, it just needs to be used in moderation.

**CONTENT: 2 points**

The student demonstrates inconsistent control of the Content dimension. This essay is an example of a good writer ignoring an essential element of the task: incorporation of the sources. It is clear that this student has a strong opinion about the topic, but instead of using the sources to argue for a particular position, the student focuses on his or her point of view and makes only occasional mention of source details that support that point of view. The essay seems to allude to the first source in a couple of places (mentioning the idea of “face to face” connections), but there are no clear references to the second source. Although this essay is thoughtful and easy to follow, it only partially addresses the task. The low content score should remind students to make sure that they do not ignore the sources, especially when they have strong opinions about the provided topic.

**STYLE: 4 points**

The student demonstrates consistent control of the Style dimension. It is obvious that this student is a very competent writer. While control of Content is lacking, the control of Style is clear, especially when the writer focuses on his or her most passionate beliefs (“The increased use of social networking is starting to affect the social skills of people by decreasing the time they spend face to face with peers, greatly impairing the amount of time they spend on social interaction offline, and making them more apathetic to human emotions and interaction”). There is very good flow to the writing, and the student uses a nice variety of sentence structures. With a few exceptions, word choices are effective and appropriate to the task. The student's voice is clear and conversational, which makes the essay engaging.

**CONVENTIONS: 4 points**

The student demonstrates consistent control of Conventions. Sentences are well constructed and show an appropriate level of complexity. There are a few odd word choices, but usage overall is well controlled. Aside from one capitalization error, there are no significant mechanical problems in the essay. There are a couple of misspelled words, but no pattern of errors.

## Student Response #5

### Score Points

Content/Style		Conventions	
Content	2	Sentence Formation	0
		Usage	0
Style	2	Mechanics	1
		Spelling	1

Truthfully I don't think that social networking sites really affect anyone, or at least they shouldn't. From personal experience, I really only use my social networks whenever I am bored. They keep you entertained and actually help you get to know other people who really don't express themselves. in person. Sure there are some downfalls to this. Some people get themselves into bullying situations and others like to talk a big game, but no one should let those people affect themselves.

In source 1, It is discussed that social networking sites harm your actual social life. That may be true for some people, but not all. Honestly, some people rather stay indoors sometimes and surf the web. So? That doesn't mean that all of those people don't have a life of their own, now does it'? I find it quite judgemental. Or maybe stereotypical. If a person would really like to see the affect of a social networking site, they should personally undergo having one of their own and see how much their life would really change.

In source 2, the author somewhat favors social networking sites. Facebook to be exact. I agree with this source. Seeing other people post statuses and pictures of what they're doing really does make the person seeing the posts want to do something of the sort. Social networking sites don't discourage you from having a life. They encourage you to go out there and do something. It's as if some of these sites were purposely created for this reason. And maybe they were. I enjoy the idea of seeing what people are up to. It gives me an idea of doing something productive. And I very much enjoy the idea of people voicing and stating their opinions.

I find that life has been better since social networking sites have entered my life. In some ways it has been negative, but that's only if you let it happen that way. I've found myself doing more productive useful things with my time, connecting with long distance friends and family, and just a lot more entertained than I used to be. I'm thankful to those who have created social networking sites. And I'm sure I'm not the only one who feels this way, either.

### CONTENT: 2 points

The student demonstrates inconsistent control of the Content dimension. The student's position is clear, but it's not supported with evidence so much as restated in several different ways. The student pulls one broad idea from each of the articles but doesn't attempt to engage with the larger arguments in either source. The student essentially ignores the sources and focuses on

his or her feelings, which are clear but not very persuasive. This is especially evident in the second paragraph, where the student's ideas come across as a rant rather than a successful argument. There is some basic organization, but no progression of ideas.

**STYLE: 2 points**

The student demonstrates inconsistent control of the Style dimension. There is good alternation of shorter and longer sentences and the writing flows pretty well overall. However, the phrasing often becomes too informal for this writing context ("Sure there are some downfalls to this.... So? That doesn't mean that all of these people don't have a life of their own, does it?"). The student's voice is clear and conversational, but also rather defensive throughout, which weakens the student's position.

**CONVENTIONS: 2 points**

The student demonstrates inconsistent control of Conventions. Most sentences are fairly well constructed, but there are two sentence fragments and one compound sentence that is missing a subject and predicate. The level of complexity is a little below grade level overall. There are several usage errors, including shifts in address ("whenever I am bored. They keep you entertained"), faulty agreement ("no one should let those people affect themselves"), and incorrect word choice ("see the affect of a social networking site"). There are a couple of punctuation errors, but mechanics are generally well controlled. Spelling is also well controlled, with only one misspelled word.

## Student Response #6

### Score Points

Content/Style		Conventions	
Content	1	Sentence Formation	0
		Usage	0
Style	1	Mechanics	1
		Spelling	0

Social networking websites have affected the quality of people's social lives because, it has a big impact on teenagers an they lose focus of the school work an it cause bad outcome on their grades. Source 1 says that social networking has led to a reducation in facetime with friends, as users perceive themselves to be socially connected despite the absence of personal encounters.

The news feed feature on Facebook an Twitter keeps users aware of the recent activites of close friends and family, in many cases eliminating the motivation for deeper interaction. The social network is sometimes a good thing because you can get very useful information off the web.

The social network is soemtimes a problem teens get into conflicts with other teens on the social network. The social network also has alot of cyber bullying. Source 1 says that the cultural shift from face to face human interaction to online social communication has serious consequences for indiviuals and the quality of their interpersonal relationships. a study found that nearly 70% of college students offered support in some way, fewer than half made a personal visit.

This is some of the reasons that social networking has affected the quality of people's social lives.

**CONTENT:** 1 point

The student demonstrates little control of the Content dimension. There is an attempt to establish a personal position in the first sentence, but rather than construct an argument for that position, the student largely copies or paraphrases details from one of the source documents. The student doesn't reference the second source at all.

**STYLE:** 1 point

The student demonstrates little control of the Style dimension. Words are used incorrectly ("an" for "and"), and the awkward sentence structure makes the essay difficult to read. The only clearly phrased segments of the response are copied directly from Source 1.

CONVENTIONS: 1 point

The student demonstrates little control of Conventions. The sentences not copied from the source document contain a variety of syntax errors, agreement errors, and word formation errors. Several high-frequency words are misspelled. However, there are only a couple of punctuation and capitalization errors, earning a point for mechanics.

## Sessions 2 and 3: Multiple-Choice Items

This section presents ten multiple-choice items selected to illustrate the type of skills and knowledge students would need in order to demonstrate understanding of the CCSS in English III. Information shown for each item includes the following:

- the reading passage the item references (if applicable)
- the Common Core standard each item measures
- the correct answer
- commentary on the skills and knowledge measured by the item

### Reading Passages

On the English III test, students will read four passages, literary and informational, and answer questions about them. The reading items support key instructional shifts required by the CCSS. They are reflected in three components of the reading section:

- careful, close reading, which draws students into deeper encounters with texts (as in an excellent classroom)
- a focus on students using evidence when analyzing the passages
- a focus on words that matter most in the texts, which include words essential to understanding a particular text and academic vocabulary that can be found in complex texts

The passage set that follows represents a typical set that might appear on the transitional English III test. The items show a range of standards and use the language of the standards so teachers will become more familiar with the CCSS.

## Passage Pop-up Window

Here is an excerpt from an autobiography published in 1922. Although the author calls herself Mary in the passage, the full identity of the author is never revealed.

### The Log-Cabin Lady: An Anonymous Autobiography

I was born in a log cabin. I came to my pioneer mother in one of Wisconsin's bitterest winters.

The first thing I remember is being grateful for windows. I was three years old. My mother had set me to play on a mattress carefully placed in the one ray of sunlight streaming through the one glass window of our log cabin. Baby as I was, I had ached in the agonizing cold of a pioneer winter. Lying there, warmed by that blessed sunshine, I was suddenly aware of wonder and joy and gratitude. It was gratitude for glass, which could keep out the biting cold and let in the warm sun.

My father was a schoolteacher from New England, where his family had taught the three Rs and the American Constitution since the days of Ben Franklin. My mother was the daughter of a hardworking Scotch immigrant. Father's family set store on ancestry. Mother's side was more practical.

The year before my birth, these two young people had started West in a prairie schooner to stake a homestead claim. Father's chest held a dictionary, Bancroft's *History of the United States*, several books of mathematics, *Plutarch's Lives*,<sup>[1]</sup> a history of Massachusetts, a leather-bound file of Civil War records, Thackeray's *Vanity Fair*,<sup>[2]</sup> Shakespeare in two volumes, and *The Legend of Sleepy Hollow*. My mother took a Bible.

5 I can still quote pages from every one of those books. Until I was fourteen, I saw no others, except a primer, homemade, to teach me my letters. Because *Vanity Fair* contained simpler words than the others, it was given me first, so at the age of seven I was spelling out pages of the immortal Becky.<sup>[3]</sup>

My mother did not approve, but father laughed and protested that the child might as well begin with good things.

After mother's eighth and last baby, she lay ill for a year. The care of the children fell principally on my young shoulders. One day I found her crying.

"Mary," she said, with a tenderness that was rare, "if I die, you must take care of all your brothers and sisters. You will be the only woman within eighteen miles."

I was ten years old.



**10** That night and many other nights I lay awake, trembling at the possibility of being left the only woman within eighteen miles.

But mother did not die. I must have been a sturdy child, for, with the little help father and his homestead partner could spare, I kept that home going until she was strong again.

Every fall the shoemaker made his rounds through the country, reaching our place last, for beyond us lay only untamed forest and wild beasts. His visit thrilled us more than the arrival of any king today. We had been cut off from the world for months. The shoemaker brought news from neighbors eighteen, forty, sixty, even a hundred and fifty miles away. Usually he brought a few newspapers too, treasured afterward for months. He remained a royal guest, for many days, until all the family was shod.

Up to my tenth birthday, we could not afford the newspaper subscription. But after that, times were a little better, and the *Boston Transcript* began to come at irregular intervals. It formed our only tie with civilization, except for the occasional purely personal letter from “back home.”

By the time I was fourteen, three tremendous events had marked my life: sunlight through a windowpane, the log-rolling on the river when father added two rooms to our cabin, and the night I thought mother would die and leave me the only woman within eighteen miles.

**15** But there was a fourth event that was the most tremendous. One night father hurried in without even waiting to unload or water his horses. He handed my mother a letter. Our Great-Aunt Martha had willed father her household goods and personal belongings and a modest sum that to us was a fortune. Someone back East “awaited his instructions.” Many discussions followed, but in the end my mother gained her way. Great-Aunt Martha’s household goods were sold at auction. Father, however, insisted that her “personal belongings” be shipped to Wisconsin.

After a long, long wait, one day father and I rose at daybreak and rode thirty-six miles in a springless wagon, over ranchmen’s roads to the nearest express station, returning with a trunk and two packing cases. It was a solemn moment when the first box was opened. Then mother gave a cry of delight. Sheets and bedspreads edged with lace! Real linen pillowcases with crocheted edgings. Soft woolen blankets and bright handmade quilts. Two heavy, lustrous tablecloths and two dozen napkins, one white set hemmed, and one red-and-white, bordered with a soft fringe.

What the world calls wealth has come to me in after years. Nothing ever equaled in my eyes the priceless value of Great-Aunt Martha’s “personal belongings.”

I was in a seventh heaven of delight. My father picked up the books and began to read, paying no attention to our exclamations over dresses and ribbons, the boxful of laces, or the little shell-covered case holding a few ornaments in gold and silver and jet.

We women did not stop until we had explored every corner of that trunk and the two packing boxes. Then I picked up a napkin.

**20** “What are these for?” I asked curiously.

My father slammed his book shut. I had never seen such a look on his face.

“How old are you, Mary?” he demanded suddenly.

I told him that I was going on fifteen.

“And you never saw a table napkin?”

**25** His tone was bitter and accusing. I didn’t understand—how could I? Father began to talk, his words growing more and more bitter. Mother defended herself hotly. Today, I know that justice was on her side. But in that first adolescent self-consciousness, my sympathies were all with father. Mother had neglected us—she had not taught us to use table napkins! Becky Sharp used them. People in history used them.

From that time on, we used napkins and a tablecloth on Sundays.

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**[1]** a collection of biographies of famous Greeks and Romans, originally written in Latin during the late first century

**[2]** a satirical and very popular British novel, first published in 1848

**[3]** Becky Sharp, the heroine of *Vanity Fair*

## Reading Item Examples and Annotations

**Anchor Standard:** Reading Informational Text, Key Ideas and Details

**Common Core State Standard:** RI.11-12.2  
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

This excerpt is **best** summarized as

- A. a collection of anecdotes about pioneers.
- B. a young girl's ideas about cultural values.
- C. a critique of nineteenth-century customs.
- \*D. a narrative of events in a young girl's life.

\*correct answer

This item requires students to identify an objective summary of the text.

Option A is too broad; while the excerpt does depict pioneer life, it is focused solely on the experiences of a single pioneer family and on the coming of age of its narrator, so “a collection of anecdotes” is not an accurate description. Option B is too narrow; though some of the narrator’s ideas about cultural values are mentioned, that is not a primary focus of the excerpt. Option C is not supported by the passage: there is no explicit or implied critique of nineteenth-century customs evident in this excerpt.

Option D is the correct answer. The passage is clearly a recollection of events in Mary’s young life.

**Anchor Standard:**

Reading Informational Text, Craft and Structure

**Common Core State Standard:** RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Read these sentences from paragraph 3.

**Father’s family set store on ancestry. Mother’s side was more practical.**

What does *set store on* mean in this context?

- \*A. valued
- B. negotiated
- C. left behind
- D. traded for

\*correct answer

This item requires students to identify the meaning of a figurative expression based on context clues.

Options B, C, and D are all contextually inappropriate.

Option A is the correct answer. To *set store on/by* means to value or consider important, a meaning that is contextually suggested by the narrator’s comment that her father’s family had taught school in New England “since the days of Ben Franklin.”

**Anchor Standard:**

Reading Informational Text, Craft and Structure

**Common Core State Standard:** RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Read paragraph 9.

**I was ten years old.**

The author placed this sentence in a paragraph by itself **most likely** to

- \*A. emphasize how young Mary was to have taken on such responsibilities.
- B. provide a time frame to make it easy to follow the sequence of events.
- C. illustrate how calm Mary remained concerning her mother's illness.
- D. make clear for modern readers the greater maturity of pioneer children.

\*correct answer

This item requires students to evaluate the effect of a structural choice made by the author.

Option B might be reasonable if the narrator used a similar technique throughout the passage to keep track of other significant events, but that is not how the rest of the passage is organized. Options C and D are contradicted in the next paragraph of the passage; the narrator admits that she was extremely frightened by the prospect of losing her mother to illness, just as a modern girl would be.

Option A is the correct answer. Presenting this sentence in a paragraph by itself, surrounded by white space, emphasizes the stark and terrible reality that the narrator faced at a very young age.

**Anchor Standard:**

Reading Informational Text, Key Ideas and Details

**Common Core State Standard:** RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

What connection can be drawn between the narrator’s memories of “the immortal Becky” in paragraph 5 and the “seventh heaven of delight” she recalls in paragraph 18?

- A. They both depict occasions when the narrator had to overcome her mother’s disapproval.
- B. They both illustrate the narrator’s tendency to exaggerate her emotional reactions as a child.
- \*C. They both represent moments when the narrator’s understanding of the world expanded.
- D. They both reflect how few pleasures the narrator was able to enjoy as a child.

\*correct answer

This item requires students to recognize how events interact over the course of the text and deepen the reader’s understanding of the meaning of those events.

Option A may be true of the first memory, but it is clearly not true of the second. There is no textual evidence to support Option B; the narrator is more often stoic than exaggerated in her recollection of the hardships her family faced. Option D may seem true from our contemporary perspective, but it is not supported by the text; the narrator seems to have found great pleasure in simple things like warm sun through a window and the annual visit of the shoemaker.

Option C is the correct answer. Reading the books that her parents carried with them to Wisconsin and rummaging through her aunt’s personal belongings were both critical events where the narrator’s life on the frontier opened up to the possibilities of a wider and more cultured world.

**Anchor Standard:**

Reading Informational Texts, Key Ideas and Details

**Common Core State Standard:** RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Which two details in the passage **best** capture the contrast in the values of Mary’s parents?

- A. their preparations for moving West and response to family illnesses
- \*B. their cultural background and choice of reading materials
- C. their treatment of the shoemaker and reaction to Aunt Martha’s belongings
- D. their discussion about Aunt Martha’s napkins and regard for newspapers

\*correct answer

This item requires students to identify textual evidence that supports an inference drawn from the text.

Each option includes one plausible detail, but only one option contains two correct details. The first detail in Option A is plausible because the passage mentions the different things the mother and father packed (which might suggest what they value), but the second detail is not discussed in the passage. Option C is not correct because the parents don’t disagree about the shoemaker, so there is no contrast in values evident in that detail. Option D also contains a similar distractor by including the detail about reading newspapers, which did not represent a difference in the parents’ values; the passage mentions that the newspapers were “treasured afterward for months.”

Option B is the correct answer. It is the only option that includes two details that show the contrast in the parents’ values. Paragraph 3 mentions their background and how it shaped their values: “Father’s family set store on ancestry. Mother’s side was more practical.” Paragraphs 4 and 6 discuss the difference in their reading preferences and the mother’s disapproval of the books the father gave to Mary.

**Anchor Standard:**

Reading Informational Text, Craft and Structure

**Common Core State Standard:** RI.11-12.6

Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

What do paragraphs 18 through 26 convey about the narrator’s point of view in this passage?

- A. Her memory of this event is suspect because she didn’t fully understand what was happening at the time.
- \*B. She recounts this event both as she remembers it as a child and as she perceives it as an adult.
- C. She tells this story both from her mother’s perspective and from her father’s to show how different they were.
- D. The story reveals more about her feelings toward her parents than it does about her growing knowledge of the world.

\*correct answer

This item requires students to determine how the author’s point of view influences the structure and effectiveness of the text.

Option A is not supported by the text; while the narrator admits to imperfect understanding of the situation at the time, she clearly understands it much better as an adult. Option C is obviously not true, as the entire text is written from the narrator’s first-person perspective. Option D is not the best answer because—although we *do* learn something about the narrator’s feelings about her parents and how they have changed over time—we learn *more* about how the narrator’s knowledge of the world is expanded through this experience.

Option B is the correct answer. Much of the richness of this excerpt is due to the way that the narrator combines a child’s perspective on frontier life—her gratefulness for windows, for example—with her mature perspective on the hardships and austerity that life on the frontier required.



## **Language Conventions**

On the English III test, students will answer four multiple-choice questions that measure grammar and usage skills. The Language Conventions section addresses the following Common Core State Standards for ELA/Literacy:

- Language Standards L.11-12.1 and L.11-12.2, which list the grade-level skills
- Skills that apply to English III (grades 11-12) on the [CCSS Language Progressive Skills Chart](#)

The two items that follow represent the type of items that might appear in this section of the transitional English III test.

## Language Conventions Item Examples and Annotations

<b>Anchor Standard:</b>	Language, Conventions of Standard English
<b>Common Core State Standard:</b>	L.7.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Read this section of a student's essay about his experience working on the school newspaper.

**My first day on the newspaper staff was rather productive. After listening to the club sponsor, the chairs were moved so the staff could start working on their assignments. I received a pretty simple task; I would be taking pictures of the homecoming activities.**

Which is the correct way to revise the underlined sentence?

- A. No change.
- B. So the staff could start working on their assignments, the chairs were moved after listening to the club sponsor.
- C. After listening to the club sponsor and moving the chairs, the assignments were started on by the staff.
- \*D. After listening to the club sponsor, the staff moved the chairs so they could start working on the assignments.

\*correct answer

This item requires students to recognize and correct a dangling modifier (standard L.7.1c from the Language Progressive Skills chart).

Option A is incorrect because the underlined sentence contains a dangling modifier, which must be addressed. Option B is not correct because moving the phrase “after listening to the club sponsor” to the end of the sentence does not fix the problem; in this location, the phrase is still modifying “chairs.” Option C is not correct because adding “moving the chairs” to the introductory phrase does not fix the problem; “moving the chairs” cannot logically modify “the assignments,” either.

Option D is the correct answer. The staff is listening to the club sponsor and moving the chairs.

**Anchor Standard:**

Language, Conventions of Standard English

**Common Core State Standard:** L.11-12.2a

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

a. Observe hyphenation conventions.

Which sentence is punctuated correctly?

- A. For low priced, used clothes, Jenna likes to shop at a store that is a bit out of the way.
- B. The vintage dress Jenna is wearing comes from an out of the way store she happened to find.
- \*C. Jenna likes to shop at an out-of-the-way store that sells low-priced, used clothes.
- D. Jenna's favorite store has really low prices, but it's so out-of-the-way that I never go with her.

\*correct answer

This item requires students to identify the correct hyphenation of compound adjectives.

Option A is not correct because “low priced” is a compound adjective in this sentence and is not hyphenated. Option B is not correct because “out of the way” is a compound adjective in this sentence and should be hyphenated. Option D is not correct because “out-of-the-way” is serving as a complement in this sentence and doesn’t appear before a noun, so it should not be hyphenated.

Option C is the correct answer. Both “out-of-the-way” and “low-priced” are used as adjectives in this sentence, so they should be hyphenated.

## **Research**

On the English III test, students will answer ten multiple-choice questions that measure research skills. The Research section of the test will focus on:

- Researching to answer a question or solve a problem
- The narrowing or broadening of a topic of inquiry
- The synthesis of multiple sources on a subject
- Gathering relevant information
- Assessing the strengths and limitations of sources
- Integrating information from sources
- Following a standard citation format

The two items that follow represent the type of items that might appear in this section of the transitional English III test.

## Research Item Examples and Annotations

**Anchor Standard:**

Writing, Research to Build and Present Knowledge

**Common Core State Standard:** W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Jonas is writing down ideas for a research paper on the Civil Rights Movement. Which is the **best** question for him to ask to guide his research?

- A. When and where did the Freedom Rides take place?
- B. How many people participated in the March on Washington?
- \*C. What were the methods and goals of civil rights activists?
- D. What was the most important event in the Civil Rights Movement?

\*correct answer

This item requires students to identify a suitable self-generated research question.

Options A and B are not correct because they are too simple and easily answered; they will not support a sustained research project. Option D is not the best research question because the answer will depend more on perspective and opinion than on objective analysis and evidence.

Option C is the correct answer. This question is most likely to lead to a rich and meaningful research project.

**Anchor Standard:**

Writing, Research to Build and Present Knowledge

**Common Core State Standard:** W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Terrel is writing a report on crime and punishment in early pilgrim colonies. Which set of results from a library catalog search will likely supply the **most useful** titles for his research?

- A. pilgrims (New Plymouth Colony)—religious practices [8 titles]
- B. pilgrims (New Plymouth Colony)—genealogy and lineage [4 titles]
- \*C. pilgrims (New Plymouth Colony)—society and customs [5 titles]
- D. pilgrims (New Plymouth Colony)—history [7 titles]

\*correct answer

This item requires students to assess the strengths and limitations of a list of possible sources in terms of their usefulness to a particular research task.

The titles in Option A might provide some information that would be useful to Terrel (since at least some crime and punishment in Pilgrim society would be related to religious beliefs and behaviors), but the focus of these titles will probably be on matters unrelated to his research topic. The titles in Option B are not likely to provide any information about crime and punishment in pilgrim colonies. Option D is not the best answer because these titles are likely to be too general for Terrel’s purposes.

Option C is the correct answer. Titles focused on pilgrim society and customs are most likely to provide Terrel with information relevant to his research topic.

## Appendix

### Additional Scoring Criteria for Writing: All Grades

To avoid double jeopardy during scoring, one word will constitute only one error. In situations where it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response.

- Context clues may indicate the writer’s intention.
- Error patterns already evident in the response indicate a skill weakness in that dimension.

<b>Sentence Formation:</b>	
If a sentence contains a run-on or a comma splice, it is a <b>sentence formation</b> error.	Run-on: <i>The character is looking for answers he can’t seem to find them.</i> Comma splice: <i>The character feels lost, he can’t find his way.</i>
A sentence fragment is a <b>sentence formation</b> error unless it is deliberately presented for effect.	Fragment: <i>We saw the boys at the pool. <u>Laughing and jumping into the water.</u></i> Intentional: <i>What a break!</i>
If a sentence requires the rearrangement, omission, or addition of more than one word, the error is a <b>sentence formation</b> error.	<i>I saw those boys fighting <u>while driving my car.</u></i>
A pattern of awkward syntax (word order) is a <b>sentence formation</b> error.	<i>I for you have some important news.</i>
Nonparallel structure, often in a series, is a <b>sentence formation</b> error.	<i>We live better lives, coping with sorrows, and how to be joyful.</i>

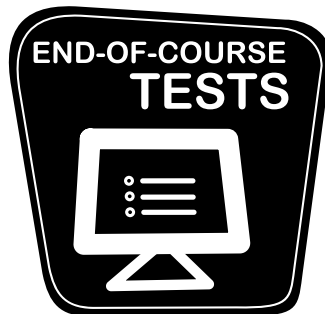
<b>Usage, Mechanics, and Spelling:</b>	
Usage and mechanics errors count each time they occur in a response. However, if the same word is misspelled repeatedly, it counts <b>only once</b> , even if it is misspelled in more than one way.	
Omissions, extra words, or wrong words that can be corrected by changing one word are <b>usage</b> errors.	<i>When <u>it</u> is no school, I play all day.</i>
If a sentence begins with a capital letter but is not preceded by a period, the error is a <b>mechanics</b> error.	<i>Martha went to the well and looked <u>inside Far below</u>, something was sparkling in the water.</i>
If a sentence begins with a lowercase letter but is preceded by a period, the error is a <b>mechanics</b> error.	<i>Teddy is the youngest in the family. <u>he</u> is my only nephew.</i>
Use of double comparatives or double negatives is a common <b>usage</b> error.	Double comparative: <i>I’m even <u>more better</u> at soccer than at football.</i> Double negative: <i><u>None</u> of them are not my friend.</i>
Use of the wrong preposition is a common <b>usage</b> error.	<i>He went <u>for</u> the house.</i>

Agreement errors of compound pronouns with possessives are <b>usage</b> errors.	<i>Everybody situation is different.</i>
Agreement errors of collective nouns with possessives are <b>usage</b> errors.	<i>People lives all take different paths.</i>
Agreement errors with collectives, phrases, and conjunctions are <b>usage</b> errors.	Incorrect: <i>None of the teachers are <u>good role models</u> or <u>a hero</u>.</i>
When an error may be both a <b>usage</b> and a <b>spelling</b> error, and the context clues do not help determine which dimension the error belongs to, the error should be counted in <b>usage only</b> .	<i>She <u>allway</u> comes to work on time.</i>
If a misused word in a sentence is a real word, it is a <b>usage</b> error. If it is not a real word, it is a <b>spelling</b> error.	<b>Usage:</b> <i>We all went to the skating <u>ring</u>.</i> <b>Spelling:</b> <i>We joined my <u>parnets</u> and were <u>reddy</u> to leave.</i>
If a homonym or a word that is so phonetically similar to another word ( <i>are/our, through/though</i> ) is used instead of the correct word, it is a <b>usage</b> error.	<i>Martin gave him a <u>peace</u> of his chocolate bar. I would rather have a vacation <u>then</u> a raise. She was late for her piano <u>listens</u>.</i>
An error may be either a <b>spelling, mechanics,</b> or <b>usage</b> error. Use either context clues or error patterns to determine which dimension would be most appropriate.	<b>Spelling:</b> <i>All the <u>hero's</u> aren't in the movies.</i> <b>Mechanics:</b> <i><u>Were</u> going to Disneyland on our vacation.</i>
In a series, a comma before <i>and</i> is optional; both ways are considered correct.	Either: <i>The pet shop was filled with birds, cats, <u>and</u> dogs.</i> Or: <i>The pet shop was filled with birds, cats <u>and</u> dogs.</i>
In some series, the placement of the comma is not optional because it affects the sense of the sentence.	<i>The pet shop was filled with birds, kenneled <u>cats and dogs</u>, and fish of every color.</i>
Direct quotations <b>should not</b> be preceded by <i>that</i> . Indirect quotations should be preceded by <i>that</i> . These are <b>mechanics</b> errors.	Direct: <i>Then Mom said <u>that</u>, "We cannot go along."</i> Indirect: <i>After we returned, she <u>said we are in trouble</u>.</i>
A word divided at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a <b>mechanics</b> error.	<i>I worked at the National Fou- ndation for the Blind.</i>
TV, T.V., and <i>tv</i> are all acceptable and <b>not mechanics</b> errors.	
Use of <i>so they</i> instead of <i>so that they</i> is acceptable and <b>not a usage</b> error.	

<b>Other Issues:</b>	
Errors resulting from <b>incorrect copying</b> of information provided in the passage(s) are counted as <b>sentence formation, usage, mechanics,</b> or <b>spelling</b> errors, depending upon the type of error.	
The rules of <b>standard written English</b> apply and override foreign language, regional, ethnic, and colloquial speech patterns. Unless such speech is used in a direct quotation, it is considered a <b>usage</b> error.	<i>I'm very happy <u>y'all</u> are reading my test and I hope <u>y'all</u> pass me.</i>







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Louisiana Department of Education  
Office of Assessments

Louisiana Believes

# SAMPLE TEST ITEMS

## Algebra I

2014-2015

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## INTRODUCTION

*Louisiana Believes* embraces the principle that all children can achieve at high levels and promotes the idea that Louisiana’s educators should be empowered to make decisions to support the success of their students. In keeping with these values, the Louisiana Department of Education (LDOE) created this document with released and sample test items to help prepare teachers and students for the End-of-Course (EOC) assessments. These items reflect the LDOE’s commitment to deliver consistent and rigorous assessments and provide educators and families with clear information about expectations for student performance.

### Purpose of This Document

Teachers are encouraged to use the released and sample test items to gauge student learning, guide instruction, and develop classroom assessments and tasks. The document includes multiple-choice and constructed-response items that exemplify how the [Louisiana Mathematics Standards](#) will be assessed on the Algebra I EOC test. A discussion of each item highlights the knowledge and skills the item is intended to measure. As you review the items, it is important to remember that these sample items represent only a portion of the knowledge and skills measured by the Algebra I EOC test. Additionally, teachers can continue to use the multiple-choice and constructed-response items in the [2013-2014 Sample Test Items Algebra I](#) document for these purposes<sup>1</sup>.

### Algebra I EOC Test Administration

The Algebra I EOC test is administered to students who have completed one of the courses listed in the table below.

Course	Course Code
<b>Algebra I</b>	160321
<b>Algebra I, part 2</b>	160338
<b>Algebra I, Middle School</b>	160380
<b>Applied Algebra I<sup>2</sup></b>	160331
<b>Integrated Math II</b>	160340

The Algebra I EOC test contains forty-six multiple-choice items and one constructed-response item. In addition, some field test items are embedded. Multiple-choice items assess knowledge, conceptual understanding, and application of skills. They consist of an interrogatory stem followed by four answer options and are scored as correct or incorrect. Constructed-response items require students to compose an answer, and these items generally require higher-order thinking. A typical constructed-response item may require students to develop an idea, demonstrate a problem-solving strategy, or justify an answer based on reasoning or evidence. The Algebra I constructed-response item is scored on a scale of 0 to 4 points. The general constructed-response rubric, shown below, provides descriptors for each score point.

<sup>1</sup> Only the content of the sample items should be used from the 2013 document. Test administration information in the 2013 document is irrelevant to the current school year.

<sup>2</sup> Beginning with the December 2013 Administration, students enrolled in Applied Algebra no longer took a separate Applied Algebra EOC test because the Louisiana Mathematics Standards requires many standards to be taught and assessed in real-world contexts.

Score	Description
4	The student's response demonstrates in-depth understanding of the relevant content and/or procedures. The student completes all important components of the task accurately and communicates ideas effectively. Where appropriate, the student offers insightful interpretations and/or extensions. Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures.
3	The student completes the most important aspects of the task accurately and communicates clearly. The student's response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. The student's logic and reasoning may contain minor flaws.
2	The student completes some parts of the task successfully. The student's response demonstrates gaps in conceptual understanding.
1	The student completes only a small portion of the task and/or shows minimal understanding of the concepts and/or processes.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

### Achievement Levels

Student scores for the Algebra I EOC test are reported at four achievement levels: *Excellent*, *Good*, *Fair*, and *Needs Improvement*. General definitions of the EOC achievement levels are shown below. A detailed list of [achievement-level descriptors](#) for Algebra I can be found in the library on the LDOE website.

General Achievement-Level Definitions	
<b>Excellent</b>	A student at this achievement level has demonstrated mastery of course content beyond <i>Good</i> .
<b>Good</b>	A student at this achievement level has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area.
<b>Fair</b>	A student at this achievement level has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area.
<b>Needs Improvement</b>	A student at this achievement level has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area.

### Testing Materials and Online Tools

Students taking the Algebra I EOC test have access to a number of resources during the test, including scratch paper, [graph paper](#), pencils, rulers, a protractor, a [calculator](#), and an [Algebra I Typing Help](#). The Algebra I Typing Help describes how to enter special characters, symbols, and formatting into typed responses. As of July 2014, the Algebra I Typing Help has been updated to include information on typing complex roots. The graph paper, typing help, and EOC Tests online calculator can be found on the EOC Tests homepage at [www.louisianaecoc.org](http://www.louisianaecoc.org) under Test Coordinator Materials: Testing Materials. Teachers can help students become familiar with and feel comfortable using the Algebra I Typing Help prior to students taking the EOC test by incorporating the typing help into teacher-made tasks, activities, and assessments. If students are expected to use the

EOC online calculator, then students should regularly use this calculator in their classroom activities. As in previous years, there is no reference sheet for the Algebra I EOC test. The table below identifies the tools available for each session.

Tools	Provider	Session 1	Session 2	Session 3
scratch paper, graph paper, and two pencils	Test Administrator	YES	YES	YES
inch ruler, centimeter ruler, and protractor	online	YES	YES	YES
calculator	online and/or Test Administrator	NO	YES	YES
Algebra I Typing Help	online and/or Test Administrator	NO	YES	NO

**Note:** Students are **NOT** allowed to use calculators during session 1 unless students have the approved accommodation *Assistive Technology* and are allowed the use of a calculator.

## MULTIPLE-CHOICE ITEMS

This section presents ten multiple-choice items selected to illustrate the types of skills and knowledge students need in order to demonstrate understanding of the Louisiana Mathematics Standards and Mathematical Practices in the Algebra I course.

Information shown for each item includes:

- item data—conceptual category, domain, cluster, standard, Mathematical Practice(s) (MP), calculator designation (allowed or not allowed), correct answer; and
- commentary—on the skills and knowledge associated with the standard measured by the item, on the MP(s) linked with the item, on why the correct answer is correct including how the answer is achieved, and on rationales for each incorrect answer option.

### A.APR.B.03: Zeroes for $y = x^3 - 2x^2 - 3x$

<b>Conceptual Category</b>	A. Algebra
<b>Domain</b>	APR. Arithmetic with Polynomials and Rational Expressions
<b>Cluster</b>	B. Understand the relationship between zeros and factors of polynomials.
<b>Standard</b>	3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. <sup>3</sup>
<b>Calculator</b>	Not Allowed

Find **all** the zeros of the polynomial  $y = x^3 - 2x^2 - 3x$ .

- A. -3, 1
- B. -3, 0, 1
- C. -1, 3
- D. -1, 0, 3**

This item requires students to evaluate a given polynomial for all values that are the mathematical zeros. This represents only part of the skills listed in the standard, as this item does not require students to construct (or identify) a graph with the zeros they have determined. Students may use any method they choose to determine the zeros. The most common error students make for this item is choosing option C which is only partially correct.

#### Mathematical Practice(s)

**MP 7** Students should use the structure of the equation to determine the best method for calculating the zeros.

<sup>3</sup> This standard is taught in both Algebra I and Algebra II courses. For Algebra I, the standard is limited to quadratic and cubic polynomials in which linear and quadratic factors are available.



**Correct Answer Explanation**

D.  $-1, 0, 3$  The students may use the structure of the polynomial to determine that they will need three factors to calculate all the zeros.

One possible method for solving is shown below.

step 1	$y = x(x^2 - 2x - 3)$		recognize $x$ as a factor of all three terms and use the distributive property	
step 2	$0 = x(x - 3)(x + 1)$		replace $y$ with 0 and factor the quadratic (recognize $-3$ has the factors $-3 \times 1$ and $3 \times -1$ , but only $-3 + 1 = -2$ )	
step 3	$x = 0$	$x - 3 = 0$ $x = 3$	$x + 1 = 0$ $x = -1$	set each factor equal to 0 and solve for $x$

The zeros for the equation are  $-1, 0, 3$ .

**Incorrect Options Rationales for Incorrect Options**

A.  $-3, 1$  This answer is the possible result of the student stopping at step 2. The student may have seen the factors of  $-3$  as the zeros for the polynomial.

B.  $-3, 0, 1$  This answer possibly results from the same error as option A, except the student is able to recognize 0 as a correct answer.

C.  $-1, 3$  A student choosing this answer made a common error in not realizing that  $x = 0$  is also a solution because of the  $x$  factored out of the polynomial in step 2. In this case, the option presents two correct solutions, but not **all** three correct solutions.

## F.IF.A.03: Describe number sequences

**Conceptual Category** F. Functions

**Domain** IF. Interpreting Functions

**Cluster** A. Understand the concept of a function and use function notation.

**Standard** 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by  $f(0) = f(1) = 1$ ,  $f(n+1) = f(n) + f(n-1)$  for  $n \geq 1$ .*<sup>4</sup>

**Calculator** Not Allowed

Use the number sequences to answer the question.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sequence I	2	4	8	16	32	64
Sequence II	10	20	30	40	50	60
Sequence III	1	5	1	5	1	5

The table shows the first 6 terms for three different number sequences.

Which statement describes **all** number sequences?

- A. Sequences are functions, with the previous term as the domain and the following terms as the range.
- B. Sequences are not functions because the same number can appear more than once in a sequence.
- C. Sequences are functions, with the term number as the domain and the terms of the sequence as the range.
- D. Sequences are not functions because functions relate two sets of numbers, the inputs and the outputs, and sequences have only one set of numbers.

This item provides the first six terms of three sequences for students to determine whether sequences are functions and select the proper justification to support their conclusion. Students do not necessarily need to use the sequences provided if they have retained knowledge of sequences as functions from their classroom investigations. If students are fluent in mathematical language, the precise vocabulary used in this item should not be troubling and students should be able to reason through the language with ease.

<sup>4</sup> This standard is taught in both Algebra I and Algebra II courses. It is part of the major work in Algebra I, but is supporting work in Algebra II.

Mathematical Practice(s)	
<b>MP 6</b>	Students must understand the various mathematical vocabulary terms used throughout the answer choices.
<b>MP 7</b>	Students may use the structure of each sequence to determine a rule that applies to all sequences.
<b>MP 8</b>	Students should look for the repeated reasoning in the relationship between each term number and the corresponding term within each sequence to formulate and justify a conclusion.

Correct Answer	Explanation
C. Sequences are functions, with the term number as the domain and the terms of the sequence as the range.	Students may use previous knowledge or the sequences shown to determine that sequences are functions with one input having only one output. From there, students then determine that the input (domain) is the term number and the output (range) is the term itself. This item requires solid understanding and use of common mathematical language.

Incorrect Options	Rationales for Incorrect Options
A. Sequences are functions, with the previous term as the domain and the following terms as the range.	Students may use previous knowledge or the sequences shown to determine that sequences are functions with each input having only one output, but do not understand where the input (domain) and output (range) are in relation to the sequence.
B. Sequences are not functions because the same number can appear more than once in a sequence.	This answer possibly results from misunderstanding the concept of a function as an input having only one output, whereas the “justification” offered (the same output occurring for different inputs) is acceptable for a function.
D. Sequences are not functions because functions relate two sets of numbers, the inputs and the outputs, and sequences have only one set of numbers.	This answer is the possible result of misunderstanding the definition of a function.

## A.SSE.A.01: Interpret the domain of the expression

**Conceptual Category** A. Algebra

**Domain** SSE. Seeing Structure in Expressions

**Cluster** A. Interpret the structure of expressions.

**Standard**

1. Interpret expressions that represent a quantity in terms of its context.<sup>5</sup>
  - a. Interpret parts of an expression, such as terms, factors, and coefficients.
  - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret  $P(1+r)^n$  as the product of  $P$  and a factor not depending on  $P$ .*

**Calculator** Allowed

Omar deposited  $d$  dollars into a savings account  $y$  years ago. Now he is going to use a portion of the money in his savings account to buy a bicycle. This expression can be used to find the percentage of the money in the savings account that Omar will use for the bicycle.

$$\frac{342}{d(1.03)^y} \times 100$$

What is the meaning of the denominator in the expression?

- A. the amount Omar will pay for the bicycle
- B. the amount in Omar's savings account now**
- C. the yearly interest rate for the savings account
- D. the amount originally deposited in the savings account

This item requires students to interpret the quantity shown in the denominator in terms of the given context without explicitly stating what each value in the expression represents. The variables  $d$  and  $y$  are defined in the context, but the numeric value 1.03 is not. Students should use working knowledge for annual growth rate to recognize the structure of  $(1.03)^y$ . That quantity multiplied by the amount deposited would give to total amount in Omar's savings account now. Most students chose options C or D, interpreting only part of the denominator.

<sup>5</sup> Modeling Standards - Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards. The basic modeling cycle involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

### Mathematical Practice(s)

**MP 2** Students must make sense of the quantities shown in the expression and their relationships to the context.

**MP 7** Students should use the structure of the quantity shown in the denominator to determine that  $(1.03)^y$  represents a rate of growth and  $d$  is the principal deposited. Multiplying the two together results in the current amount in the savings account. Students are not explicitly told what 1.03 represents in the given situation.

### Correct Answer

### Explanation

B. the amount in Omar's savings account now

Students may look at the parts of the denominator separately in order to interpret the denominator as a whole in terms of the context. Students may recognize that  $(1.03)^y$  represents a rate of growth and  $d$  is the principal deposited and understand that multiplying  $d(1.03)^y$  is multiplying the original deposit times an annual growth rate. This would produce the amount of money in Omar's savings account now.

### Incorrect Options

### Rationales for Incorrect Options

A. the amount Omar will pay for the bicycle

This choice represents the numerator of the fraction in the expression. Students may have confused the term denominator with numerator.

C. the yearly interest rate for the savings account

This choice represents only the numeric value of .03 in the denominator. Since the context defined the variables  $d$  and  $y$ , students may have misunderstood the question and thought they were only supposed to interpret the numeric value shown in the denominator, which was not explained in the context.

D. the amount originally deposited in the savings account

This choice represents only the definition of the variable  $d$ . Students may not have understood how  $d$  changed when multiplied by  $(1.03)^y$ .

## A.REI.A.01: Maintain equivalency of equation

**Conceptual Category** A. Algebra

**Domain** REI. Reasoning with Equations and Inequalities

**Cluster** A. Understand solving equations as a process of reasoning and explain the reasoning.

**Standard** 1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.<sup>6</sup>

**Calculator** Not Allowed

Use the steps in the table to answer the question.

initial equation	$3(x + 2)^2 + 6x - x = 25x + 7x$
step 1	$3(x + 2)^2 + 5x = 32x$
step 2	$3(x + 2)^2 = 27x$
step 3	$(x + 2)^2 = 9x$
step 4	$x^2 + 4x + 4 = 9x$
step 5	$x^2 - 5x + 4 = 0$

The table shows the first 5 steps used to solve an equation.

Which statement is an **incorrect** explanation of one step in the process?

- A. From step 4, apply the subtraction property of equality to  $x^2 + 4x + 4$  and  $9x$  to get  $x^2 - 5x + 4 = 0$ .
- B. From step 3, apply the distributive property to  $(x + 2)^2$  to get  $x^2 + 4x + 4$  in step 4.
- C. From step 2, apply the distributive property to  $3(x + 2)^2$  and  $27x$  to get  $(x + 2)^2 = 9x$  in step 3.
- D. From step 1, apply the subtraction property of equality to  $5x$  and  $32x$  to get  $3(x + 2)^2 = 27x$  in step 2.

This item requires students to determine which mathematical properties are used in the steps to solve the initial equation. Students must then determine which statement includes an incorrect property as an explanation for going from one step to another in the solving process shown in the table. The most common error is students not realizing that squaring a binomial is using the distributive property.

<sup>6</sup> This standard is taught in both Algebra I and Algebra II courses. For Algebra I, it is limited to quadratic equations.

### Mathematical Practice(s)

- MP 6** Students need to understand appropriate mathematical terms and the individual steps required to solve an equation to decipher which explanation is incorrect.
- MP 7** Students should examine the structure of the equation at each step in the process shown in order to determine which property has been applied from one step to the next.

### Correct Answer

C. From step 2, apply the distributive property to  $3(x + 2)^2$  and  $27x$  to get  $(x + 2)^2 = 9x$  in step 3.

### Explanation

Students understand that the distributive property is not the correct property to describe the process from step 2 to step 3. Correct explanations for this part of the solving process is to either apply the division property of equality or multiply both sides of the equation by the inverse of 3.

### Incorrect Options

A. From step 4, apply the subtraction property of equality to  $x^2 + 4x + 4$  and  $9x$  to get  $x^2 - 5x + 4 = 0$ .

B. From step 3, apply the distributive property to  $(x + 2)^2$  to get  $x^2 + 4x + 4$  in step 4.

D. From step 1, apply the subtraction property of equality to  $5x$  and  $32x$  to get  $3(x + 2)^2 = 27x$  in step 2.

### Rationales for Incorrect Options

Students choosing this option may not have realized that to go from step 4 to step 5 the term  $9x$  would be subtracted from both sides of the equation, thus  $4x - 9x = -5x$  and  $9x - 9x = 0$ . The subtraction property of equality is the correct explanation for this part of the process.

Students choosing this option may not have realized that to go from step 3 to step 4 the binomial  $(x + 2)$  is multiplied times itself or that the distributive property is the correct explanation, instead thinking of shortcut algorithms like the FOIL method. The FOIL method is not a property of mathematics.

Students choosing this option may not have realized that to go from step 1 to step 2 the term  $5x$  would be subtracted from both sides of the equation, thus  $32x - 5x = 27x$  and  $5x - 5x = 0$ . The subtraction property of equality is the correct explanation for this part of the process.

## F.IF.A.02: Interpret function notation

<b>Conceptual Category</b>	F. Functions
<b>Domain</b>	IF. Interpreting Functions
<b>Cluster</b>	A. Understand the concept of a function and use function notation.
<b>Standard</b>	2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
<b>Calculator</b>	Allowed

Vincent goes to the gym for 30 minutes every day. He starts a new exercise routine on a Monday and uses a function to model the amount of calories he has used,  $f(d)$ , as a function of the number of days,  $d$ , he has exercised with the new routine.

Which statement represents a correct interpretation of  $f(d)$ ?

- A.  $f(5) = 150$  means Vincent has exercised for a total of 150 minutes after the fifth day of exercising with his new routine.
- B.  $f(10) = 3,500$  means Vincent will use 3,500 calories on day 10 of exercising with his new routine.
- C.  $f(15) = 5,250$  means after 15 days of exercising with his new routine, Vincent has used 5,250 calories.
- D.  $f(30) = 10,500$  means the number of calories Vincent has used times 30 is equal to 10,500.

This item requires students to interpret quantities shown in function notation in terms of the given context.

### Mathematical Practice(s)

**MP 2** Students need to understand what the quantities shown in function notation represent and how to read function notation in order to process the quantitative and abstract information shown into contextualized reasoning.

**MP 4** Students must choose the correct function notation which models the given explanation.

### Correct Answer

C.  $f(15) = 5,250$  means after 15 days of exercising with his new routine, Vincent has used 5,250 calories.

### Explanation

Students understand this represents an input of 15,  $d$ , and an output of 5,250,  $f(d)$ . So after 15 days of exercising with the new routine, Vincent has used 5,250 calories.



Incorrect Options	Rationales for Incorrect Options
A. $f(5) = 150$ means Vincent has exercised for a total of 150 minutes after the fifth day of exercising with his new routine.	Students understand that an input represents the fifth day of exercising with the new routine but may not understand that the output is the number of calories used, not the amount of time spent exercising.
B. $f(10) = 3,500$ means Vincent will use 3,500 calories on day 10 of exercising with his new routine.	Students understand 10 is the number of days and 3,500 is the number of calories used. The error in this option is the interpretation that all 3,500 calories are used on day 10. The quantity 3,500 is an accumulation of calories over the 10 days of exercising with the new routine.
D. $f(30) = 10,500$ means the number of calories Vincent has used times 30 is equal to 10,500.	Students choosing this option do not demonstrate an understanding of function notation. These students see the parentheses as the operation of multiplication and $f$ as a variable used to represent the number of calories. The quantities 30 and 10,500 are not interpreted qualitatively.

F.BF.A.01: Jalea's camera	
<b>Conceptual Category</b>	F. Functions
<b>Domain</b>	BF. Building Functions
<b>Cluster</b>	A. Build a function that models a relationship between two quantities. <sup>7</sup>
<b>Standard</b>	1. Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. <sup>8</sup>
<b>Calculator</b>	Allowed
<p>Jalea has a camera that automatically takes pictures of hummingbirds visiting her hummingbird feeder. The camera takes 4 pictures on the first day and 10 pictures every day after that. Which function models the total number of hummingbird pictures, <math>f(d)</math>, the camera has taken after <math>d</math> days?</p> <p>A. <math>f(d) = 4d + 10</math>            B. <math>f(d) = 4(d + 1) + 10</math>            C. <math>f(d) = 10d + 4</math>            D. <math>f(d) = 10(d - 1) + 4</math></p>	
<p>This item requires students to identify the correct function that can be used to represent the given context by determining an explicit expression from the context. In general, students regularly show difficulty expressing an input that requires manipulation, such as subtracting the first day.</p>	

<sup>7</sup> See footnote 5 on [Modeling Standards](#).

<sup>8</sup> This standard is taught in both Algebra I and Algebra II courses. For Algebra I, the standard is limited to linear functions, quadratic functions, square root functions, cube root functions, piece-wise functions (including step functions and absolute value functions), and exponential functions with domains in the integers. Tasks for this standard should have a real-world context.

### Mathematical Practice(s)

**MP 2** Students need to understand what the quantities shown in function notation represent how to read function notation in order to process the information of the given context into the abstract and quantitative reasoning shown in function notation.

**MP 4** Students must choose the correct function notation which models the given context.

### Correct Answer

### Explanation

D.  $f(d) = 10(d - 1) + 4$  Students understand that 10 pictures each day starts after the first day so 10 must be multiplied by the number of days  $d$ , without the first day which is represented by the expression  $d - 1$ . The quantity from the first day, 4 pictures, then needs to be added to the expression  $10(d - 1)$  so that the total number of pictures is modeled by the function.

### Incorrect Options

### Rationales for Incorrect Options

A.  $f(d) = 4d + 10$

This option represents a situation wherein Jalea's camera takes 4 pictures each day and 10 additional pictures on one occasion.

B.  $f(d) = 4(d + 1) + 10$

Students choosing this option misunderstood how the quantities in the context relate. This option has 4 as a rate, 10 as a constant, and adds the first day to the number of days,  $d$ , instead of representing it as a separate quantity.

C.  $f(d) = 10d + 4$

This option represents the most common error students make with contexts like these. Students regularly forget or don't understand to subtract the first day from the number of days in order to have 4 represent the first day. Not doing so results in over-calculating the number of pictures by 10.

## F.LE.B.05: Interpret slope of long jump function

<b>Conceptual Category</b>	F. Functions
<b>Domain</b>	LE. Linear, Quadratic, and Exponential Models <sup>9</sup>
<b>Cluster</b>	B. Interpret expressions for functions in terms of the situation they model.
<b>Standard</b>	5. Interpret the parameters in a linear or exponential function in terms of a context. <sup>10</sup>
<b>Calculator</b>	Not Allowed

Laniqua trains for the long jump each week. She writes this function to model the relationship between the number of weeks,  $w$ , she trains and the distance,  $f(w)$ , in inches, she can jump.

$$f(w) = 2w + 180$$

What does the slope of this function represent?

- A. the number of inches Laniqua can jump when she begins training
- B. the number of weeks it takes Laniqua to improve her jumping
- C. the number of weeks it takes Laniqua to increase her jump distance by 1 inch
- D. the number of inches Laniqua's jump distance increases per week of training**

This item requires students to interpret the slope parameter for the given function in terms of the given context. Students should know that slope represents a rate which would limit the viable options to choices C and D. From there, students would then need to decide which rate made sense in terms of the context and the defined variables.

### Mathematical Practice(s)

**MP 2** Students interpret the abstract concept of slope in terms of the given quantitative information.

### Correct Answer

D. the number of inches Laniqua's jump distance increases per week of training

### Explanation

Students understand that slope is a rate. The rate of 2 inches increased per week of training makes sense in terms of the context.

<sup>9</sup> See footnote 5 on [Modeling Standards](#).

<sup>10</sup> This standard is taught in both Algebra I and Algebra II courses. For Algebra I, exponential functions are limited to those with domains in the integers. Tasks for this standard should have a real-world context.

Incorrect Options	Rationales for Incorrect Options
A. the number of inches Laniqua can jump when she begins training	This option interprets the initial value or y-intercept of the function (180).
B. the number of weeks it takes Laniqua to improve her jumping	This option interprets an input or x-intercept of the function.
C. the number of weeks it takes Laniqua to increase her jump distance by 1 inch	This option represents an inverse, number of weeks per inch, of the appropriate rate.

### S.ID.C.09: Correlation, but no causation of sunscreen

<b>Conceptual Category</b>	S. Statistics and Probability <sup>11</sup>
<b>Domain</b>	ID. Interpreting Categorical and Quantitative Data
<b>Cluster</b>	C. Interpret linear models.
<b>Standard</b>	9. Distinguish between correlation and causation.
<b>Calculator</b>	Not Allowed

Eduardo notices he gets no mosquito bites when he wears a certain kind of sunscreen. He forms two possible conclusions.

1. The sunscreen causes mosquitoes to stay away from him.
2. There is a correlation between wearing sunscreen and getting no mosquito bites, but one does not cause the other.

Which observation would provide the **best** evidence to support conclusion 2?

- A. Eduardo's friend gets mosquito bites when he goes out without sunscreen.
- B. Eduardo's friend wears the same sunscreen and also gets no mosquito bites.
- C. Eduardo gets no mosquito bites when he goes out at the same time of day without sunscreen.**
- D. Eduardo tries a new kind of sunscreen and goes out at a different time of day and gets mosquito bites.

This item requires students to choose the appropriate evidence to support a conclusion of a correlation, but not causation.

### Mathematical Practice(s)

**MP 3** Students must choose evidence that would produce a justifiable argument.

<sup>11</sup> See footnote 5 on [Modeling Standards](#).

Correct Answer	Explanation
C. Eduardo gets no mosquito bites when he goes out at the same time of day without sunscreen.	Students understand that this statement indicates that an alternative cause for lack of mosquito bites may exist since Eduardo also had no bites when not using the sunscreen. No other factors change.

Incorrect Options	Rationales for Incorrect Options
A. Eduardo's friend gets mosquito bites when he goes out without sunscreen.	This option is not appropriate evidence to support conclusion #2 because both the test subject (Eduardo) and the test substance (sunscreen) are missing.
B. Eduardo's friend wears the same sunscreen and also gets no mosquito bites.	This option reinforces the correlation between wearing sunscreen and mosquito bites but does not support the conclusion that there is no causation.
D. Eduardo tries a new kind of sunscreen and goes out at a different time of day and gets mosquito bites.	This option is not appropriate evidence to support conclusion #2 because both the test subject (sunscreen) and another test factor (time of day of test) have changed.

## N.Q.A.01: Units for a quotient of fuel efficiency by speed

<b>Conceptual Category</b>	N. Number and Quantity
<b>Domain</b>	Q. Quantities <sup>12</sup>
<b>Cluster</b>	C. Reason quantitatively and use units to solve problems.
<b>Standard</b>	1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
<b>Calculator</b>	Not Allowed

An engineer computes the ratio of these two measurements.

- fuel efficiency, measured in miles per gallon
- speed, measured in miles per hour

She divides fuel efficiency by speed. What unit will the quotient have?

- A. gallons per hour
- B. hours per mile
- C. gallons per mile
- D. hours per gallon**

This item requires students to choose the appropriate units that would be used to represent a quotient involving unit rates.

### Mathematical Practice(s)

**MP 6** Students must choose the appropriate units that make sense in terms of the context.

Correct Answer	Explanation
D. hours per gallon	Students understand that a quotient of the two rates described will result in division of miles by miles and that the order of the division will result in hours being divided by gallons.

<sup>12</sup> See footnote 5 on [Modeling Standards](#).

Incorrect Options	Rationales for Incorrect Options
A. gallons per hour	Students understand that a quotient of the two rates described will result in division of miles by miles but not that the order of the division will result in hours being divided by gallons.
B. hours per mile	Students understand that the order of the division will result in hours being divided by gallons but not that the quotient results in division of miles by miles.
C. gallons per mile	Students do not understand that a quotient of the two rates described will result in division of miles by miles or that the order of the division will result in hours being divided by gallons.

## S.ID.B.05: Park support by neighborhood

**Conceptual Category** S. Statistics and Probability<sup>13</sup>

**Domain** ID. Interpreting Categorical and Quantitative Data

**Cluster** B. Summarize, represent, and interpret data on two categorical and quantitative variables.

**Standard** 5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

**Calculator** Allowed

Use the table to answer the question.

**New Park Survey**

	<b>For the Park</b>	<b>Against the Park</b>	<b>Undecided</b>
<b>East Side</b>	346	125	201
<b>West Lake</b>	349	250	252

A community has to decide whether to raise taxes to create a new park. Voters in two neighborhoods are surveyed about the issue. The results are shown in the table.

Which conclusion is **best** supported by the data?

- A. More than 50% of the people surveyed support the park.
- B. About the same percentage of East Side and West Lake voters support the park.
- C. About the same percentage of East Side and West Lake voters are undecided about the park.
- D. The percentage of West Lake residents who are against the park is about twice the percentage of East Side residents who are against the park.

This item requires students to calculate percentages based on information given in the table in order to identify the best conclusion supported by the data. When field-tested, most students chose the incorrect option that only used the raw data in the table, assuming that the numbers in the table represented percentages.

<sup>13</sup> See footnote 5 on [Modeling Standards](#).



**Mathematical Practice(s)****MP 3** Students must choose the conclusion that can best be supported by the given data.**MP 4** Students analyze mathematical relationships presented in the two-way table to identify the appropriate conclusion.**Correct Answer****Explanation**

C. About the same percentage of East Side and West Lake voters are undecided about the park.

Students calculated the percentage of undecided East Side voters and the percentage of undecided West Lake voters to determine that the percentages were almost the same.

One possible method for solving is shown below.

**Calculations: East Side Undecided**

step 1	$346 + 125 + 201 = 672$	Add to find the total number of East Side voters
step 2	$\frac{201}{672} \approx 0.299$	Divide the number of undecided voters by the total number of voters for East Side
step 3	$0.299 \times 100 = 29.9\%$	Multiply the answer from Step 2 by 100 to get the percentage of undecided
<b>Calculations: West Lake Undecided</b>		
step 1	$349 + 250 + 252 = 851$	Add to find the total number of West Lake voters
step 2	$\frac{252}{851} \approx 0.296$	Divide the number of undecided voters by the total number of voters for West Lake
step 3	$0.296 \times 100 = 29.6\%$	Multiply the answer from Step 2 by 100 to get the percentage of undecided

Compare the percentage of East Side voters (29.9%) to the percentage of West Lake voters (29.6%). The percentages are approximately the same ( $\approx 30\%$ ).**Incorrect Options****Rationales for Incorrect Options**

A. More than 50% of the people surveyed support the park.

Students may not have accounted for the undecided voters when calculating the percentage.

Possible calculations for option A are shown below.

step 1	$346 + 125 + 201 + 349 + 250 + 252 = 1,523$	Add to find the total number of voters
step 2	$346 + 349 = 695$	Add to find the total number of voters who are for the park
step 3	$\frac{695}{1523} \approx 0.456$	Divide the number of "in favor" voters by the total number of voters
step 4	$0.456 \times 100 = 45.6\%$	Multiply the answer from Step 2 by 100 to get the percentage "in favor"

45.6% is less than 50%.

B. About the same percentage of East Side and West Lake voters support the park.

Students choosing this option most likely compared the number of votes, 346 to 349, instead of the percentages.

Possible calculations for option B are shown below.

Calculations: East Side For the Park		
step 1	$346 + 125 + 201 = 672$	Add to find the total number of East Side voters
step 2	$\frac{346}{672} \approx 0.515$	Divide the number of "in favor" voters by the total number of voters for East Side
step 3	$0.515 \times 100 = 51.5\%$	Multiply the answer from Step 2 by 100 to get the percentage of voters in favor of the park
Calculations: West Lake For the Park		
step 1	$349 + 250 + 252 = 851$	Add to find the total number of West Lake voters
step 2	$\frac{349}{851} \approx 0.410$	Divide the number of "in favor" voters by the total number of voters for West Lake
step 3	$0.410 \times 100 = 41.0\%$	Multiply the answer from Step 2 by 100 to get the percentage of voters in favor of the park

The difference between East Side and West Lake is approximately 10.5%. With a difference greater than 5%, the voting percentages cannot be considered "about the same."

D. The percentage of West Lake residents who are against the park is about twice the percentage of East Side residents who are against the park.

Students who chose this option most likely compared the number of voters (125 and 250) instead of the percentages.

Possible calculations for option D are shown below.

Calculations: East Side Against the Park		
step 1	$346 + 125 + 201 = 672$	Add to find the total number of East Side voters
step 2	$\frac{125}{672} \approx 0.186$	Divide the number of "against" voters by the total number of voters for East Side
step 3	$0.186 \times 100 = 18.6\%$	Multiply the answer from Step 2 by 100 to get the percentage of voters against the park
Calculations: West Lake Against the Park		
step 1	$349 + 250 + 252 = 851$	Add to find the total number of West Lake voters
step 2	$\frac{250}{851} \approx 0.294$	Divide the number of "against" voters by the total number of voters for West Lake
step 3	$0.294 \times 100 = 29.4\%$	Multiply the answer from Step 2 by 100 to get the percentage of voters against the park

Divide 29.4% by 18.6% to find how many times greater the West Lake percentage is than the East Side percentage. This results in approximately 1.6. So, the percentage of West Lake voters who are against the park is not about twice the percentage of East Side voters who are against the park; it is only about 1.6 times.

## CONSTRUCTED-RESPONSE ITEM

This section presents a constructed-response item, scoring information, and samples of student responses that received scores of 4, 3, 2, 1, 1 for minimal understanding, and 0. In addition to the online resources available for all test questions, students have access to the Algebra I Typing Help<sup>14</sup>, which describes how to enter special characters, symbols, and formatting into typed responses.

### A.REI.A.04: Solving Quadratics

**Conceptual Category** A. Algebra

**Domain** REI. Reasoning with Equations and Inequalities

**Cluster** B. Solve equations and inequalities in one variable.

**Standard**

4. Solve quadratic equations in one variable.
  - a. Use the method of completing the square to transform any quadratic equation in  $x$  into an equation of the form  $(x - p)^2 = q$  that has the same solutions. Derive the quadratic formula from this form.
  - b. Solve quadratic equations by inspection (e.g., for  $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as  $a \pm bi$  for real numbers  $a$  and  $b$ .<sup>15</sup>

**Calculator** Allowed

Shannon and Jermaine are solving quadratic equations. This table shows their work.

Steps	Shannon	Jermaine
initial equation	$x^2 - 6x + 5 = 12$	$x^2 + 2x - 29 = 2x + 7$
step 1	$x^2 - 6x = 7$	$x^2 + 2x - 36 = 2x$
step 2	$x^2 - 6x + 9 = 16$	$x^2 - 36 = 0$
step 3	$(x - 3)^2 = 16$	$(x - 18)(x + 18) = 0$
step 4	$x - 3 = \pm 4$	$x - 18 = 0$ <b>or</b> $x + 18 = 0$
step 5	$x = \pm 7$	$x = 18$ <b>or</b> $x = -18$

Both Shannon and Jermaine have errors in their work. Write a clear explanation of each student's error. Provide the correct solutions for both equations.

<sup>14</sup> As of July 2014, the Algebra I Typing Help has been updated to include information on typing complex roots.

<sup>15</sup> Part b of this standard is taught in both Algebra I and Algebra II courses. For Algebra I, students are not required to write solutions for quadratic equations that have roots with nonzero imaginary parts, but can be required to recognize cases in which a quadratic equation has no real solutions.

### Shannon

Correct solution(s):

Explanation of error:

### Jermaine

Correct solution(s):

Explanation of error:

This item requires students to identify and explain the incorrect steps in two solving processes and to provide correct solutions. Most students did not recognize that Shannon was trying to solve her equation by completing the square. These students usually identified step 1 as the error and corrected by subtracting 12 from both sides and solved by factoring. Jermaine's process was more familiar to most students. Most of the mistakes appeared in the explanations where students made minor errors like "he didn't take the square root of -36." Some students claimed that Jermaine's work was actually correct. Teachers should stress to students that if the directions in an assessment item explicitly state that an error exists and students are supposed to find and correct the error, then that is what they should do; they should **not** mount a counter-argument that there is no error.

### Mathematical Practice(s)

- |             |   |
|-------------|---|
| <b>MP 1</b> | Students must examine and make sense of all of the given information in the problem and develop a solution pathway in order to provide the requested information    |
| <b>MP 3</b> | Students must critique the given solution methods and provide correct solutions.  |
| <b>MP 4</b> | Students must identify correct and incorrect parts to the process for solving the given equations.  |
| <b>MP 6</b> | Students must complete the steps to solving with precision in order to determine the correct solutions. Any calculations shown must be free of mathematical errors. |

## Scoring Information

This section includes information used to score this constructed-response item: an exemplary response, an explanation of how points are assigned, and a scoring rubric. Appropriate scoring parameters for all EOC constructed-response items are determined by Rangefinding Committees comprised of teachers and curriculum experts from across the state of Louisiana.

### Scoring Rubric

<b>4</b>	The student earns 4 points.
<b>3</b>	The student earns 3.5 or 3.0 points.
<b>2</b>	The student earns 2.5 or 2.0 points.
<b>1</b>	The student earns 1.5, 1, or 0.5 points OR demonstrates minimal understanding of the standard being measured.
<b>0</b>	The student's response is incorrect, irrelevant to the skill or concept being measured, or blank.

### Sample Answer

#### Shannon

Correct Solutions:  $x = 7$ ;  $x = -1$

Explanation of error: Shannon's error is after step 4. She should have separated the equations out such that  $x - 3 = 4$  or  $x - 3 = -4$ . Then solve both for  $x$ . Therefore,  $x = 7$  or  $x = -1$ .

#### Jermaine

Correct Solutions:  $x = 6$ ;  $x = -6$

Explanation of error: Jermaine's error is after step 2. He should have taken the square root of 36 instead of dividing it by 2. Step 3 could be  $(x - 6)(x + 6) = 0$  which gives  $x - 6 = 0$  or  $x + 6 = 0$ . Therefore,  $x = 6$  or  $x = -6$ .

### Points Assigned

#### Shannon

- 0.5 point for providing 7 as a correct solution to Shannon's equation
- 0.5 point for providing -1 as a correct solution to Shannon's equation
- 1 point for correct and complete explanation of Shannon's calculation error

#### Jermaine

- 0.5 point for providing 6 as a correct solution to Jermaine's equation
- 0.5 point for providing -6 as a correct solution to Jermaine's equation
- 1 point for correct and complete explanation of Jermaine's calculation error

## Sample Student Responses<sup>16</sup>

### Score Point 4

The following authentic student responses show the work of two students who each earned a score of 4. A score of 4 is received when a student completes all required components of the task and communicates his or her ideas effectively. The response should demonstrate in-depth understanding of the content objectives, and all required components of the task should be complete.

#### Score Point 4, Student Response 1

##### **Shannon**

Correct Solutions:  $x = 7$  or  $-1$

Explanation of Error: Shannon's error occurred in between step 4 and 5. Though the first part of the procedure was correct, she should have solved " $x-3=4$ " and " $x-3 = -4$ ."

##### **Jermaine**

Correct Solutions:  $x = 6$  or  $-6$

Explanation of Error: Jermaine's error occurred during steps 3 and 4 when he factored. When he put the factored form of " $x^2-36$ " as " $(x-18)(x+18)$ ," he should have factored like " $(x-6)(x+6)$ ," since the square root of 36 is 6.

This student response is correct and clear. The student writes the correct values for  $x$  and provides clear explanations identifying the errors in Shannon and Jermaine's work and explaining what should have been done instead.

#### Score Point 4, Student Response 2

##### **Shannon**

Correct Solutions:  $x = 7, -1$

Explanation of Error: Shannon only added positive 3 and positive 4, she forgot to add positive 3 and negative 4.

##### **Jermaine**

Correct Solutions:  $x = +6, -6$

Explanation of Error: Jermaine divided 36 by 2 instead of taking its square root. Instead of  $(x-18)(x+18)=0$  it should have been  $(x-6)(x+6)=0$ .

This response receives full credit. The student writes the correct values for  $x$  and provides clear explanations identifying the errors in Shannon and Jermaine's work and explaining what should have been done instead.

<sup>16</sup> All student responses are authentic student work and not edited in any way, so responses may include typographical errors such as misspelled words or missing spaces.

### Score Point 3

The following authentic student responses show the work of two students who each earned a score of 3. A score of 3 is received when a student earns 3 or 3.5 points, converting to a score of 3. There may be simple errors in calculations or some confusion with communicating his or her ideas effectively.

#### Score Point 3, Student Response 1

##### Shannon

Correct Solutions:  $x=7$   $x=-1$

Explanation of Error: Shannon added 3 to 4, in step 5, but did not add 3 to -4.

##### Jermaine

Correct Solutions:  $x=6$   $x=-6$

Explanation of Error: Jermaine, in step 2-3 did not change -36 to the other side of the equation.

This student provides the correct solutions to both equations. The explanation provided for Shannon's error is short, but sufficient. The explanation for Jermaine's error does not describe the error that Jermaine made. This student attempts to provide an alternate solution method (factoring) instead. The student earns 3 points for providing correct solutions for both equations and one complete and correct explanation (Shannon's equation).

#### Score Point 3, Student Response 2

##### Shannon

Correct Solutions: 7, -1

Explanation of Error: In step 1 five was subtracted from twelve which made the equation equal seven when twelve should have been subtracted from five so that the equation equals zero.

##### Jermaine

Correct Solutions: 6, -6

Explanation of Error: In step three  $x^2 - 36$  was factored out to be  $(x - 18)(x - 18)$  when it should have factored to be  $(x - 6)(x + 6)$ .

This student provides the correct solutions to both equations. The explanation provided for Jermaine's error is complete and correct. The explanation for Shannon's error does not describe the error that Shannon made. This student attempts to provide an alternate solution method instead. The student earns 3 points for providing correct solutions for both equations and one complete and correct explanation (Jermaine's equation).

## Score Point 2

The following authentic student responses show the work of two students who each earned a score of 2. A score of 2 is received when a student earns 2 or 2.5 points, converting to a score of 2. There may be simple errors in calculations, one or two missing responses, or unclear or incorrect communications of his or her ideas.

### Score Point 2, Student Response 1

#### Shannon

Correct Solutions:  $x = 7$  or  $-1$

Explanation of Error: Shannon made an error on step 2. She did not subtract the seven over to  $x^2 - 6x$ , so it would be  $x^2 - 6x - 7$ . With this slight error, her solution of  $x = 7$  or  $-7$  is wrong as well. When working out the equation, she should have got  $(x - 7)$  and  $(x + 1)$ . Furthermore, her Step 5 answers would have been  $x = 7$  or  $-1$ .

#### Jermaine

Correct Solutions:  $x = 6$  or  $-6$

Explanation of Error: Jermaine made an error in step 2. Whenever you subtract numbers with variables, the variable stays. So the problem would be  $x^2 - x - 36$ . You would get  $(x + 6)$  and  $(x - 6)$ . After that, you find your solution, which should be 6 and  $-6$ .

This student provides the correct solutions to both equations. The explanation for Shannon's error does not describe the error that Shannon made. This student attempts to provide an alternate solution method (factoring) instead. The explanation for Jermaine's error is incorrect because it includes " $x^2 - x - 36$ " which is not mathematically correct. The student earns 2 points for providing solutions for both equations.

### Score Point 2, Student Response 2

#### Shannon

Correct Solutions:  $x = 19$

Explanation of Error: Shannon left out 16 after step 3.

#### Jermaine

Correct Solutions:  $x = 6$  or  $x = -6$

Explanation of Error: Jermaine put  $(x - 18)(x + 18) = 0$  which is wrong. He should have put  $(x - 6)(x + 6) = 0$  which would have gave him the wright awnser.

This student provides incorrect solutions and an incorrect explanation for Shannon's work, not realizing that the square root of both sides of the equation was taken after step 3. The solutions and explanation provided for Jermaine's work is correct and complete. The student earns 2 points for providing correct solutions and a correct and complete explanation for Jermaine's equation.



## Score Point 1

The following authentic student responses show the work of three students who each earned a score of 1 for their responses. A score of 1 is received when a student earns .5 or 1.5 points which convert to a score of 1.

### Score Point 1, Student Response 1

#### **Shannon**

Correct Solutions:  $x = 7$  or  $-1$

Explanation of Error: Shannon's first error was when she added 9 to both sides of the equation. There wasn't a 9 in the equation, so she pulled the 9 out of nowhere. Shannon's second error was when the  $-6x$  was taken out of the problem.

#### **Jermaine**

Correct Solutions:  $x = 6$

Explanation of Error: Jermaine only had one error. Once he had  $x^2 - 36 = 0$  he factored the left side of the equation when he should have tried to get  $x$  by its self.

This student provides correct solutions for Shannon's equation. The explanation provided for Shannon's error indicates that the student did not recognize that Shannon was trying to solve the equation by completing the square and, therefore, did not understand steps that were correct ("she pulled the 9 out of nowhere" and "when the  $-6x$  was taken out"). One out of two correct solutions is provided for Jermaine's equation. The explanation for Jermaine's error does not describe the error that Jermaine made. This student attempts to provide an alternate solution method instead (possibly factoring). This response receives 1.5 points (1 for two correct solutions to Shannon's equation, .5 for one correct solution to Jermaine's equation) according to the rubric which converts to a score of 1.

### Score Point 1, Student Response 2

#### **Shannon**

Correct Solutions:  $x=13$  or  $17$

Explanation of Error: In step one she subtracted 5 instead of keeping it and multiplying  $x^2$  by 5, which threw off the whole problem.

#### **Jermaine**

Correct Solutions:  $x=6$  or  $-6$

Explanation of Error: In step three he should have added 36 to the other side, which would have been used to find the square root of 36.

This student provides incorrect solutions for Shannon's equation, but two correct solutions for Jermaine's equation. The explanation for Shannon's error attempts to correct a step that is already correct; information provided is mathematically incorrect. The explanation for Jermaine's error does not describe the error that Jermaine made. This student attempts to provide an alternate solution method instead. The student earns 1 point for providing correct solutions for Jermaine's equation.

### Score Point 1, Student Response 3

#### **Shannon**

Correct Solutions: -1

Explanation of Error: He should not have put a +9 in step 2

#### **Jermaine**

Correct Solutions:  $x=6$

Explanation of Error: Jermaine added 7 to 29 first instead of subtracting  $2x$  on both sides to get the variable on one side.

This student provides one correct solution for Shannon's equation (.5 point) and one correct solution for Jermaine's equation (.5 point). The explanation provided for Shannon's error indicates that the student did not recognize that Shannon was trying to solve the equation by completing the square and, therefore, did not understand steps that were correct ("should not have put a +9 in step 2"). For Jermaine's error, this student does not describe the error that Jermaine made and attempts to correct a step that is already correct. This response receives two half-points to make 1 point, a score of 1.

### Score Point 1 for Minimal Understanding

Below is the work of one student who earned a score of 1 for minimal understanding. A score of 1 for minimal understanding is given when a student has failed to receive points for any portion of the constructed-response item according to the rubric. Once a response receives 0 points according to the rubric, it is examined by the scorer to determine if the student has demonstrated minimal understanding of the standard being assessed. If the scorer determines that the student has demonstrated minimal understanding of the standard, then a response that received 0 points can earn a score of 1.

### Score Point 1 for minimal understanding

#### **Shannon**

Correct Solutions:  $(x-7)(x+1)$

Explanation of Error: Shannon was working the problem properly until she pulled a 9 out of thin air instead of subtracting the 7 back into the equation at Step 2.

#### **Jermaine**

Correct Solutions:  $(x-6)^2$

Explanation of Error: Jermaine was working the problem correctly until he squared -36 incorrectly at Step 3. It appears that he divided by 2 instead of finding the square root of 36, which is 6.

This student provides incorrect solutions for both Shannon's and Jermaine's equations. The explanation provided for Shannon's error indicates that the student did not recognize that Shannon was trying to solve the equation by completing the square and, therefore, did not understand steps that were correct ("pulled a 9 out of thin air"). The explanation for Jermaine's error contains an incorrect mathematical statement ("he squared -36"). This response does not receive any points according to the rubric; however, this student demonstrates minimal understanding in their explanation of Jermaine's error. While the explanation includes a mistake and is incomplete (square root of 36 would also be -6), it has enough ("It appears that he divided by 2 instead of finding the square root of 36.") to warrant a score of 1 for minimal understanding.

## Score Point 0

The following samples show the work of two students who each earned a score of 0. A score of 0 is received when a student response is incorrect, irrelevant, too brief to evaluate, or blank.

### Score Point 0, Student Response 1

#### Shannon

Correct Solutions: step 4 is 1

Explanation of Error: cause  $-3+4$  is 1

#### Jermaine

Correct Solutions: the correct one is -18

Explanation of Error: cause there is a -36 and u cant have both a nevative and a possitive 18.

This student provides incorrect solutions and explanations for both Shannon and Jermaine's work.

### Score Point 0, Student Response 2

#### Shannon

Correct Solutions: 2-5

Explanation of Error: Shannon should have not put the 9 in step two after she after she did step one she should have proceeded on with the equation powering o0ut the x squared and just brought that one down and the equation would have been  $1-6x=7$  and then she would have to subtract 7 by 1 and woud have ended up with a 6 and when she would have brought that 6x down she could ahev subtracted 6 by 6x and she would have gotten  $x=1$  and thats how she would have gotten the correct answer.

#### Jermaine

Correct Solutions: [no response]

Explanation of Error: Thereis nothing wrong with Jermmaines equations he worked it out in order step by step and he formated the equation right and he came out with the correct answer.

This student provides incorrect solutions for Shannon's equation and leaves the answer box empty for Jermaine's equation. The explanation provided for Shannon's error indicates that the student did not recognize that Shannon was trying to solve the equation by completing the square and, therefore, did not understand steps that were correct ("should not have put the 9 in step 2"). This student attempts to solve with an alternate method (factoring), but makes several mathematical errors. For Jermaine's error, the student attempts to argue against the directions and claim that there is "nothing wrong with Jermmaines equations...he came out with the correct answer."



Louisiana Believes

# SAMPLE TEST ITEMS

## Geometry

## 2014-2015

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## INTRODUCTION

*Louisiana Believes* embraces the principle that all children can achieve at high levels and promotes the idea that Louisiana’s educators should be empowered to make decisions to support the success of their students. In keeping with these values, the Louisiana Department of Education (LDOE) created this document with released and sample test items to help prepare teachers and students for the End-of-Course (EOC) assessments. These items reflect the LDOE’s commitment to deliver consistent and rigorous assessments and provide educators and families with clear information about expectations for student performance.

### Purpose of This Document

Teachers are encouraged to use the released and sample test items to gauge student learning, guide instruction, and develop classroom assessments and tasks. The document includes multiple-choice and constructed-response items that exemplify how the [Louisiana Mathematics Standards](#) will be assessed on the Geometry EOC test. A discussion of each item highlights the knowledge and skills the item is intended to measure. As you review the items, it is important to remember that these sample items represent only a portion of the knowledge and skills measured by the Geometry EOC test. Additionally, teachers can continue to use the multiple-choice and constructed-response items in the [2013-14 Sample Test Items Geometry](#) document for these purposes<sup>1</sup>.

### Geometry EOC Test Administration

The Geometry EOC test is administered to students who have completed one of the courses listed in the table below.

Course	Course Code
<b>Geometry</b>	160323
<b>Applied Geometry</b>	160332
<b>Integrated Math III</b>	160341

The Geometry EOC test contains forty-six multiple-choice items and one constructed-response item. In addition, some field test items are embedded. Multiple-choice items assess knowledge, conceptual understanding, and application of skills. They consist of an interrogatory stem followed by four answer options and are scored as correct or incorrect. Constructed-response items require students to compose an answer, and these items generally require higher-order thinking. A typical constructed-response item may require students to develop an idea, demonstrate a problem-solving strategy, or justify an answer based on reasoning or evidence. The Geometry constructed-response item is scored on a scale of 0 to 4 points. The general constructed-response rubric, shown on the next page, provides descriptors for each score point.

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<sup>1</sup> Only the content of the sample items should be used from the 2013 document. Test administration information in the 2013 document is irrelevant to the current school year.

Score	Description
4	The student's response demonstrates in-depth understanding of the relevant content and/or procedures. The student completes all important components of the task accurately and communicates ideas effectively. Where appropriate, the student offers insightful interpretations and/or extensions. Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures.
3	The student completes the most important aspects of the task accurately and communicates clearly. The student's response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. The student's logic and reasoning may contain minor flaws.
2	The student completes some parts of the task successfully. The student's response demonstrates gaps in conceptual understanding.
1	The student completes only a small portion of the task and/or shows minimal understanding of the concepts and/or processes.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

### Achievement Levels

Student scores for the Geometry EOC test are reported at four achievement levels: *Excellent*, *Good*, *Fair*, and *Needs Improvement*. General definitions of the EOC achievement levels are shown below. A detailed list of [achievement-level descriptors](#) for Geometry can be found in the library on the LDOE website.

General Achievement-Level Definitions	
<b>Excellent</b>	A student at this achievement level has demonstrated mastery of course content beyond <i>Good</i> .
<b>Good</b>	A student at this achievement level has demonstrated mastery of course content and is well prepared for the next level of coursework in the subject area.
<b>Fair</b>	A student at this achievement level has demonstrated only the fundamental knowledge and skills needed for the next level of coursework in the subject area.
<b>Needs Improvement</b>	A student at this achievement level has not demonstrated the fundamental knowledge and skills needed for the next level of coursework in the subject area.

### Testing Materials and Online Tools

Students taking the Geometry EOC test have access to a number of resources during the test, including scratch paper, [graph paper](#), pencils, rulers, protractor, [calculator](#), [Geometry Reference Sheet](#), and [Geometry Typing Help](#). The Geometry Typing Help describes how to enter special characters, symbols, and formatting into typed responses. As of July 2014, the Geometry Typing Help has been updated to include information on typing complex roots and trigonometric functions. The graph paper, reference sheet, typing help, and EOC Tests online calculator can be found on the EOC Tests homepage at [www.louisianaecoc.org](http://www.louisianaecoc.org) under Test Coordinator Materials: Testing Materials. Teachers can help students become familiar with and feel comfortable using the Geometry Typing



Help and Geometry Reference Sheet prior to students taking the EOC test by incorporating these tools into teacher-made tasks, activities, and assessments. If students are expected to use the EOC online calculator, then students should regularly use this calculator in their classroom activities. The table below identifies the tools available for each session.

Tools	Provider	Session 1	Session 2	Session 3
scratch paper, graph paper, and two pencils	Test Administrator	YES	YES	YES
inch ruler, centimeter ruler, and protractor <sup>2</sup>	online	YES	YES	YES
calculator	online and/or Test Administrator	NO	YES	YES
Geometry Reference Sheet	online and/or Test Administrator	YES	YES	YES
Geometry Typing Help	online and/or Test Administrator	NO	YES	NO

**Note:** Students are **NOT** allowed to use calculators during session 1 unless students have the approved accommodation *Assistive Technology* and are allowed the use of a calculator.

## MULTIPLE-CHOICE ITEMS

This section presents ten multiple-choice items selected to illustrate the types of skills and knowledge students need in order to demonstrate understanding of the Louisiana Mathematics Standards and Mathematical Practices in the Geometry course.

Information shown for each item includes:

- item data—conceptual category, domain, cluster, standard, Mathematical Practice(s) (MP), calculator designation (allowed or not allowed), correct answer; and
- commentary—on the skills and knowledge associated with the standard measured by the item, on the MP(s) linked with the item, on why the correct answer is correct including how the answer is achieved, and on rationales for each incorrect answer option.

<sup>2</sup> The ruler and protractor tools may not be available for some questions. If a tool is **not** available, the option to use it will not appear.



## G.CO.B.08: Explaining SSS with rigid motions

**Conceptual Category** G. Geometry

**Domain** CO. Congruence

**Cluster** B. Understand congruence in terms of rigid motions

**Standard** 8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

**Calculator** Not Allowed

Use the figure to answer the question.

2 inches 

3 inches 

4 inches 

(Note: Not to scale.)

Zhan cut a drinking straw into three pieces (shown above) to investigate a triangle postulate. He moves the straw pieces to make triangles that have been translated, rotated, and reflected from an original position. The end of one piece is always touching the end of another piece. Which postulate could Zhan be investigating using **only** these straw pieces and no other tools?

- A. The sum of the measures of the interior angles of all triangles is  $180^\circ$ .
- B. If three sides of one triangle are congruent to three sides of a second triangle then, the triangles are congruent.
- C. The sum of the squares of the lengths of the two shorter sides of a triangle is equal to the square of the length of the longest side of a triangle.
- D. If two sides and the included angle of one triangle are congruent to two sides and the included angle of a second triangle, then the triangles are congruent.

This item requires students to logically connect the criteria for triangle congruence with the tools and actions being described in the context. Zhan is investigating the side-side-side postulate (SSS) for triangle congruence by observing that no matter how the triangle is moved or oriented, the corresponding side lengths will remain congruent to the pre-image. This extends beyond memorizing that the relationship exists to being able to explain or recognize logic based on these concepts.

Mathematical Practice(s)	
<b>MP 4</b>	Students need to relate the description of a physical modeling process to the mathematic concept it is modeling.
<b>MP 5</b>	Students need to relate what tools are needed for each answer choice to the tools that are given.
<b>MP 6</b>	Students need to examine the given context and make deliberate use of the exact information, eliminating options that require more exact investigation to explain.
<b>MP 7</b>	Students consider the physical structure of each manipulated triangle, what changes and what remains.
<b>MP 8</b>	Students consider the actual repetition of performing transformations with the triangle sides.

Correct Answer	Explanation
<b>B.</b> If three sides of one triangle are congruent to three sides of a second triangle, then the triangles are congruent.	Students realize that no matter how the orientation of the triangle changes due to the application of rigid motions, the side lengths will not change. They would need no other tools to determine this. If the side lengths remain the same, then no matter how the triangle is moved around, it will be congruent to the image in every orientation.

Incorrect Options	Rationales for Incorrect Options
<b>A.</b> The sum of the measures of the interior angles of all triangles is $180^\circ$ .	While it is true that no matter how the triangle is moved the interior angle measures sum will remain unchanged, the student would need a protractor to confirm that the interior angle measures sum will remain the same.
<b>C.</b> The sum of the squares of the lengths of the two shorter sides of a triangle is equal to the square of the length of the longest side of a triangle.	This option omits some relevant information. This postulate only applies to right triangles, so either a protractor is necessary to verify the presence of a right angle or students did not recognize that $2^2 + 3^2 \neq 4^2$ .
<b>D.</b> If two sides and the included angle of one triangle are congruent to two sides and the included angle of a second triangle, then the triangles are congruent.	To explain the side-angle-side (SAS) postulate, students would need a protractor to verify the included angle remains the same.

## G.CO.D.13: Square inscribed in a circle

**Conceptual Category** G. Geometry

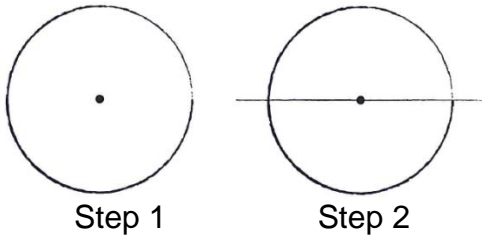
**Domain** CO. Congruence

**Cluster** D. Make geometric constructions

**Standard** 13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

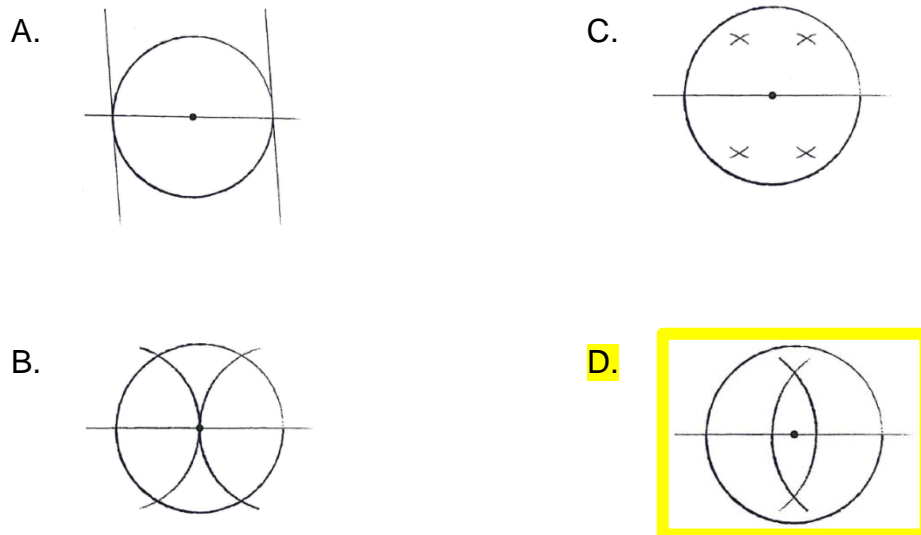
**Calculator** Allowed

Use the diagram to answer the question.



Daya is drawing a square inscribed in a circle using a compass and a straightedge. Her first two steps are shown.

Which is the **best** step for Daya to do next?



This item requires students to determine the subsequent steps to draw a square inscribed in a circle using only a compass and a straightedge. Since students cannot draw in the current EOC test environment, geometric constructions are best assessed as multiple-choice questions showing steps in the construction process. Students need to be familiar with the relationships between lines and circles and with various construction processes.

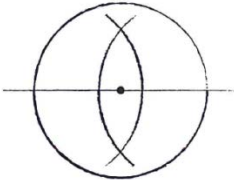
### Mathematical Practice(s)

- MP 5** Students must recognize how to effectively use a compass and straightedge to complete the steps to construct a square inscribed in a circle.
- MP 6** Students must recognize that only one method shown guarantees a precise construction.
- MP 7** Students must use the structure of the two steps shown to choose the appropriate subsequent step.

### Correct Answer

### Explanation

D.

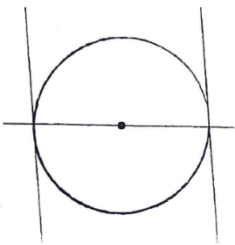


Students recognize a perpendicular bisector must be drawn to establish the  $90^\circ$  angles required in a square. Option D and the preceding steps represent a standard construction process.<sup>3</sup>

### Incorrect Options

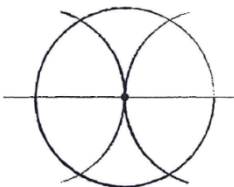
### Rationales for Incorrect Options

A.



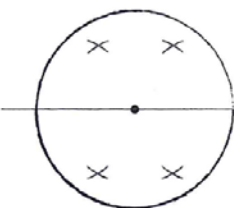
Students choosing this option demonstrate a lack of fundamental knowledge of the relationship between squares, circles, angles and lines. Option A does not consider the use of a compass at all, instead shows a step involving the drawing of tangent lines which are essentially useless and random.

B.



Students may think that intersection points of the arcs and the circle represent vertices of a square. While this would certainly create a rectangle, option B would not result in congruent sides necessary for a square.

C.



It is unclear in option C how the arcs are placed and how the compass is being used. This option gives no indication of precision for angle measures and side lengths.

<sup>3</sup> A full demonstration of the process for constructing a square inscribed in a circle, including written directions and accompanying proof, can be found at <http://www.mathopenref.com/constinsquare.html>.

## G.SRT.A.03: Proving angles congruent for AA similarity

**Conceptual Category** G. Geometry

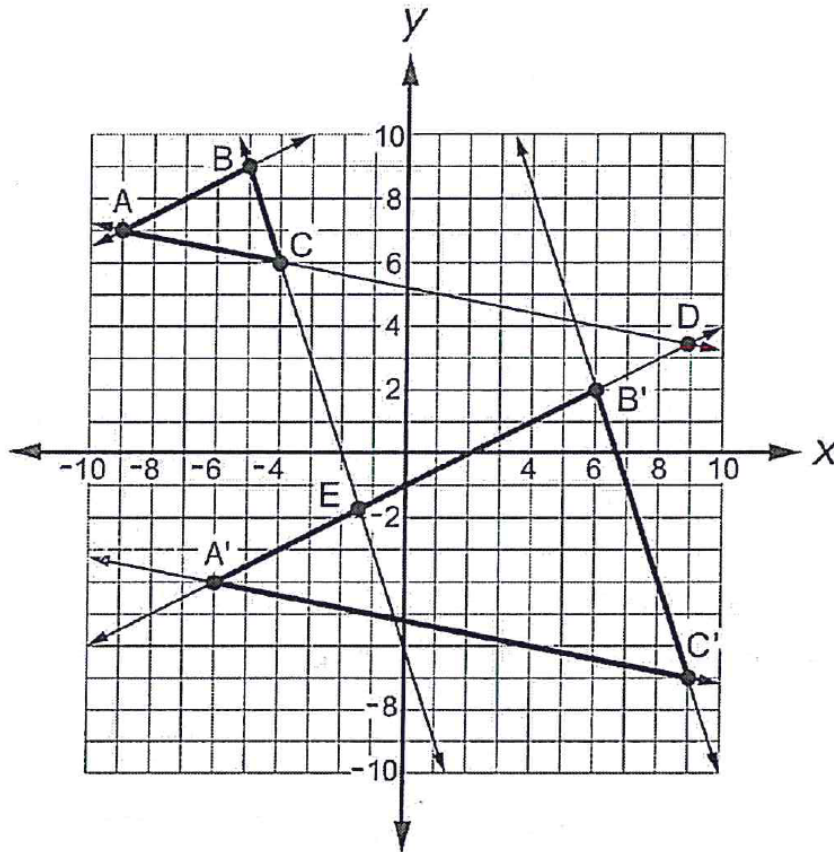
**Domain** SRT. Similarity, Right Triangles, and Trigonometry

**Cluster** A. Understand similarity in terms of similarity transformations

**Standard** 3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

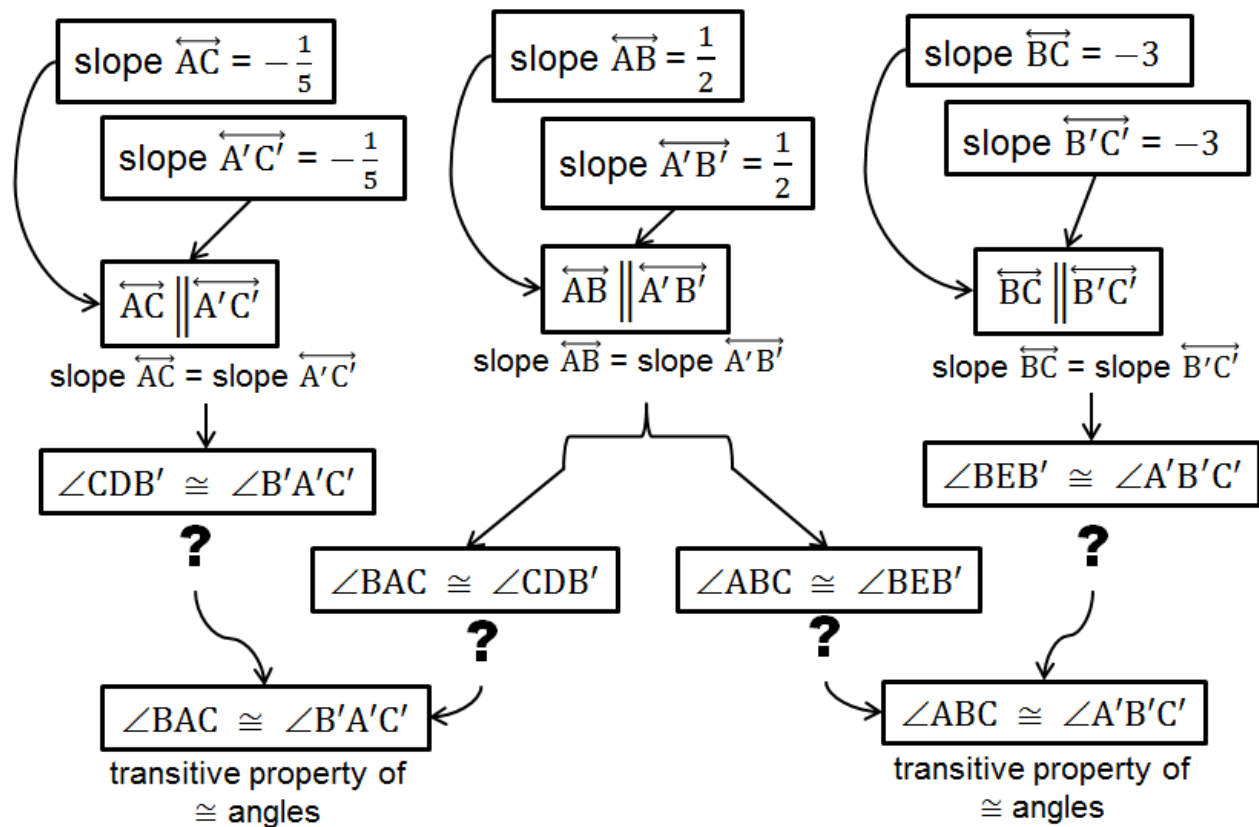
**Calculator** Not Allowed

Use the graph and flow chart to answer the question.



Kamal dilates triangle  $ABC$  to get triangle  $A'B'C'$ . He knows that the triangles are similar because of the definition of similarity transformations. He wants to demonstrate the angle-angle similarity postulate by proving  $\angle BAC \cong \angle B'A'C'$  and  $\angle ABC \cong \angle A'B'C'$ .

Kamal makes this incomplete flow chart proof.



What reason should Kamal add at all of the question marks in order to complete the proof?

- A. Two non-vertical lines have the same slope if and only if they are parallel.
- B. Angles supplementary to the same angle or to congruent angles are congruent.
- C. If two parallel lines are cut by a transversal, then each pair of corresponding angles is congruent.
- D. If two parallel lines are cut by a transversal, then each pair of alternate interior angles is congruent.

This item requires students to analyze the graph of several intersecting lines to determine the correct reasoning necessary to justify steps shown in a flowchart proof establishing AA criterion to prove congruence.

### Mathematical Practice(s)

**MP 1** Students must analyze the given information in the item and the constraints of the details provided in the proof and understand the goals of the problem.

**MP 3** Students must complete the logical progression presented in the proof.

Correct Answer	Explanation
D. If two parallel lines are cut by a transversal, then each pair of alternate interior angles is congruent.	Students recognize that option D is the only viable justification that applies to the four statements of congruence as each congruent pair are alternate interior angles.

Incorrect Options	Rationales for Incorrect Options
A. Two non-vertical lines have the same slope if and only if they are parallel.	This option does not justify angle congruence. It represents an earlier justification presented in the beginning steps of the proof.
B. Angles supplementary to the same angle or to congruent angles are congruent.	This option implies an existing congruence relationship that is not previously identified.
C. If two parallel lines are cut by a transversal, then each pair of corresponding angles is congruent.	Students choosing this option may have mistaken the angles described as corresponding angles instead of alternate interior angles.

## G.SRT.B.04: Corresponding angle bisectors

**Conceptual Category** G. Geometry

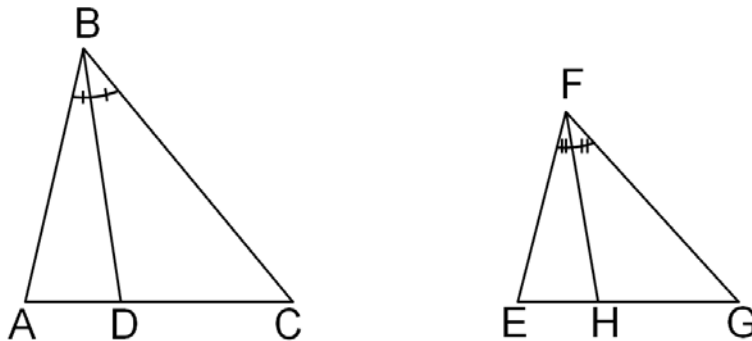
**Domain** SRT. Similarity, Right Triangles, and Trigonometry

**Cluster** B. Prove theorems involving similarity

**Standard** 4. Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*

**Calculator** Allowed

Use the diagram and flow chart to answer the question.



Ethan is proving the theorem that states that if two triangles are similar, then the measures of the corresponding angle bisectors are proportional to the measures of the corresponding sides.

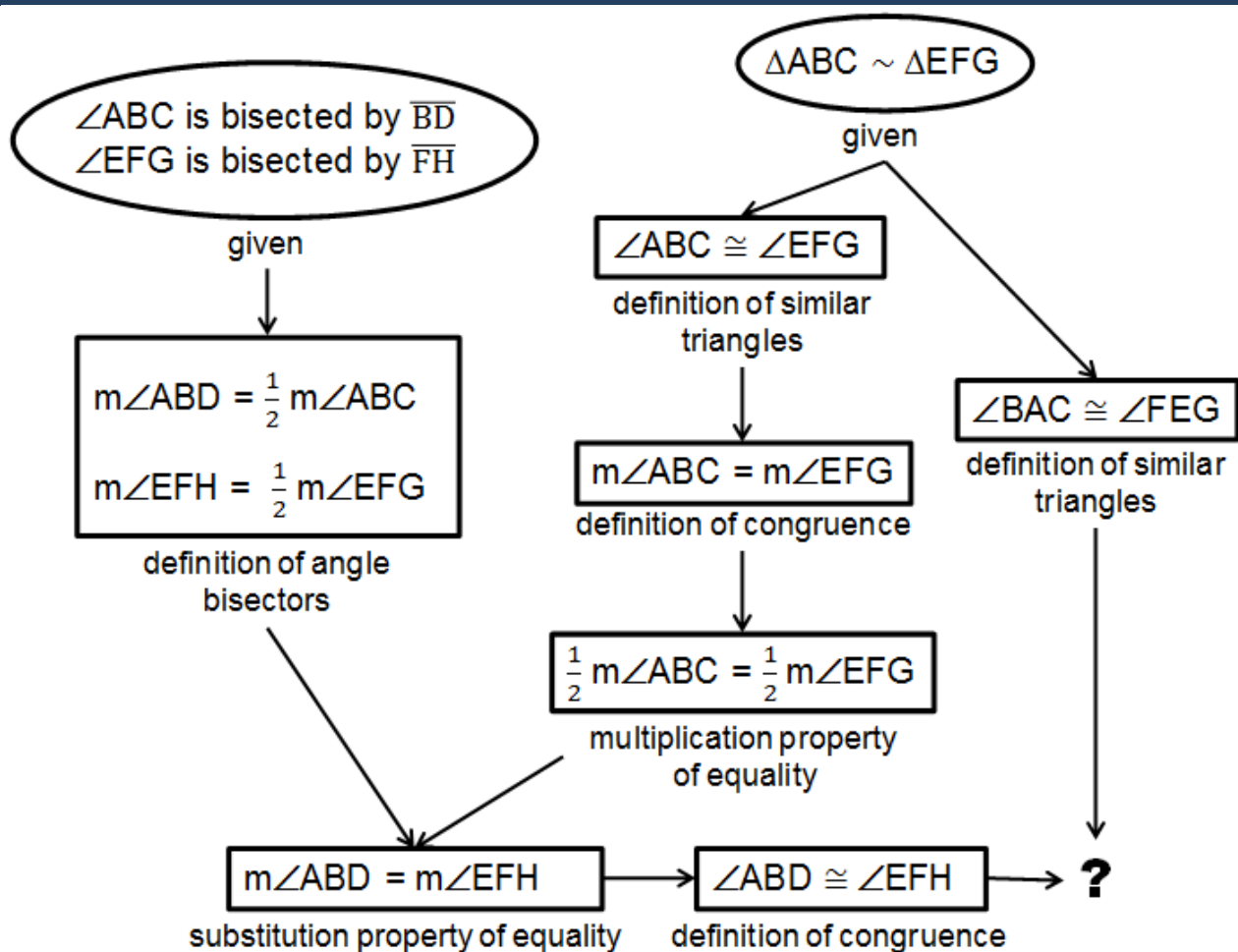
Given:  $\triangle ABC \sim \triangle EFG$ .

$\overline{BD}$  bisects  $\angle ABC$ , and  $\overline{FH}$  bisects  $\angle EFG$ .

Prove:  $\frac{AB}{EF} = \frac{BD}{FH}$

Ethan's incomplete flow chart proof is shown.





Which statement and reason should Ethan add at the question mark to **best continue** the proof?

A.  $\triangle ABD \sim \triangle EFH$  ; AA similarity

B.  $\angle BCA \cong \angle FGE$  ; definition of similar triangles

C.  $\frac{AB}{BC} = \frac{EF}{GH}$  ; definition of similar triangles

D.  $m\angle ADB + m\angle ABD + m\angle BAD = 180^\circ$ ;  $m\angle EFH + m\angle EHF + m\angle FEH = 180^\circ$ ;  
 Angle Sum Theorem

This item requires students to analyze the diagram and the incomplete proof given. Students use these tools to determine the appropriate next statement and justification to continue a triangle theorem proof.

### Mathematical Practice(s)

**MP 1** Students must analyze the given information in the item and the constraints of the details provided in the proof and understand the goal of the problem.

**MP 3** Students must continue the logical progression presented in the proof. This application is more challenging than items that require students to *complete* the proof because students cannot look to subsequent statements and justifications as additional cues to the logic presented.

### Correct Answer

### Explanation

A.  $\triangle ABD \sim \triangle EFH$  ;  
AA similarity

Students recognize that the preceding statements and justifications lead to establishing similar triangles using AA similarity. Establishing triangle similarity for these two triangles is necessary to prove that the corresponding parts measures are proportional.

### Incorrect Options

### Rationales for Incorrect Options

B.  $\angle BCA \cong \angle FGE$  ;  
definition of similar triangles

While true, it's not contributing to get closer to the goal of the proof.

C.  $\frac{AB}{BC} = \frac{EF}{GH}$  ;  
definition of similar triangles

The equation in this option is not true regardless of the accompanying statement.

D.  $m\angle ADB + m\angle ABD + m\angle BAD = 180^\circ$  ;  
 $m\angle EFH + m\angle EHF + m\angle FEH = 180^\circ$  ;  
Angle Sum Theorem

Students choosing this option show a lack of fundamental understanding of the information given in the diagram and flowchart proof and/or of the process of completing a geometric proof.

## G.SRT.C.06: Triangle sides given tangent value

**Conceptual Category** G. Geometry

**Domain** SRT. Similarity, Right Triangles, and Trigonometry

**Cluster** C. Define trigonometric ratios and solve problems involving right triangles

**Standard** 6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

**Calculator** Allowed

Kendall drew a right triangle. The tangent value for one angle in her triangle is 1.8750. Which set of side lengths could belong to a right triangle similar to the triangle Kendall drew?

- A. 16 cm, 30 cm, 35 cm
- B. 8 cm, 15 cm, 17 cm**
- C. 6 cm, 8 cm, 10 cm
- D. 1.875 cm, 8 cm, 8.2 cm

This item requires students to process the given information (tangent value, right triangle, similar triangles) in order to figure out which set of triangle side lengths will meet the given criteria without the benefit of a diagram. Students need to apply knowledge of how to determine if three side lengths form a right triangle, properties of similar triangles, how tangent values are calculated, and number sense.

Note: Students may draw diagrams on their scratch paper.

### Mathematical Practice(s)

**MP 1** Students need to make sense of the given information in order to determine how to solve the problem.

### Correct Answer Explanation

B. 8 cm, 15 cm, 17 cm

This option is one of only two given that represents a right triangle. Determining whether a triangle is right or not with just the side lengths given can be found by applying the converse of the Pythagorean Theorem ( $8^2 + 15^2 = 17^2$ ). Students recognize that tangent values will be the same in similar triangles because corresponding side lengths are proportional. In order to find a tangent value for an angle, students divide the opposite side length by the adjacent side length. Without the benefit of a diagram, students know that the longest side length is the hypotenuse, so they need to use the two shorter side lengths. Since the tangent value given (1.8750) is greater than one, students recognize that they are dividing a larger number by a smaller number, so 15 divided by 8.

Incorrect Options	Rationales for Incorrect Options
A. 16 cm, 30 cm, 35 cm	This option is not a right triangle because $16^2 + 30^2 = 1156$ but $35^2 = 1225$ . Students may have thought this was a correct answer because 30 divided by 16 equals 1.8750.
C. 6 cm, 8 cm, 10 cm	This option is the only other option besides the correct response that gives side lengths for a right triangle. Students may have chosen this option because the side lengths listed form a well-known Pythagorean triple. This is incorrect because 8 divided by 6 is $1.\bar{3}$ .
D. 1.875 cm, 8 cm, 8.2 cm	This option is incorrect in two ways. First, it is not a right triangle because $1.875^2 + 8^2 = 67.515625$ but $8.2^2 = 67.24$ . Students may have thought this was “close enough” to be a right triangle. Also, 8 divided by 1.875 does not equal 1.8750; it equals $4.2\bar{6}$ . Most likely, students choose this option because one of the side lengths given is the same as the tangent value given.

**G.SRT.C.07:  $\cos x^\circ = \sin(90 - x)^\circ$** **Conceptual Category** G. Geometry**Domain** SRT. Similarity, Right Triangles, and Trigonometry**Cluster** C. Define trigonometric ratios and solve problems involving right triangles.**Standard** 7. Explain and use the relationship between the sine and cosine of complementary angles.**Calculator** Not Allowed

Adnan states if  $\cos 30^\circ \approx 0.866$ , then  $\sin 30^\circ \approx 0.866$ . Which justification correctly explains whether or not Adnan is correct?

A. Adnan is correct because  $\cos x^\circ$  and  $\sin x^\circ$  are always equivalent in any right triangle.

B. Adnan is correct because  $\cos x^\circ$  and  $\sin x^\circ$  are only equivalent in a  $30^\circ - 60^\circ - 90^\circ$  triangle.

C. Adnan is incorrect because  $\cos x^\circ$  and  $\sin(90 - x)^\circ$  are always equivalent in any right triangle.

D. Adnan is incorrect because only  $\cos x^\circ$  and  $\cos(90 - x)^\circ$  are equivalent in a  $30^\circ - 60^\circ - 90^\circ$  triangle.

This item requires students to demonstrate conceptual understanding of the relationship between sine and cosine of complementary angles in order to determine the validity of a claim and select the appropriate justification for that reasoning.

**Mathematical Practice(s)**

**MP 3** Students determine whether the given claim is correct and select justification to support the determination.

**Correct Answer**

C. Adnan is incorrect because  $\cos x^\circ$  and  $\sin(90 - x)^\circ$  are always equivalent in any right triangle.

**Explanation**

Students determine that Adnan is incorrect because sine and cosine for a given angle are only equivalent in an isosceles right triangle where opposite and adjacent side lengths are the same value. Students justify their reasoning by recognizing that the relationship between sine and cosine of complementary angles is congruent. The adjacent side length used to calculate  $\cos x^\circ$  is the opposite side used to calculate  $\sin(90 - x)^\circ$ . This value is the numerator and the hypotenuse length is the denominator for both trigonometric ratios.

Incorrect Options	Rationales for Incorrect Options
A. Adnan is correct because $\cos x^\circ$ and $\sin x^\circ$ are always equivalent in any right triangle.	This option is incorrect because sine and cosine are only equivalent in an isosceles right triangle where opposite and adjacent sides lengths are the same value. Students may misunderstand how cosine and sine are calculated.
B. Adnan is correct because $\cos x^\circ$ and $\sin x^\circ$ are only equivalent in a $30^\circ - 60^\circ - 90^\circ$ triangle.	This option is incorrect because sine and cosine are only equivalent in an isosceles right triangle where opposite and adjacent sides lengths are the same value. Students may misunderstand how cosine and sine are calculated.
D. Adnan is incorrect because only $\cos x^\circ$ and $\cos(90 - x)^\circ$ are equivalent in a $30^\circ - 60^\circ - 90^\circ$ triangle.	Students determine that Adnan is incorrect but select an incorrect justification. The justification in this option means the same as Adnan's claim. The value $\cos(90 - x)^\circ$ is the same as $\sin x^\circ$ in any right triangle. The value of $\cos x^\circ$ does not equal the value of cosine of the complementary angle.

## G.C.A.01: Why are all circles similar?

**Conceptual Category** G. Geometry

**Domain** C. Circles

**Cluster** A. Understand and apply theorems about circles

**Standard** 1. Prove that all circles are similar.

**Calculator** Allowed

Which statement explains why all circles are similar?

A. There are  $360^\circ$  in every circle.

**B. The ratio of the circumference of a circle to its diameter is same for every circle.**

C. The diameter of every circle is proportional to the radius.

D. The inscribed angle in every circle is proportional to the central angle.

This item requires students to identify reasoning that proves why all circles are similar.

### Mathematical Practice(s)

**MP 8** Students should become familiar with this relationship after repeated calculation of circumference in class activities and tasks.

### Correct Answer

B. The ratio of the circumference of a circle to its diameter is same for every circle.

### Explanation

Students understand that the ratio of the circumference of a circle to its diameter is  $\pi$  because only  $\pi$  is multiplied by the diameter to find the circumference of a circle.

### Incorrect Options

A. There are  $360^\circ$  in every circle.

### Rationales for Incorrect Options

The sum of the degree measures in a figure does not indicate anything with regards to similarity. For example, the sum of the angles in any quadrilateral is equal to  $360^\circ$ , but a square does not have to be similar to a rhombus.

C. The diameter of every circle is proportional to the radius.

In order for two shapes to be proven similar using proportions, a proportion involving a corresponding side (circumference for a circle) must be used. While this option is a true statement, it does not prove similarity.

D. The inscribed angle in every circle is proportional to the central angle.

In order for two shapes to be proven similar using proportions, a proportion involving a corresponding side (circumference for a circle) must be used. While this option is a true statement, it does not prove similarity.

## G.GPE.B.06: Partition segment 5 to 1

**Conceptual Category** G. Geometry

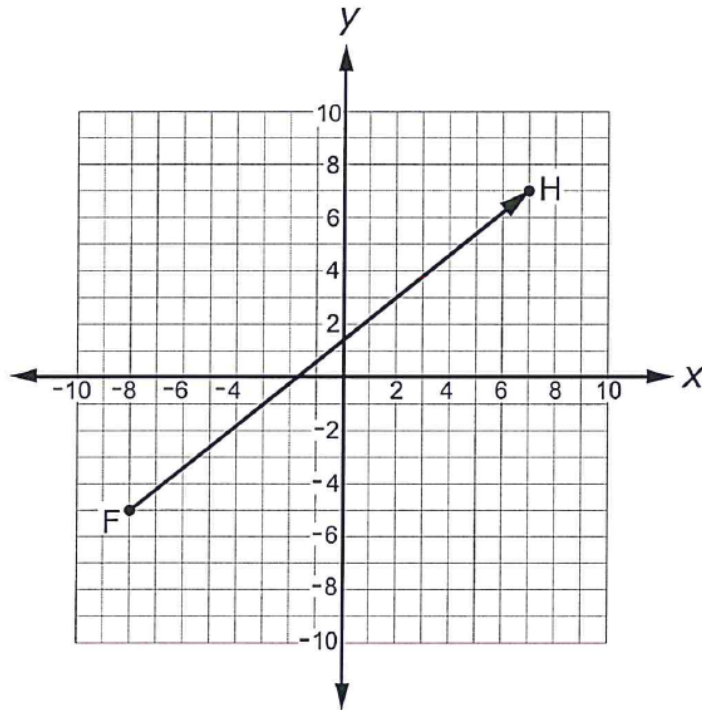
**Domain** GPE. Expressing Geometric Properties with Equations

**Cluster** B. Use coordinates to prove simple geometric theorems algebraically

**Standard** 6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

**Calculator** Allowed

Use the graph to answer the question.



Point G is drawn on the line segment so that the ratio of FG to GH is 5 to 1.

What are the coordinates of point G?

- A. (4, 4.6)
- B. (4.5, 5)**
- C. (-5.5, -3)
- D. (-5, -2.6)

This item requires students to find the point (4.5, 5) on directed line segment FH that partitions the segment 5 to 1 by incorporating knowledge of translation, dilation factor, and proportional reasoning.



**Mathematical Practice(s)**

**MP 1** Students must understand the relationship between the points on the directed line segment and analyze the given constraints in order to solve the problem.

**Correct Answer Explanation**

B. (4.5, 5) Students recognize that a ratio of 5 to 1 would partition the line into 6 parts which would involve dilating the directed line segment by a factor of  $\frac{5}{6}$ .

One possible method for solving is shown below.

step 1	$\begin{aligned} x_2 - x_1 \\ 7 - (-8) \\ = +15 \end{aligned}$	$\begin{aligned} y_2 - y_1 \\ 7 - (-5) \\ = +12 \end{aligned}$	determine the translation rule from beginning $(x_1, y_1)$ point F(-8, -5) to ending $(x_2, y_2)$ point H (7, 7); +15 is a movement of 15 units to the right and +12 is a movement of 12 units up
step 2	$\begin{aligned} 15 \times \frac{5}{6} \\ = 12.5 \end{aligned}$	$\begin{aligned} 12 \times \frac{5}{6} \\ = 10 \end{aligned}$	multiply the translation numbers (15 and 12) by the dilation factor $\left(\frac{5}{6}\right)$ ; a ratio of 5 to 1 would mean a partition into 6 parts and 5 of 6 parts would be $\frac{5}{6}$
step 3	$\begin{aligned} (-8) + 12.5 \\ = 4.5 \end{aligned}$	$\begin{aligned} (-5) + 10 \\ = 5 \end{aligned}$	add the dilated lengths (12.5 and 10) to the original coordinates of point F(-8, -5).

Point G will be located at (4.5, 5).

**Incorrect Options Rationales for Incorrect Options**

- A. (4, 4.6) Students choosing this option may have thought that a 5 to 1 ratio meant a partition into 5 parts. Option A represents multiplying by a factor of  $\frac{4}{5}$  in step 2.
- C. (-5.5, -3) Students choosing this option may have swapped F and H as beginning and end points or calculated a 1 to 5 ratio instead. Option C represents changing the order of subtraction in step 1 or multiplying by a factor of  $\frac{1}{5}$  in step 2.
- D. (-5, -2.6) Students choosing this option may have thought that a 5 to 1 ratio meant a partition into 5 parts. Option D represents this misconception and an additional error of either changing the order of subtraction in step 1 **or** multiplying by a factor of  $\frac{1}{4}$  in step 2.

## G.GMD.A.01: Deriving pyramid volume formula

**Conceptual Category** G. Geometry

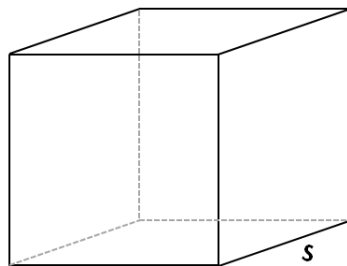
**Domain** GMD. Geometric Measurement and Dimension

**Cluster** A. Explain volume formulas and use them to solve problems

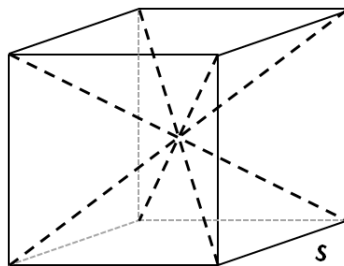
**Standard** 1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*

**Calculator** Allowed

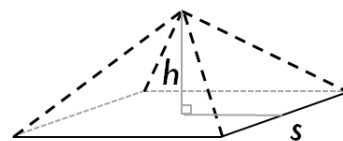
Use the figures to answer the question.



cube



cube cut into 6  
pyramids



one pyramid

Sasha derived the formula for the volume of a square pyramid. She started by dividing a cube into 6 identical square pyramids. The top vertex of each pyramid meets at the central point in the cube, with the cube's diagonals as the edges.

$V$  = the volume of a pyramid;  $s$  = side length of base,  $h$  = height of pyramid

The steps of Sasha's work are shown.

Step 1:  $6V = s^3$

Step 2:  $V = \frac{1}{6} s^3$

Maggie also derived the formula for volume of a square pyramid.

Maggie's result is  $V = \frac{1}{3} s^2 h$ .

The formulas derived by Sasha and Maggie can both be used to correctly calculate the volume of a square pyramid.

What are the **best** next steps for Sasha to take to prove that either formula can be used to find the volume of a square pyramid?

A.

step 3	$2h = s$
step 4	$V = \frac{1}{6}(2h)^3$
step 5	$V = \frac{1}{3}8h^3$

C.

step 3	$2s = h$
step 4	$s = \frac{1}{2}h$
step 5	$V = \frac{1}{6}s^2(s)$
step 6	$V = \frac{1}{6}s^2\left(\frac{1}{2}h\right)$

B.

step 3	$2h = s$
step 4	$V = \frac{1}{6}s^2(s)$
step 5	$V = \frac{1}{6}s^2(2h)$

D.

step 3	$2s = h$
step 4	$s = \frac{1}{2}h$
step 5	$V = \frac{1}{6}\left(\frac{1}{2}h\right)^3$
step 6	$V = \frac{1}{6}\left(\frac{1}{8}\right)h^3$

This item requires students to analyze the given diagrams and the algebraic work shown in order to continue the derivation process. While students have the formula to find volume of a square pyramid on their Geometry Reference Sheet, the formula shown on the sheet is of a different form than either formula given in the problem.<sup>4</sup>

### Mathematical Practice(s)

- MP 1** Students need to make sense of the given diagram, context, and calculations in order to determine how to connect one equation to the other.
- MP 4** Students need to model the geometric relationship shown with algebraic computations.
- MP 6** Students need to examine the answer choices closely to determine which shows the precise derivation that would follow from the given steps and is free from mathematical errors.
- MP 7** Students consider the physical structure of the diagram and the structure of the steps shown to determine which set of continuing steps follow the same structure.

<sup>4</sup> The formula for volume of a square pyramid shown on the Geometry Reference Sheet is  $V = \frac{1}{3}Bh$  where  $B$  represents the area of the base of the pyramid.

**Correct Answer****Explanation**

B.

step 3	$2h = s$
step 4	$V = \frac{1}{6}s^2(s)$
step 5	$V = \frac{1}{6}s^2(2h)$

Students recognize that multiplying the height of the pyramid by 2 will equal the side length because the faces of a cube are all squares. For step 4, students go back to step 2 and recognize that  $s^3$  is equal to  $s \times s \times s$  or  $s^2(s)$ . This form is important because  $s^2$  is the area of the base. In step 5, students take the knowledge from step 3 to replace  $(s)$  with  $(2h)$ . This sets up for the remainder of the steps necessary to complete the process. For a sixth step, students could simplify by multiplying  $2 \times \frac{1}{6}$  to get  $\frac{1}{3}$ .

**Incorrect Options****Rationales for Incorrect Options**

A.

step 3	$2h = s$
step 4	$V = \frac{1}{6}(2h)^3$
step 5	$V = \frac{1}{3}8h^3$

Option A starts the same as correct option B by recognizing that two heights equal the length of one side. Step 4 is a legitimate route to take by replacing  $s^3$  with  $(2h)^3$ . The error is in step 5; the 2 is used when simplifying,  $2 \times \frac{1}{6} = \frac{1}{3}$ . However,  $2 \times \frac{1}{6}$  cannot be simplified before the expression  $(2h)^3$  is evaluated because in the order of operations evaluating exponents is done before multiplication. The expression  $(2h)^3$  is correctly evaluated as  $8h^3$ . Simplifying would then be  $8 \times \frac{1}{6} = \frac{8}{6} = \frac{4}{3}$ .

C.

step 3	$2s = h$
step 4	$s = \frac{1}{2}h$
step 5	$V = \frac{1}{6}s^2(s)$
step 6	$V = \frac{1}{6}s^2\left(\frac{1}{2}h\right)$

In option C, the statement in step 3 is incorrect which results in the remaining steps being incorrect.

D.

step 3	$2s = h$
step 4	$s = \frac{1}{2}h$
step 5	$V = \frac{1}{6}\left(\frac{1}{2}h\right)^3$
step 6	$V = \frac{1}{6}\left(\frac{1}{8}\right)h^3$

In option D, the statement in step 3 is incorrect which results in the remaining steps being incorrect.

## G.MG.A.01: Hemisphere to model shape of a pond

**Conceptual Category** G. Geometry

**Domain** MG. Modeling with Geometry

**Cluster** A. Apply geometric concepts in modeling situations<sup>5</sup>

**Standard** 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

**Calculator** Allowed

Use the diagrams to answer the question.

Diagram 1: Side view of City Park Pond

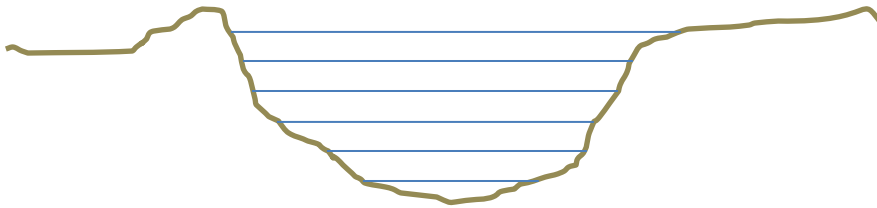
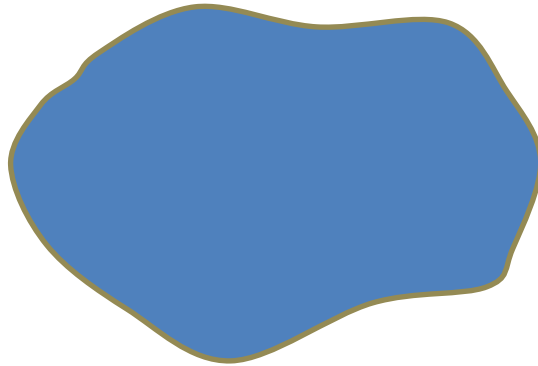


Diagram 2: Top view of City Park Pond



Based on the two diagrams shown, which formula would be **best** to use to estimate the volume of City Park Pond?

<sup>5</sup> Modeling Standards - Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards. The basic modeling cycle involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

A.  $V = \pi r^2 h$

B.  $V = \frac{2}{3} \pi r^3$

C.  $V = \frac{1}{3} Bh$

D.  $V = \frac{1}{3} \pi r^2 h$

This item requires students to determine the appropriate 3-dimensional figure to model the context and identify which volume formula corresponds to that figure. The formula for volume of a hemisphere is not on the Geometry Reference Sheet. Students need to derive this formula by taking half of the formula for volume of a sphere, which is on the reference sheet.

#### Mathematical Practice(s)

**MP 4** Students need to model the shape of the pond with the most appropriate 3-dimensional figure.

**MP 7** Students need to analyze the physical structure shown in the two diagrams.

#### Correct Answer Explanation

B.  $V = \frac{2}{3} \pi r^3$  Students correctly determine that the best 3-dimensional shape to model the pond is a hemisphere and identifies the formula for volume of a hemisphere. Students should recognize that a hemisphere is half a sphere so the volume of a hemisphere would be half the volume of a sphere  $\left( V = \frac{1}{2} \left( \frac{4}{3} \pi r^3 \right) \right)$ .

#### Incorrect Options Rationales for Incorrect Options

A.  $V = \pi r^2 h$  Students determine the shape to be cylindrical which would not cover as much volume as a hemisphere, and so is not the **best** option.

C.  $V = \frac{1}{3} Bh$  Students determine the shape to be pyramid-like or conic which would not cover as much volume as a hemisphere, and so is not the **best** option.

D.  $V = \frac{1}{3} \pi r^2 h$  Students determine the shape to be conic which would not cover as much volume as a hemisphere, and so is not the **best** option.

## CONSTRUCTED-RESPONSE ITEM

This section presents a constructed-response item, scoring information, and samples of student responses that received scores of 4, 3, 2, 1, 1 for minimal understanding, and 0. In addition to the online resources available for all test questions, students have access to the Geometry Typing Help<sup>6</sup>, which describes how to enter special characters, symbols, and formatting into typed responses.

### G.MG.A.03: Soybean Yield

**Conceptual Category** G. Geometry

**Domain** MG. Modeling with Geometry

**Cluster** A. Apply geometric concepts in modeling situations

**Standard** 3. Apply geometric methods to solve design problems (e.g., design an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).<sup>7</sup>

**Calculator** Allowed

Mr. Fontenot planted four types of soybeans on his land in order to compare overall cost (for planting and harvesting) and crop harvest. The table shows the number of acres planted, the cost per acre, and the number of bushels of soybeans produced for the different types of soybeans.

Type of Soybean	Number of Acres Planted	Cost (per acre) to Harvest	Number of Bushels Produced
A	200	\$174.70	9,000
B	150	\$180.90	7,500
C	100	\$192.40	5,900
D	75	\$204.00	4,500

#### Part A

Regulations specify that Mr. Fontenot cannot devote more than 80% of a field to one particular type of soybean. He wants to design a field so that he can harvest the most soybeans for the lowest cost. What is the best design plan for Mr. Fontenot's 525 acres? Include specific details about which soybeans you chose, how many acres of each type should be planted, and why you chose those soybeans.

*(student enters response in text box)*

<sup>6</sup> As of July 2014, the Geometry Typing Help has been updated to include information on typing complex roots and trigonometric functions.

<sup>7</sup> See [Modeling Standards](#) footnote (5) in this document.

### Part B

This table shows the profit Mr. Fontenot can earn per bushel for each type of soybean.

Type of Soybean	Profit per Bushel
A	\$4.50
B	\$3.88
C	\$3.96
D	\$4.24

Determine if the design plan created in part A is the most profitable 80/20 design.

- If part A is the most profitable plan, explain why it is the most profitable and include specific details about the profitability of the plan from part A compared to all other possible design plans.

OR

- If part A is **not** the most profitable plan, determine which design plan is the most profitable and include specific details about the profitability of the plan from part A compared to this design plan.

*(student enters response in text box)*

This item requires students to analyze the given information in order to determine the **best** design plan to meet the given constraints in part A. Students also evaluate the determined design plan in light of new constraints presented in part B. Sufficient support/justification is required in both parts of the item.

### Mathematical Practice(s)

- |             |   |
|-------------|---|
| <b>MP 1</b> | Students must examine and make sense of all of the given information in the problem and develop a solution pathway in order to provide the requested information.   |
| <b>MP 3</b> | Students must construct viable arguments to support their reasoning.  |
| <b>MP 6</b> | Students must complete the steps to solving with precision in order to determine the correct solutions and be mindful of their use of units throughout. Any calculations shown must be free of mathematical errors. |



## Scoring Information

This section includes information used to score this constructed-response item: an exemplary response, an explanation of how points are assigned, and a scoring rubric. Appropriate scoring parameters for all EOC constructed-response items are determined by Rangefinding Committees comprised of teachers and curriculum experts from across the state of Louisiana.

### Scoring Rubric

<b>4</b>	The student earns 4 points.
<b>3</b>	The student earns 3 points.
<b>2</b>	The student earns 2 points.
<b>1</b>	The student earns 1 point OR demonstrates minimal understanding of the standard being measured.
<b>0</b>	The student's response is incorrect, irrelevant to the skill or concept being measured, or blank.

### Sample Answer

#### Part A.

Mr. Fontenot should plant 420 acres of soybean C and 105 acres of soybean D.

$525 * 0.8 = 420$  Cost per bushel: A = \$3.88; B = \$3.62; C = \$3.26; D = \$3.40

Soybean C has the lowest cost per bushel to produce and therefore should be planted on the maximum 80%. Soybean D has the next lowest cost per bushel to produce and should be used for the other 20%.

#### Part B.

The design plan in part A is not the most profitable 80/20 design. Mr. Fontenot should plant 420 acres of soybean D and 105 acres of soybean C. Based on the numbers of bushels per acre and the profit per bushel, Soybean D yields the greatest profit for the larger section of 420 acres. Soybean C yields the next greatest profit based on bushels per acre and profit, and should be used for the other 20%. This would be a total profit of \$131,380.20 which is \$6,539.40 greater than the profit of \$124,840.80 from the plan in part A.

### Points Assigned

#### Part A.

- 1 point for correct design of 420 acres of C and 105 acres of D
- 1 point for providing complete and correct support for their selection

#### Part B.

- 1 point for correct design of 420 acres of D and 105 acres of C
- 1 point for providing complete and correct support for their selection

## Sample Student Responses<sup>8</sup>

### Score Point 4

The following authentic student responses show the work of two students who each earned a score of 4. A score of 4 is received when a student completes all required components of the task and communicates his or her ideas effectively. The response should demonstrate in-depth understanding of the content objectives, and all required components of the task should be complete.

#### Score Point 4, Student Response 1

##### Part A.

Of the four types of soybeans, type C costs the least to produce per bushel at \$3.26 per bushel, followed by type D at \$3.40 per bushel, type B at \$3.62 per bushel, and finally, type A, the most expensive, at \$3.88 per bushel.

Since Mr. Fontenot can not plant more than 80% of his field with one bean, he should plant the first 80% with type C, and the remaining 20% with type D, which was the next most cost-effective soybean. This would mean Mr. Fontenot would be planting 420 acres of type C soybeans and 105 acres of type D soybeans.

##### Part B.

Assuming that the profits listed take into account the cost of harvest, the plan created in part A would not be the most profitable. While type C soybeans are the least costly to harvest, type D soybeans grow more soybeans per acre, meaning more profits. The design of plan A would mean \$124,840.80 in profit. If Mr. Fontenot planted instead 420 acres of Type D and 105 of Type C soybeans, however, the total profit would be \$131,380.20. A total of \$6,539.40 more in profit than the field design from part A. The most profitable field design would be to plant 420 acres of Type D (80%) and 105 acres of Type C beans (20%).

This student response is correct and clear. In part A, the student provides the correct 80/20 partition and provides sufficient justification for their reasoning, including cost per bushel of all types and the number of acres of each type in the most profitable design plan. In part B, the student provides a correct design plan and sufficient support for their conclusion, including an analysis of the previous design plan provided in part A.

<sup>8</sup> All student responses are authentic student work and not edited in any way, so responses may include typographical errors such as misspelled words or missing spaces.

## Score Point 4, Student Response 2

### Part A.

The best design plan for Mr. Fontenot to use is to plant 420 acres of type C soybeans and 105 acres of type D soybeans. I chose to use the most of type C soybeans because it costs lowest price to harvest. It only cost \$3.26 to harvest one bushel. I chose type D soybeans for the remainder of the field because it costs the second lowest price to harvest. It only costs \$3.40 to harvest one bushel.

### Part B.

The design created in part A is not the most profitable 80/20 design. The profitability of the plan from part A is only \$124840.80. Though the profitability would be higher if the plan was 420 acres of type D and 105 acres of type C. The profitability would then be \$131380.20. The profitability of the new plan would make \$6539.40 more than the profitability of the plan from part A.

This response receives full credit. In part A, the student provides the correct design plan and sufficient support for that plan. Although the student did not list the cost per bushel for each type of soybean, the response indicates that this process was completed (“it costs the lowest price” and “the second lowest price”). In part B, the student provides the correct design plan and sufficient support, including an analysis of the previous plan in part A and a comparison of the two design plans (“the new plan would make \$6539.40 more”).

### Score Point 3

The following authentic student responses show the work of two students who each earned a score of 3. A score of 3 is received when a student completes 3 of the 4 components correctly. There may be simple errors in calculations or some confusion with communicating his or her ideas effectively.

#### Score Point 3, Student Response 1

##### Part A.

Mr. Fontenot wants to find the most cost efficient and profitable scheme for harvesting his soybeans. The most profitable plan would be to have 420 feild (80%) of soybean C and 105 feild (20%) of soybean D. The total cost of this would be \$102,228 which is more than the above charts total of \$96,615. But this scheme is allowing you to grow more soybeans. This scheme allows you to grow 31,080 soybeans total while the chart above only allows you to grow 26,900 total soybeans. If you divide the total cost by the total number of bushles then you realize that my scheme only cost about \$3.289 per bushle while the chart above cost about \$3.596. So if you change your plotting stratagey to this one you could actually continue to sell the beans at the same price as before and make a larger profit with out having to raise your prices.

##### Part B.

The plan I created would have been the most profitable with out knowing the profits of each bushel. Now knowing the profits earned each diffrent bushle I can conclude that 420 acres of soybean D and 105 acres of soybean C would be more profitable than my last plan in part A. My plan in part A, now knowing the actuall profits, would earn \$124,840.80 in profits. The newest plan I just explained in Part B would earn \$131,380.20 in profits. An extra profit of \$6,539.40

In part A, the student provides a correct design plan but does not include sufficient support for this selection. Sufficient support needs to include a comparison to cost per bushel of soybean types A and B. In part B, the student provides a correct design plan and sufficient support, including an analysis of the previous plan and a comparison of the two plans (“An extra profit of \$6,539.40.”). The student earns 3 points for providing plans for both parts and one correct and complete justification (part A).

#### Score Point 3, Student Response 2

##### Part A.

I chose soybeans c and d because they had the lowest cost per bushel to harvest. Soybean C cost 3.261 \$ to harvest and soybean D cost 3.4 \$ to harvest. Whereas Soybean A cost 3.88 and soybean B cost 3.618 to harvest.

##### Part B.

No this plan is not the most profitable 80/20 design, because per bushel soybean D is more profitable, so therefore there should be 420 acres of soybean D and 105 acres of soybean C.

In part A, the student correctly identifies soybeans C and D but does not indicate how much of each to plant (i.e., 420 acres of C and 105 acres of D). The support provided in part A is sufficient because it includes the cost per bushel of each type. In part B, the student provides the correct design plan and the justification provided is adequate (“per bushel soybean D is more profitable” implies a comparison of the two design costs). The student earns 3 points for providing one complete and correct plan (part B) and justification for both plans.

## Score Point 2

The following authentic student responses show the work of two students who each earned a score of 2. A score of 2 is received when a student completes 2 out of 4 components correctly. There may be simple errors in calculations, one or two missing responses, or unclear or incorrect communications of his or her ideas.

### Score Point 2, Student Response 1

#### Part A.

The first thing we want to do is to find the most effective soybean type and to do that we need to find the soybean type that has the largest yield per acre, so, let's simplify these fractions.

$$(9000)/(200)=45 \text{ bushels per acre}$$

$$(7500)/(150)=50 \text{ bushels per acre}$$

$$(5900)/(100)=59 \text{ bushels per acre}$$

$$(4500)/(75)=60 \text{ bushels per acre}$$

The next step is to find 80% of 525 acres so we can see how many acres we can devote the most effective soybean to.

$$.80 \times 525 = 420 \text{ acres}$$

The next step is to find the most COST effective soybean type.

Soybean D

$$\$204 \times 420 \text{ acres} = \$85,680$$

$$420 \text{ acres} \times 60 \text{ bushels} = 25,200 \text{ bushels}$$

$$\text{Cost per bushel} = \$3.40 \text{ per bushel}$$

Soybean C

$$\$192.40 \times 420 \text{ acres} = \$80,808$$

$$420 \text{ acres} \times 59 \text{ bushels} = 24,780 \text{ bushels}$$

$$\text{Cost per bushel} = \$3.26 \text{ per bushel}$$

Soybean B

$$\$180.90 \times 420 \text{ acres} = 75,978$$

$$420 \text{ acres} \times 50 \text{ bushels} = 21,000 \text{ bushels}$$

$$\text{Cost per bushel} = \$3.62 \text{ per bushel}$$

Soybean A

$$\$174.70 \times 420 \text{ acres} = \$73,374$$

$$420 \text{ acres} \times 45 \text{ bushels} = 18,900 \text{ bushels}$$

$$\text{Cost per bushel} = \$3.88 \text{ per bushel}$$

So, even though Soybean D is the most expensive, it does yield the most so that is the soybean that will take up 80% of the field.

The next step is to use the information above to determine which soy bean will take up the remaining space of 105 acres. Soybean C is the second greatest yielding plant so we'll use that.

And now for the sake of wrapping it all up the grand total price for harvesting this field would be \$105,882

The total amount of soybean bushels would be \$31,395, which averages out to cost about \$3.37 per bushel.

#### Part B.

The profit Mr. Fontenot would receive from the above plan is \$131,380.20, I believe this to be the most profitable method because it is the plan with the largest yield.

In part A, the student provides an incorrect design plan, but the support provided is correct and includes the cost per bushel of each soybean type thus earning 1 point. In part B, the student correctly identifies the most profitable design plan but does not provide sufficient support. Sufficient support must include a comparison to at least one other plan to ensure that some analysis was completed by the student. The student earns 2 points for providing correct and complete support for part A and a correct design plan for part B.

### Score Point 2, Student Response 2

#### **Part A.**

He should plant soybean type C with about 420 acres because soybean type C has the cheapest bushel per acre. The other 105 acres should be planted with soybean type D because it has the second cheapest bushel per acre.

#### **Part B.**

The design plan in part A is the most profitable 80/20 design plan since soybean C has the lowest cost per bushel. However, soybean C has the second highest profit per bushel. Soybean type D has the second lowest cost per bushel, but has the highest profit per bushel for the design plan in part A.

This response receives two points in part A for the correct design plan and adequate support. An ideal response for part A includes the cost per bushel for types C and D, but the comparison language provided (“cheapest” and “second cheapest”) implies that the calculations were done by the student and is adequate. For part B, the student chooses the plan from part A, which is incorrect. The student mentions that types C and D have the “second highest” and “highest” profits per bushel but gives no indication as to the relevance of that information and does not seem to use that information in plan analysis. The student earns 2 points for a correct design plan and correct and complete explanation in part A.

## Score Point 1

The following authentic student responses show the work of two students who each earned a score of 1 for their responses. A score of 1 is received when a student completes 1 out of 4 components correctly.

### Score Point 1, Student Response 1

#### Part A.

The best design plan for Mr. Fontenot's 525 acres would be to plant 105 acres of soybean "D" and 420 acres of soybean "C". I know this because soybeans "D" and "C" produce the highest percentages of bushels for the lowest cost per acre (29% and 30%). Whereas soybeans "A" and "B" produced the lowest percentages of bushels for a high cost per acre (25% and 27%)

#### Part B.

The design plan created in part A is not the most profitable 80/20 design. The most profitable design would be to use soybeans "A" and "D". Soybeans "A" and "D" (\$8.74) would bring in a higher profit than soybeans "C" and "D" (\$8.20). (The cost stands for the amount of profit per two bushels.

This response receives 1 point for part A because correct design plan is provided. The support given in part A provides no indication of how the percentages were determined or to what they specifically pertain. In part B, the student provides an incorrect design plan and irrelevant support in context of what the item requires.

### Score Point 1, Student Response 2

#### Part A.

The best design plan I think would be the best for Mr. Fontenot is to plant 420 acres of soybean type A and then 105 acres of soybean type D. The reason i chose those two types of beans is while you may get less bushels per acre in type A the cost to harvest it is a considerably less amount than the other three. Type D on the other hand you can get 60 bushles per acre at a little higher harvest price than the others.

#### Part B.

My system of 80 percent type A and 20 percent type B wasn't the worst choice about Mr. Fontenot's soybean harvest. It wold have ben better if it was 80 percent type D and 20 percent type C.

In part A, the student provides an incorrect plan and insufficient justification. The support provided indicates that the student only used values shown in the table and did not apply any further analysis. In part B, the student provides a correct design plan but offers no support for this conclusion. This response receives 1 point for the correct design plan in part B.



### Score Point 1 for Minimal Understanding

A score of 1 for minimal understanding is given when a student has failed to receive points for any portion of the constructed-response item according to the rubric. Once a response receives 0 points according to the rubric, it is examined by the scorer to determine if the student has demonstrated minimal understanding of the standard being assessed. If the scorer determines that the student has demonstrated minimal understanding of the standard, then a response that received 0 points can earn a score of 1.

Of the 750 student responses scored, none of the responses receiving 0 points demonstrated minimal understanding of the standard. In student response 1 for score point 0 on page 40 of this document, analysis is provided as to how that response could have received a score of 1 for minimal understanding if certain aspects of the response were slightly different. Other samples of a score of 1 for minimal understanding can be found in the [2013-14 Sample Test Items Geometry](#), the [2013-14 Sample Test Items Algebra I](#), and the [2014-15 Sample Test Items Algebra I](#) documents.

### Score Point 0

The following samples show the work of two students who each earned a score of 0. A score of 0 is received when a student response is incorrect, irrelevant, too brief to evaluate, or blank.

#### Score Point 0, Student Response 1

##### Part A.

I would plant Soybean type D and C. It cost only \$3.40 to harvest one bush of type D and only \$3.26 to harvest type C. I would plant mostly Saybean D becasue this will give you the max amount of profit after harvest and cost are deducted. i would Not plant a lot of type A because it cost \$3.88 to harvest one bush.

##### Part B.

Yes.If you planted 80% type D you would make a profit of about .84 on each bush. you would also make a profit of about .72 on type C bush. I was right by saying not to plant type B because you would only make a profit of about 0.27 on each bush harvested.

This response receives a score of 0. In part A, the student lists the two correct soybean types to plant but does not specifically state how much of each to plant, in fact, incorrectly stating that “mostly” soybean D should be planted. The support provided in part A is insufficient because it does not include cost per bushel for type B or comparative language such as highest and second highest. Had the student indicated that more of C should be planted than D, a score of 1 for minimal understanding may have been earned, showing not only that cost per bushel needs to be calculated to make a determination **but** also showing an understanding that a lower cost per bushel would result in lower harvesting costs. In part B, the student provides an incomplete design plan by not specifically stating which type should be planted on the other 20%. The student subtracted the cost per bushel from the profit per bushel which is irrelevant support for the design plan.



## Score Point 0, Student Response 2

### Part A.

"The best design plan for Mr. Fontenots 525 acre land is:

Soybean A-300 acres

Soybean B-150 acres

Soybean C-75 ares

$525-300=225$

$225-150=75$

Soybean A is the most efficiant because Mr. Fontenot would be growing more crop for the lowest price, as for the other three soybeans, he would be overpaying per acre.

### Part B.

A-With 300 acres planted Mr. Fontenot would get 13,500.

B-With 150 acres planted Mr. Fontenot would get 582

C-With 75 acres planted Mr. Fontenot would get 297

(other option besides A)

C-With 300 accres planted Mr.Fontenot would get 1,188. Which is still less than plant A.

B- with 300 acres planted Mr. Fontenot would get 1,164

None of the second choice options are as quiet efficiant as chosing A for more acres

"

This response receives 0 points. In both parts, the student seems to have misunderstood the goals of the design plan by providing plans that involve planting 3 types of soybeans. The student does not provide relevant support for both parts.

## Sample Student Work for EOC English II Writing Prompt

### Introduction

Each year high school students take End-of-Course (EOC) English II and English III tests that measure Louisiana’s English Language Arts Standards. For more detailed information about the EOC tests, refer to the [English II Assessment Guidance](#).

### Purpose of This Document

This document provides teachers with student work for the EOC writing prompt. Additional sample items are posted on the [Released and Sample Test Items page](#).

As teachers become more familiar with the English standards and continue to implement a more rigorous curriculum, we encourage teachers to use this information not only to help prepare their students for the writing session of the English II test, but also as a model of how to discuss student work that comes out of ongoing classroom activities, such as those found in the [High School English Guidebook](#).

This document includes the following:

- Information about how writing will be assessed on the EOC English II Test
- Materials used by students during the test
- Scoring information
- A sample English II writing prompt with student responses for each score point
- Annotations that explain the scores for each written response
- A scoring exercise that can be applied to instructional writing activities

## EOC English II Test Administration

The directions in the [Test Administration Manual](#) will clearly explain all the procedures for administering the writing session, but a few details are worth mentioning here so that teachers know what to expect.

The EOC test is untimed. Although 75 minutes is the suggested testing time for students to complete the writing session of the English II test, it is important that students be given sufficient time to read the passage, plan and type their essay, and check their work.

All students are provided with the following materials during the administration of the writing portion of the English II test:

- scratch paper
- two pencils
- a dictionary and a thesaurus
- a [Writer's Checklist](#) (a hard copy and an online version)

Test administrators will be instructed to read aloud the [Writer's Checklist](#) for the writing session of the English II EOC test. However, the passage on the writing test must not be read aloud or signed to students, except for those students with the accommodation *Tests Read Aloud* or *Communication Assistance*. Those students will receive their accommodations as part of the EOC Tests System.

Students are expected to type the final draft of their response in the online testing environment. At the top of the testing screen, there will be two buttons; one will open the Writer's Checklist and the other will open the passage. Students will be able to keep the passage open while typing their essays in the text box below the task.

## Scoring Information

Student responses to the writing prompt are scored in three dimensions—Content, Style and Conventions.

A 1- to 4-point scoring rubric is used for the Content and Style dimensions. It is possible for students to receive different score points for each dimension. The Conventions scoring rubric is broken into four dimensions: sentence formation, usage, mechanics, and spelling, each worth 0-1 point for a total of 4 possible points. The total score for the Writing session is the sum of all three dimensions and ranges from 1—12 points.

Below is the summary of the score points for the Writing session:

<b>Dimension</b>	<b>Possible Points</b>
Content	4
Style	4
Sentence Formation	1
Usage	1
Mechanics	1
Spelling	1
<b>Total Points</b>	<b>12</b>

The following kinds of responses will not be scored and will receive a score of zero:

- incoherent
- blank
- insufficient
- not written in English
- a restatement of the prompt
- only copied text from the passage

An off-topic response will not be scored for Content or Style, but it may be scored for Conventions, which means it could receive a maximum score of 4 points.

### **English II Scoring Dimensions and Rubrics**

The **Content** dimension measures the following:

- how well a student presents the central idea
- the development of ideas, including the appropriate and accurate use of evidence from the passage
- the organization of the ideas

## ENGLISH II CONTENT RUBRIC

### CONTENT: Central Idea, Development, and Organization

**Key Questions:** *Does the writer stay focused and share insightful information related to the given task? Does the writer's use of the text show an understanding of the passage and the writing task? Does the organizational structure enhance the writer's ideas and make the essay easier to understand?*

Score Point	4 Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.	3 Reasonable control of the traits' features; essay has some strengths and some weaknesses.	2 Inconsistent control of the traits' features; weaknesses outweigh the strengths.	1 Little or no control of the traits' features; a minimal attempt is made to develop an essay.
<b>An essay without evidence from the passage cannot receive a score higher than a 1 in Content.</b>				
<b>CENTRAL IDEA</b>	<ul style="list-style-type: none"> <li>The central idea is clear and sharply focused.</li> </ul>	<ul style="list-style-type: none"> <li>The central idea is generally focused.</li> </ul>	<ul style="list-style-type: none"> <li>The central idea is vague.</li> </ul>	<ul style="list-style-type: none"> <li>The central idea is unclear.</li> </ul>
<b>USE OF THE PASSAGE AND DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Ample, well-chosen evidence from the passage is used to support the central idea and includes thoughtful analysis.</li> <li>Supporting ideas are developed thoroughly with details that are specific, relevant, and show a solid interpretation of the passage.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient and appropriate evidence from the passage is used to support the central idea and includes some analysis.</li> <li>Supporting ideas are developed adequately, though perhaps unevenly; the details are relevant and show a valid interpretation of the passage.</li> </ul>	<ul style="list-style-type: none"> <li>There is some evidence from the passage. Summary and/or quotations may be present but often without explanation.</li> <li>Supporting ideas are not developed (list-like), are superficial, or show gaps in thinking. Some details may be irrelevant, and interpretation of the passage may not be supported.</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence from the passage. Portions of text may be copied without purpose.</li> <li>Details included are irrelevant and/or show an erroneous interpretation of the passage.</li> <li>Essay is too brief to provide an adequate sample of writing: minimal attempt.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>The organizational strategy demonstrates evidence of planning and a logical progression of ideas.</li> <li>There is an effective introduction and conclusion and thoughtful transitions that convey a sense of wholeness.</li> </ul>	<ul style="list-style-type: none"> <li>The organizational strategy is apparent with a progression of ideas that allows the reader to move through the text without confusion.</li> <li>The introduction, conclusion, and transitions often work well.</li> </ul>	<ul style="list-style-type: none"> <li>There is an attempt at organization, but there may be digressions, repetition, or contradictory information.</li> <li>The introduction and conclusion are weak or may be missing; there is an occasional progression of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>The essay lacks an identifiable organizational strategy (random order).</li> <li>The lack of an introduction, conclusion, and/or progression of ideas makes it difficult for the reader to move through the text (confusing).</li> </ul>

The **Style** dimension evaluates the ways the student shapes and controls the language and flow of the essay. Features of Style include the following:

- word choice
- sentence fluency, including sentence structure and sentence variety
- the individual personality of the writing, voice

### ENGLISH II STYLE RUBRIC

<b>STYLE: Word Choice, Sentence Fluency, and Voice</b>				
<b>Key Questions:</b> <i>Would you keep reading this essay if it were longer? Do the words, phrases, and sentences enrich the content and allow the reader to move through the writing with ease?</i>				
Score Point	4	3	2	1
<b>WORD CHOICE</b>	<p><b>Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.</b></p> <ul style="list-style-type: none"> <li>• Word choice is precise, effective, and includes some vivid words and phrases as appropriate to the task.</li> </ul>	<p><b>Reasonable control of the traits' features; the essay has some strengths and some weaknesses.</b></p> <ul style="list-style-type: none"> <li>• Word choice is appropriate to the task and includes some interesting words and phrases.</li> </ul>	<p><b>Inconsistent control of the traits' features; the weaknesses outweigh the strengths.</b></p> <ul style="list-style-type: none"> <li>• Word choice is limited, generic, and repetitive; verbs are generally weak.</li> <li>• Words and phrasing may be inappropriate to the task (too informal).</li> </ul>	<p><b>Little or no control of the traits' features; a minimal attempt is made to develop an essay.</b></p> <ul style="list-style-type: none"> <li>• Words and phrases are functional and simple and/or may be inappropriate to the task.</li> <li>• Essay is too brief to provide an adequate sample of writing; minimal attempt.</li> </ul>
<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>• Sentences are fluent and vary in length, structure, and beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are generally varied in length and structure, and most sentences have varied beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences show little or no variety in length and structure and some may be awkward or lack fluency. Many sentences have the same beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>• The sentences are simple and lack variety, and their construction makes the essay difficult to read.</li> </ul>
<b>VOICE</b>	<ul style="list-style-type: none"> <li>• The writer's voice (individual personality) is compelling and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>• The writer's voice is present but may not be particularly compelling.</li> </ul>	<ul style="list-style-type: none"> <li>• The writer's voice is weak.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is not evident.</li> </ul>

The **Conventions** dimension measures student knowledge and control of the conventions of standard English.

## CONVENTIONS RUBRIC

Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills based on Louisiana’s [Language Standards](#) and the grade-appropriate skills identified on the [Language Progressive Skills Chart](#).

**Sentence Formation:** completeness and correct construction of different types of sentences

<b>1</b>	The response exhibits <b>acceptable</b> control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.
<b>0</b>	The response exhibits <b>unacceptable</b> control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.

**Usage:** correct agreement, verb tenses, and word choice

<b>1</b>	The response exhibits <b>acceptable</b> control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

**Mechanics:** correct punctuation and capitalization

<b>1</b>	The response exhibits <b>acceptable</b> control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

**Spelling:** correct spelling of high-frequency and grade-appropriate words

<b>1</b>	The response exhibits <b>acceptable</b> control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.

## Additional Scoring Criteria for Writing

To avoid double jeopardy during scoring, one word will constitute only one error. In situations where it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response.

- Context clues may indicate the writer’s intention.
- Error patterns already evident in the response indicate a skill weakness in that dimension.

<b>Sentence Formation:</b>	
If a sentence contains a run-on or a comma splice, it is a <b>sentence formation</b> error.	Run-on: <i>The character is looking for answers he can't seem to find them.</i> Comma splice: <i>The character feels lost, he can't find his way.</i>
A sentence fragment is a <b>sentence formation</b> error unless it is deliberately presented for effect.	Fragment: <i>We saw the boys at the pool. <u>Laughing and jumping into the water.</u></i> Intentional: <i>What a break!</i>
If a sentence requires the rearrangement, omission, or addition of more than one word, the error is a <b>sentence formation</b> error.	<i>I saw those boys fighting <u>while driving my car.</u></i>
A pattern of awkward syntax (word order) is a <b>sentence formation</b> error.	<i>I for you have some important news.</i>
Nonparallel structure, often in a series, is a <b>sentence formation</b> error.	<i>We live better lives, coping with sorrows, and how to be joyful.</i>

<b>Usage, Mechanics, and Spelling:</b>	
Usage and mechanics errors count <b>each time</b> they occur in a response. However, if the same word is misspelled repeatedly, it counts <b>only once</b> , even if it is misspelled in more than one way.	
Omissions, extra words, or wrong words that can be corrected by changing one word are <b>usage</b> errors.	<i>When <u>it</u> is no school, I play all day.</i>
Use of double comparatives or double negatives is a common <b>usage</b> error.	Double comparative: <i>I'm even <u>more better</u> at soccer than at football.</i> Double negative: <i><u>None</u> of them are <u>not</u> my friend.</i>
Use of the wrong preposition is a common <b>usage</b> error.	<i>He went <u>for</u> the house.</i>
Agreement errors of compound pronouns and collective nouns with possessives are <b>usage</b> errors.	<i><u>Everybody</u> situation is different.</i> <i><u>People</u> lives all take different paths.</i>
If a misused word in a sentence is a real word, it is a <b>usage</b> error. If it is not a real word, it is a <b>spelling</b> error.	Usage: <i>We all went to the skating <u>ring</u>.</i> Spelling: <i>We joined my <u>parnets</u> and were <u>reddy</u> to leave.</i>
If a homonym or a word that is so phonetically similar to another word ( <i>are/our, through/though</i> ) is used instead of the correct word, it is a <b>usage</b> error.	<i>Martin gave him a <u>peace</u> of his chocolate bar.</i> <i>I would rather have a vacation <u>then</u> a raise.</i> <i>She was late for her piano <u>listens</u>.</i>
Use of <i>so they</i> instead of <i>so that they</i> is acceptable and <b>not a usage</b> error.	



<b>Usage, Mechanics, and Spelling (continued):</b>	
If a sentence begins with a capital letter but is not preceded by a period, the error is a <b>mechanics</b> error.	<i>Martha went to the well and looked <u>inside Far</u> below, something was sparkling in the water.</i>
If a sentence begins with a lowercase letter but is preceded by a period, the error is a <b>mechanics</b> error.	<i>Teddy is the youngest in the family. <u>he</u> is my only nephew.</i>
In a series, a comma before <i>and</i> is optional; both ways are considered correct.	Either: <i>The pet shop was filled with birds, cats, <u>and</u> dogs.</i> Or: <i>The pet shop was filled with birds, cats <u>and</u> dogs.</i>
In some series, the placement of the comma is not optional because it affects the sense of the sentence.	<i>The pet shop was filled with birds, kenneled <u>cats and dogs</u>, and fish of every color.</i>
Direct quotations <b>should not</b> be preceded by <i>that</i> . Indirect quotations should be preceded by <i>that</i> . These are <b>mechanics</b> errors.	Direct: <i>Then Mom said <u>that</u>, "We cannot go along."</i> Indirect: <i>After we returned, she <u>said we are in trouble</u>.</i>
A word divided at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a <b>mechanics</b> error.	<i>I worked at the National Fou- ndation for the Blind.</i>
An error may be either a <b>usage, mechanics, or spelling</b> error. Use either context clues or error patterns to determine which dimension would be most appropriate.	<b>Mechanics:</b> <i><u>Were</u> going to Disneyland on our vacation.</i> <b>Spelling:</b> <i>All the <u>hero's</u> aren't in the movies.</i>
<i>TV, T.V., and tv</i> are all acceptable and <b>not mechanics</b> errors.	

<b>Other Issues:</b>	
Errors resulting from <b>incorrect copying</b> of information provided in the passage(s) are counted as <b>sentence formation, usage, mechanics, or spelling</b> errors, depending upon the type of error.	
The rules of <b>standard written English</b> apply and override foreign language, regional, ethnic, and colloquial speech patterns. Unless such speech is used in a direct quotation, it is considered a <b>usage</b> error.	<i>I'm very happy <u>y'all</u> are reading my test and I hope <u>y'all</u> pass me.</i>

## Sample Writing Prompt

Below is a prompt that has appeared on an English II EOC field test and in a released items document, followed by the English II Writer's Checklist. The example reflects what the student sees in the online testing environment.

### Writing Prompt Example

#### Session 1 – Writing

Read through the writing task below (question 1). Then read the passage by clicking on the Passage button at the top of the screen. Use specific details from the passage in your essay.

To record your answer, type your essay in the box below question 1. When you are satisfied with your essay, click Submit.

---

- 1. After reading the passage, write a well-developed multiparagraph essay that explains the relationship between power and fame. Use specific details from the passage to support your response.**

*(student enters response in text box)*

**PASSAGE POP-UP WINDOW:**

The novel *Endymion* was written by Benjamin Disraeli, who served twice as the prime minister of England. *Endymion* tells the story of a young man captivated by the world of politics and ambition. In the passage below, the main character, Endymion, is having coffee with the Baron Sergius, a wealthy and powerful man who lives a private life and whom Endymion has just met.

As you read the passage below, consider what it is saying about fame and power.

from *Endymion*  
by Benjamin Disraeli

There was a packet on the table, which seemed to catch the colonel's eye immediately, and he at once opened it with eagerness. It contained many foreign newspapers.

"A foreign newspaper always interests our friend," said the baron, taking his coffee.

"Well, it must always be interesting to have news from home, I suppose," said Endymion.

"Home!" said the baron. "News is always interesting, whether it come from home or not."

"To public men," said Endymion.

"To all men if they be wise," said the baron; "as a general rule, the most successful man in life is the man who has the best information."

"But what a rare thing is success in life!" said Endymion. "I often wonder whether I shall ever be able to step out of the crowd."

"You may have success in life without stepping out of the crowd," said the baron.

"A sort of success," said Endymion; "I know what you mean. But what I mean is real success in life. I mean, I should like to be a public man."

"Why?" asked the baron.

"Well, I should like to have power," said Endymion, blushing.

"The most powerful men are not public men," said the baron. "A public man is responsible, and a responsible man is a slave. It is private life that governs the world. You will find this out some day. The world talks much of powerful sovereigns and great ministers; and if being talked about made one powerful, they would be irresistible. But the fact is, the more you are talked about the less powerful you are."

"What you say about public life amazes me," said Endymion musingly.

"Think over it," said the baron. "As an Englishman, you will have difficulty in avoiding public life. But at any rate do not at present be discontented that you are unknown. It is the first condition of real power. When you have succeeded in life according to your views, and I am inclined to believe you will so succeed, you will, some day, sigh for real power, and denounce the time when you became a public man, and belonged to anyone but yourself. But our friend calls me. He has found something startling. I will venture to say, if there be anything in it, it has been brought about by some individual of whom you never heard."

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**English Language Arts Writer's Checklist**  
**English II**

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**As you write your essay, remember these important points.**

**Content:**

- Read the instructions, the writing task, and the passage, and respond as directed.
- Present a clear central idea.
- Give enough details to support and develop your central idea.
- Use well-chosen information from the passage in your essay.
- Present your ideas in a logical order, and include an introduction and conclusion.

**Style:**

- Use words that express your meaning well.
- Write in complete sentences and use a variety of sentence types and lengths to make your writing easy to follow.

**Sentence Formation:**

- Write complete and correct sentences.

**Usage:**

- Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

**Mechanics:**

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting.

**Spelling:**

- Write using correct spelling.

## Directions for Writing



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Follow the steps below to help you write a successful essay.

### Step 1: Planning

- ✓ Read the instructions, the writing task, and the passage carefully.
- ✓ Think about what you will write before you begin.
- ✓ As you read the passage, jot down notes that will help you create your essay.
- ✓ Include relevant information from the passage to support your central idea.
- ✓ Use the paper provided by your test administrator for planning your composition and/or writing your rough draft.

### Step 2: Drafting and Revising

- ✓ Type your essay in the space provided.
- ✓ To begin a paragraph, use the **Enter** key. Then use the **Tab** key or the space bar to indent the paragraph.
- ✓ Review your essay to make sure you have covered all the points on the Writer's Checklist.
- ✓ Read through your essay.
- ✓ Rearrange ideas or change words to make your meaning clear and improve your essay.

### Step 3: Proofreading

- ✓ Read your final draft.
- ✓ Make any needed corrections.

### Points to Remember:

- ✓ Only the **final draft** submitted online will be scored.
- ✓ Your essay will be scored on content (central idea, development of ideas, use of the passage, and organization); style (word choice, expression of ideas, and sentence variety); and conventions of language (sentence formation, usage, mechanics, and spelling).

## Sample Student Work

The student essays included in this set represent a range of scores designed to show teachers several kinds of responses. The score-point explanations that follow each student response provide concrete examples from the essay to show specific strengths and weaknesses in each of the three scoring dimensions: Content, Style, and Conventions.

By providing examples at all different score points, the student work not only illustrates expectations for the writing prompt on the EOC English II test, but offers useful scoring models that teachers can use when assembling sample student work for classroom writing activities, such as those presented in the [High School English Guidebook](#).

Note About Citing Evidence:

As teachers continue to work with text-based prompts, they should consider the following when teaching students how to incorporate evidence into their essays:

- When students write a response to the writing prompt on the English II test, the use of formal parenthetical citations (author/title and page number) is not required. However, students should clearly identify information that comes from the passage. This can be done by introducing the evidence (whether it be a direct quote or paraphrased details) or citing the passage after presenting the evidence.
- Students may certainly quote directly from the passage to support their ideas; however, students should be taught to select evidence carefully. Copying large portions of a passage without purpose or a clear connection to a student's central idea is not appropriate. Selecting specific, well-chosen textual evidence that supports ideas developed in the essay is appropriate.
- To make sure students go beyond summarizing the passage, it is important for students to explain the text evidence included in their essay so they can establish a clear connection between the passage information and the development of their own ideas.

**Student Response #1**

Content/Style		Conventions	
Content	4	Sentence Formation	1
		Usage	1
Style	4	Mechanics	1
		Spelling	1

Power and fame are two things that go hand-in-hand. Because we are human, we cannot have one without craving the other. The passage tells us that the more public or famous a man is, the less powerful he is; that once one is a public man, he will crave for real power because he no longer belongs to himself, he belongs to the public; and that being unknown is the first condition of real power. In the passage the general is trying to explain to Endymion the concept that becoming more famous makes one also become less powerful. The famous people of the world are subjected to the view and opinion of the public. As the general says, "A public man is responsible, and a responsible man is a slave." When the general refers to public men being responsible, he is referring to how the public man is no longer allowed to be a free thinker and that he is now responsible for everyone else. In addition to becoming less powerful, becoming a public man also makes one no longer belong to himself. Once a man is in the public eye, he quickly sees that he really does have no power. He is influenced by those around him. The more famous a man is, the more power he craves because once he becomes such a know spectacle, he believes that he is entitled to more power. We do this because we are human, and we are power hungry. It has been proven, though, that the more in the spotlight one becomes the less powerful they are. We see this in our everyday society. Politicians and leaders all go into the spotlight thinking they will keep their values and beliefs, and slowly the more fame they gain, the less powerful they really are. They become society's puppets. Also being unknown is the first condition in having real power and not falling victim to no longer being true to oneself. The general tells Endymion that the private people are the ones that truly rule the world. In the tabloids in our world, great discoveries and policies are always made by men and women which no one knows. These are the people that keep to themselves and their work, and when it is time they tell their discoveries to the famous people in the public eye and then they disappear back into their little corners of the Earth. They are not intrigued by fame nor power and it is because they are not intrigued that makes them so powerful. Some people can handle fame and power simultaneously for a short period of time, but as soon as they start craving more of one of those two, that is their downfall. The general tell Endymion to not be upset if he is unknown because once he does become famous he will mourn for those times when he was a nobody. Fame and power are two rare items; they are rare in which they cannot both exist in the same person. A person cannot have fame and true power, and a person with true power, does not bother himself with fame. No one should be dismayed if he is not known



by the world because he is the one who holds the world in the palm of his hand. These are the free thinkers of the world because those who are famous are far from free.

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**CONTENT: 4 points**

The student demonstrates consistent control in the Content dimension. The essay has an interesting central idea that presents the complex “hand-in-hand” relationship between power and fame. The evidence from the passage is well-chosen and well-integrated: “As the general says, ‘A public man is responsible, and a responsible man is a slave.’” “The general tells Endymion that the private people are the ones that truly rule the world.” The writer elaborates upon the text with focused and relevant support. For example, the student writes, “We do this because we are human, and we are power hungry.” This idea is further extended by the explanation of politicians’ struggles with fame and power: “We see this in our everyday society.” A strong introduction and conclusion further contribute to an essay that is both complete and cohesive.

**STYLE: 4 points**

The student also demonstrates consistent control in the Style dimension. The sentences are fluent and interesting: “Politicians and leaders all go into the spotlight thinking they will keep their values and beliefs, and slowly the more fame they gain, the less powerful they really are.” The phrasing is effective (“society’s puppets,” “disappear back into their little corners of the Earth”), and the vocabulary is impressive (“craving,” “subjected,” “intrigued,” “dismayed”). The reader is engaged by the compelling voice of the writer.

**CONVENTIONS: 4 points**

The student maintains reasonable control of the conventions. Sentence construction is acceptable with the writer including compound/complex sentences successfully executed. There are some usage errors such as “men and women which,” and “they are rare in which” and “The general tell Endymion,” but not enough to be a pattern, especially given the length of the essay. A few minor mechanics and spelling errors do not indicate a pattern, nor do they get in the way of fluent reading.



**Student Response #2**

Content/Style		Conventions	
Content	3	Sentence Formation	1
		Usage	1
Style	4	Mechanics	1
		Spelling	1

According to this passage, fame and real power cannot truly coexist. The baron claims that the more famous one is, the less real power he has. The baron advised the young man that later he would long for real power and feel regret for having become a public man. When one is famous, it places responsibilities on that person. He may not act without his actions being scrutinized by everyone around him. The president of the United States has immense power, and also a kind of fame, but he must carefully consider how the public will react before he exercises that power. If he offends the public, he is susceptible to becoming unpopular and that can result in the loss of his office. This reinforces what the baron said: "A public man is responsible, and a responsible man is a slave." The president is essentially a slave to the public, because his livelihood depends on their positive opinion of him. The software tycoon Bill Gates is also a famous and powerful man, but he has chosen a more private life. People in the private sector are normally scrutinized only when a scandal arises, as opposed to the president and other public officials, who can hardly leave their own homes without television cameras aimed at them. Men in the private life are much more free to exercise their power, because they are not constrained by public opinion like public men are. The public opinion is more lenient with private men such as Bill Gates than it is with the officials they elected. The public will look for someone or something to blame their hardships on, and they most often blame the government and its public officials since they are ostensibly in charge of the country. The baron also claimed that private life governs the world. This is true because the government depends on the private sector. If Boeing decides to refuse to produce B-2 bombers, then the government has no power to force them to produce it and must find another company to produce the stealth aircraft it uses. The government is dependent on the private sector to supply it with the products it needs to run. The baron is correct in his claim that fame and power cannot coexist and that the private life governs the world. Without the private life, public men would have no livelihood.

**CONTENT: 3 points**

The student demonstrates reasonable control in the Content dimension. The essay has a general focus organized around the central idea that “fame and real power cannot truly coexist.” The student includes sufficient evidence from the passage to support a score of 3, and there is adequate extension and development of ideas. For example, the student mentions an important line from the passage: “A public man is responsible, and a responsible man is a slave.” This idea is further extended with a comparison between the president, a very public figure, and Bill Gates, a public figure with a private life, but the support is uneven in the fourth paragraph where the student discusses how the private life governs the world. The mention of the B-2 bombers is awkward and moves away from the central idea and the passage information.

The organization of the essay is apparent with a progression of ideas, but the ending is not as strong as the rest of the essay. The final statement, “Without the private life, public men would have no livelihood,” lacks relevance to the text itself. A more text-focused response and a stronger conclusion would improve the essay.

**STYLE: 4 points**

The student demonstrates consistent control in the Style dimension. The writer engages the reader with impressive vocabulary, such as “coexist,” “susceptible,” “scrutinized,” and “ostensibly.” The sentences show variety and flow easily from one to the next: “When one is famous, it places responsibilities on that person. He may not act without his actions being scrutinized by everyone around him. The president of the United States has immense power, and also a kind of fame, but he must carefully consider how the public will react before he exercises that power.” This mix of shorter and longer sentences creates a fluid reading. The voice of the writer is compelling.

**CONVENTIONS: 4 points**

With the exception of some unnecessary commas, this student maintains consistent control of all of the Conventions. Sentences are well constructed; there are no usage or spelling errors and only minor mechanics flaws.

**Student Response #3**

Content/Style		Conventions	
Content	3	Sentence Formation	1
		Usage	1
Style	3	Mechanics	1
		Spelling	1

Benjamin Disreali's novel 'Endymion,' discusses how fame and power are connected in a negative relationship. In it, Endymion seems to think that, with fame, one receives more power; however, Baron Sergius informs him how in fact, "the more you are talked about, the less powerful you are." While this may or may not be true, the novel's lessons are based around this statement. According to the baron, popularity has a negative effect on one's control over the people. The baron may have thought this because he is unknown by many but can convince those in power to do as he wishes in many circumstances. Also, Baron Sergius states that when Endymion has "succeeded in life according to [his] views... [he] will, some day, sigh for real power, and denounce the time when [he] became a public man." This shows even more the thoughts of this man, which are that one does not succeed by being popular, but by being, for the most part, anonymous.

In summation, 'Endymion' is a novel that almost goes against the grain when it comes to morals. Where most writers would have a theme that tells people to have the majority on your side in order to be a powerful and successful person, Disreali does the exact opposite by declaring to the reader that one should remain secluded in terms of politics because those who do not "become a public man," as the baron stated are the ones who have the most control over what happens to a nation.

**CONTENT: 3 points**

The student demonstrates reasonable control in the Content dimension. While the introduction is weak, the response is generally focused on the idea that “fame and power are connected in a negative relationship.” It is clear that the student understands the passage and provides adequate analysis and development of ideas from the passage. For example, the student writes, “The baron . . . is unknown by many but can convince those in power to do as he wishes.” There is some unevenness in the development of the student’s own ideas. Although the writer has some interesting ideas, especially at the end when he mentions going “against the grain when it comes to morals,” these ideas are not fully developed, which is necessary to receive a higher score. While the essay does not give a sense of wholeness, the organizational strategy is apparent.

**STYLE: 3 points**

The student also demonstrates reasonable control in the Style dimension. The word choice is appropriate to the task and includes some interesting words and phrases, such as “secluded” and “goes against the grain.” There is definitely sophistication in the different types of sentences, but there could be more variety. Many of the sentences are similar in length. A few short sentences to add emphasis would have created more fluidity. While not compelling, the writer’s voice is apparent.

**CONVENTIONS: 4 points**

There is an unclear antecedent in the second sentence and some minor mechanics and spelling errors; otherwise, the writer maintains adequate control of the conventions. Most sentences are error free with the exception of a misplaced modifier in this sentence: “This shows even more the thoughts of this man, which are that one does not succeed by being popular, . . .”

### Student Response #4

Content/Style		Conventions	
Content	2	Sentence Formation	1
		Usage	0
Style	3	Mechanics	1
		Spelling	1

Power and fame: both play a vital role in order to become a ruler. In the passage, “Endymion,” the baron explains what power has to do with fame. He quotes, “It is the private life that governs the world.” In translation, one must have less fame in order to govern successfully. By having a private life, with as less noteriety as possible, one can become a just ruler. Another quote in which the baron says is, “A public man is responsible, and a responsible man is a slave.” A ruler who has a great noteriety among his people will be asked to do certain tasks among his “friends.” For example, two childhood friends now grow up, one of them becoming the king. The other becomes a peasant. The peasant begs for the king, his childhood friend to give him money to feed his family and livestock. The king does so, although the money could have payed for governing use, like supporting the army. Power and fame relating to governing are like constructing a one-sided housee. Think of power as the important materials, or brick for the house. By using this, one can have a sturdy home. However, when fame is added into the weak materials halfway through the construction of the house, say wood for example, then this will cause problems with the sturdiness of the house. A house made of half of a strong material and half of a weak material will not be well supported. However, by using 90% or greater of the power/stone, the house will be able to maintain average support.

Furthermore, power and fame are one-sided requirements to rule. By having a life as a well-known ruler, one’s needs and priorities are pushed aside for lesser concerns. By becoming a ruler with a private life, one’s priorities are correct. Power with fame makes a poor ruler. But, power without fame, makes an organized ruler.

**CONTENT: 2 points**

The student demonstrates inconsistent control in the Content dimension. The central idea is vague, as the student writes, “One must have less fame in order to govern successfully. By having a private life, with as less notoriety as possible, one can become a just ruler.” These statements do not show a clear understanding of the passage. The response keeps referring to how to become a “just ruler” instead of focusing on the task, the relationship between power and fame. This shows a partial understanding of the task. Even when the writer uses evidence from the passage, it is unexplained. For example, the student writes, “A public man is responsible, and a responsible man is a slave,” but there is no development of that idea and no connection to the central idea. In terms of organization, the writer digresses from the original assertions and shows inconsistent development. For instance, the writer begins discussing “childhood friends” and “important materials” for a house, ideas that are not text-based.

**STYLE: 3 points**

In the Style dimension, the student demonstrates reasonable control. The writer employs some interesting vocabulary, such as “notoriety” and “sturdiness.” There is some imagery when the writer contrasts the “two childhood friends.” The sentences are mostly varied, although the digression into a discussion of building materials reduces the fluidity of the response. While not compelling, there is evidence of the student’s voice in the response. The essay has some strengths and weaknesses, but the weaknesses do not outweigh the strengths when it comes to the Style dimension.

**CONVENTIONS: 3 points**

Several different usage errors resulted in the loss of a point in that dimension. They include “with as less notoriety as possible” and “For example, two childhood friends now grow up, one of them becoming the king.” There are additional awkward constructions that break the fluency of the writing, for instance, “Another quote in which the baron says is, . . .” and “The king does so, although the money could have payed for governing use, like supporting the army.”

**Student Response #5**

Content/Style		Conventions	
Content	2	Sentence Formation	0
		Usage	0
Style	2	Mechanics	1
		Spelling	0

There are two things that rule the world, power and fame. Power is different from fame in many ways. Fame is also different from power in several ways. They are both different in some ways, but both are a big part of our biosphere. But, they both have similar features. Power is an overwhelming feature. Rulers/Leaders of a country usually have all the power in their area. They always get what they want. In the story, Endymion wanted power. He wanted to be irresistible. Power differs from fame because power is a demanding term. Many people with power are very demanding and selfish. They always want to have more. Power is not always a good thing. Many people with power are disliked. For instance; In the story the baron was telling Endymion that “the world talks much of powerful sovereigns and great ministers...” then the baron goes on to say that “...the more you are talked about the less powerful you are.”

Fame is an influential term. Many people with fame usually influence their followers to follow their every lead. But fame is very different from power. Fame is not demanding like power. Most people that have fame are usually looked upon as gods or famous characters. In the story Endymion already has fame because the baron was speaking about how Endymion would have difficulty in avoiding public life. Fame is not always about money and power, it could be about what the person or thing has done in their past or future. Power and fame are also similar in some ways. They both control planet Earth. Our world is governed by power and fame. Many of our leaders have a lot of power. Most of our superstars are famous and contain fame. Either way, they both influence us to do something. No matter if it is by demanding it or persuading us to do it. We are controlled by these two simple aspects of life.

Our world is a complicated thing. We are controlled by these two things. Power and fame are very influencing. They control our every movement and saying. Even though both can be used in a bad way. They are both similar in many ways. They hardly differ from each other. But they do have their differences.

**CONTENT: 2 points**

The student demonstrates inconsistent control in the Content dimension. The focus is vague and somewhat contradictory. For instance, the student writes, “Power is different from fame in many ways. Fame is also different from power in several ways.” These vague statements fail to establish a focus for the essay. The evidence from the passage that is incorporated shows gaps in thinking. For example, the student writes, “Power is not always a good thing. Many people with power are disliked. For instance; In the story the baron was telling Endymion that “the world talks much of powerful sovereigns and great ministers.” This quote does not support the assertion that power is not always good. While there is an attempt at



organization, the introduction and conclusion are weak and unrelated to the text. For example, the introduction states, “[Power and fame] are a big part of our biosphere.” The conclusion states, “[Power and fame] are both similar in many ways. They hardly differ from each other.” The writing could benefit from better planning so that the many ideas could be refocused and organized in a purposeful way.

**STYLE: 2 points**

The student also demonstrates inconsistent control in the Style dimension. While there are some interesting words, such as “demanding” and “influential,” they are used in an awkward manner: “demanding term” and “influential term.” This misuse of language is a dominant feature of this essay: “Most of our superstars are famous and contain fame. . . . Power and fame are very influencing.” The repetitive language also weakens the essay, especially in the overuse of “different” and “similar.” The sentences almost all start the same way, subject-verb, and are the same length, which creates a choppy reading. The voice is weak as a result of the problems the student has in controlling the language and the flow of the essay.

**CONVENTIONS: 1 point**

The writer does not maintain control of most of the conventions, and the result is a response that is difficult to follow. There are formation issues that include comma splices and fragments, but also point to trouble in showing relationships between ideas (“They are both different in some ways, but both are a big part of our biosphere. But, they both have similar features.”). There are several usage errors, such as *there* for *their*, plus the misuse of words (“Most of our superstars are famous and contain fame.” And “Power and fame are very influencing.”). There are minor mechanics errors, but enough spelling errors (of below-grade-level words such as *their*, *a lot*, *controll* and *biopohere*) to indicate lack of control.



## Student Response #6

Content/Style		Conventions	
Content	1	Sentence	1
		Usage	0
Style	1	Mechanics	0
		Spelling	1

What is power , what is fame. There all kinds of examples of power and fame. People dont realize how this can affect you. Power and fame are too deadly combos. Power is boss in charge of everything . Fame is the populiar thing meaning attention is always on you no matter what . But one thing of all of this is that you dont know how this can hurt you . Yeah you may have success and be happy but that leads to problems. One example of this is the passage From ENDYMION was about a man who was prime minister of england for 2 years and he meets a man who is weathy and powerful. The man was trying to tell him that its always better sometimes to be in public eye instead of the weathy or powerful eye. Because when reading the passage the man a point that the more your talked about the less powerful you are or the more people read about you the less famous you are . The relationship with power and fame are very tricky but there one common thing. The power and the fame is going to run out.

### CONTENT: 1 point

The student demonstrates little or no control in the Content dimension. The central idea of the essay is unclear. For example, the student writes, “There all kinds of examples of power and fame.” Meanwhile, the student’s interpretation of the passage is incorrect, as demonstrated in the following statement: “The man was trying to tell him that its always better sometimes to be in public eye instead of the weathy or powerful eye.” The assertions are general and somewhat irrelevant. For example, the student writes, “Yeah you may have success and be happy but that leads to problems.” In terms of organization, it is difficult for the reader to follow the progression of ideas due to a lack of transitions and development of an introduction or conclusion.

### STYLE: 1 point

The student also demonstrates little or no control in the Style dimension. The vocabulary choices are pretty simple (mostly “be” verbs), and sometimes rather informal (“Yeah”). The weakest part of the essay is the awkward sentence construction: “But one thing of all of this is that you dont know how this can hurt you” or “The man was trying to tell him that its always better sometimes . . .” Overall, the response is confusing and difficult to read.

CONVENTIONS: 2 points

This writer struggles to maintain control of usage and mechanics. Numerous omitted words impede fluid reading. Wrong words are used (“too,” “its,” “your”), and there are agreement issues. There are lots of basic punctuation errors, including indiscriminate uppercase and lowercase letters (“FROM ENDYMION” and “england”), plus missing commas in nearly all of the compound sentences and no apostrophes in the contractions (dont, its).

## Scoring Exercise (High School)

PURPOSE: To establish common expectations for student writing

OUTCOMES:

- Learn to use a writing rubric and identify qualities of writing that meet standards
- Reveal grade-specific expectations in a school
- Learn about and discuss different approaches that can improve instruction

PROCESS:

1. Have students respond in writing to a common prompt. Available prompts:
  - a. [English language arts guidebooks](#) (e.g., Culminating Writing Task, writing task from the Express Understanding section in a lesson, Extension Task essay, Cold-Read Task essay)
  - b. Prompts from ELA Tasks (e.g., prose-constructed response items from the [PARCC PBA Practice Tests](#), [EAGLE](#) tasks, [Smarter Balanced](#) sample items and performance tasks, etc.)
  - c. Tasks created at the school/district level
2. Collect student written responses to the common prompt.
3. Work collaboratively to understand the rubric.
  - a. Review the scoring criteria in the [English II Rubrics](#). Read through each rubric and each score point, starting from highest to lowest, to determine the distinguishing traits of each dimension. Highlight key words on the rubrics that show the differences between score points: “developed thoroughly,” “developed adequately,” “not developed,” “minimal attempt” etc.
  - b. Create anchor papers. These are papers that all participants agree represent a solid score (e.g., a 3 in Content, a 2 in Style, a 3 in Conventions). Add brief annotations to the anchor papers explaining how the paper fits the score point. Use the annotations in this document as a guide.
4. Score the compositions collaboratively.
  - a. Individually score the essays using the rubric and anchor set.
  - b. Then come together as a group. Read each essay aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
  - c. Try to reach consensus on the scores for each essay. Discuss any scores that are not consistent.
5. After the compositions are scored, discuss the essays in general—strengths, weaknesses, different approaches to the task, etc. Determine any patterns that exist in the essays as a whole (difficulty with a particular feature of a dimension, such as the quality of the evidence or the organization of the ideas). Individual teachers should also consider their own students’ papers and determine any patterns.
6. Finally, discuss the instructional implications. How will we address the general weaknesses? How will I address my own students’ weaknesses, etc.? Develop a plan.

## Sample Student Work for EOC English III Writing Prompt

### Introduction

Each year high school students take End-of-Course (EOC) English II and English III tests that measure Louisiana’s English Language Arts Standards. For more detailed information about the EOC tests, refer to the [English III Assessment Guidance](#).

### Purpose of This Document

This document provides teachers with student work for the EOC writing prompt. Additional sample items are posted on the [Released and Sample Test Items page](#).

As teachers become more familiar with the English standards and continue to implement a more rigorous curriculum, they are encouraged to use this information not only to help prepare their students for the writing session of the English III test, but also as a model of how to discuss student work that comes out of ongoing classroom activities, such as those found in the [High School English Guidebook](#).

This document includes the following:

- Information about how writing will be assessed on the EOC English III Test
- Materials used by students during the test
- Scoring information
- A sample English III writing prompt with student responses for each score point
- Annotations that explain the scores for each written response
- A scoring exercise that can be applied to instructional writing activities

## EOC English III Test Administration

The directions in the [Test Administration Manual](#) will clearly explain all the procedures for administering the writing session, but a few details are worth mentioning here so that teachers know what to expect.

The EOC test is untimed. Although 75 minutes is the suggested testing time for students to complete the writing session of the English III test, it is important that students be given sufficient time to read the sources, plan and type their essay, and check their work.

All students are provided with the following materials during the administration of the writing portion of the English III test:

- scratch paper
- two pencils
- a dictionary and a thesaurus
- a [Writer's Checklist](#) (a hard copy and an online version)

Test administrators will be instructed to read aloud the [Writer's Checklist](#) for the writing session of the English III EOC test. However, the sources on the writing test must not be read aloud or signed to students, except for those students with the accommodation *Tests Read Aloud or Communication Assistance*. Those students will receive their accommodations as part of the EOC Tests System.

Students are expected to type the final draft of their response in the online testing environment. At the top of the testing screen, there will be three buttons; one will open the Writer's Checklist and the other two will open the sources. Students will be able to keep the sources open while typing their essays in the text box below the task.

## Scoring Information

Student responses to the writing prompt are scored in three dimensions—Content, Style and Conventions.

A 1- to 4-point scoring rubric is used for the Content and Style dimensions. It is possible for students to receive different score points for each dimension. The Conventions scoring rubric is broken into four dimensions: sentence formation, usage, mechanics, and spelling, each worth 0-1 point for a total of 4 possible points. The total score for the Writing session is the sum of all three dimensions and ranges from 1—12 points.

Below is the summary of the score points for the Writing session:

<b>Dimension</b>	<b>Possible Points</b>
Content	4
Style	4
Sentence Formation	1
Usage	1
Mechanics	1
Spelling	1
<b>Total Points</b>	<b>12</b>

The following kinds of responses will not be scored and will receive a score of zero:

- incoherent
- blank
- insufficient
- not written in English
- a restatement of the prompt
- only copied text from the passage

An off-topic response will not be scored for Content or Style, but it may be scored for Conventions, which means it could receive a maximum score of 4 points.

### **English III Scoring Dimensions and Rubrics**

The **Content** dimension measures the following:

- how well a student presents the central idea or position
- the development of ideas, including the appropriate and accurate use of evidence from both sources
- the organization of the ideas

## ENGLISH III CONTENT RUBRIC

### CONTENT: Position, Development, and Organization

**Key Questions:** *Does the writer present a clear position and share insightful information related to the given task? Does the writer’s use of the sources strengthen the position and show an understanding of both sources? Does the organizational structure enhance the writer’s ideas and make the essay easier to read?*

Score Point	4	3	2	1
	<b>Consistent, though not necessarily perfect, control of the traits’ features; many strengths are present.</b>	<b>Reasonable control of the traits’ features; essay has some strengths and some weaknesses.</b>	<b>Inconsistent control of the traits’ features; weaknesses outweigh the strengths.</b>	<b>Little or no control of the traits’ features; a minimal attempt is made to develop an essay.</b>
<p>A response in which there is evidence from only one of the two sources can receive no higher than a score of 2 in Content. A score of “3” or “4” cannot be assigned unless there is evidence from both sources.</p>				
<b>POSITION</b>	<ul style="list-style-type: none"> <li>The writer’s position is sharply focused.</li> </ul>	<ul style="list-style-type: none"> <li>The writer’s position is clear and generally focused.</li> </ul>	<ul style="list-style-type: none"> <li>The writer’s position is vague or superficial.</li> </ul>	<ul style="list-style-type: none"> <li>The writer’s position is unclear or absent.</li> </ul>
<b>DEVELOPMENT/USE OF SOURCES</b>	<ul style="list-style-type: none"> <li>The development is thorough. Supporting ideas include details that are specific, relevant, and accurate.</li> <li>Well-chosen evidence from BOTH sources strengthens the writer’s position and shows a thorough understanding of the sources.</li> <li>Information from both sources has been skillfully integrated. (The writer is effective at handling information from the source that may conflict with his or her position.)</li> </ul>	<ul style="list-style-type: none"> <li>The development is adequate but may be uneven. Supporting ideas include details that are, for the most part, relevant and accurate.</li> <li>Sufficient and appropriate evidence from BOTH sources is used to support the writer’s position and shows an understanding of the sources.</li> <li>The writer elaborates on the source information (does more than summarize the sources).</li> </ul>	<ul style="list-style-type: none"> <li>The development is inadequate. Supporting ideas may be repetitive or list-like or show gaps in thinking.</li> <li>There is evidence from only one source, or the response merely summarizes the sources, usually without explanation, or misrepresents the sources.</li> </ul>	<ul style="list-style-type: none"> <li>The development is minimal. There are little or no supporting ideas, and details included are irrelevant and/or inaccurate.</li> <li>The connection between ideas may be confusing.</li> <li>There is no evidence from either source or the evidence shows a misunderstanding of the source(s).</li> <li>Essay is too brief to provide an adequate sample of writing; minimal attempt.</li> </ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>The organizational strategy demonstrates evidence of planning and purposeful, logical progression of ideas.</li> <li>There is an effective introduction and conclusion and thoughtful transitions that convey a sense of wholeness.</li> </ul>	<ul style="list-style-type: none"> <li>The organizational strategy is apparent with a progression of ideas that allows the reader to move through the text with little confusion.</li> <li>The introduction, conclusion, and transitions often work well.</li> </ul>	<ul style="list-style-type: none"> <li>There is an attempt at organization, but there may be digressions, repetition, or contradictory information.</li> <li>The introduction and conclusion are weak or may be missing. There may be a lack of adequate transitions.</li> </ul>	<ul style="list-style-type: none"> <li>The response lacks an identifiable organizational strategy (random order).</li> <li>The lack of an introduction, conclusion, and/or progression of ideas makes it difficult for the reader to move through the text.</li> </ul>

The **Style** dimension evaluates the ways the student shapes and controls the language and flow of the essay. Features of Style include the following:

- word choice
- sentence fluency, including sentence structure and sentence variety
- the individual personality of the writing, voice

### ENGLISH III STYLE RUBRIC

<b>STYLE: Word Choice, Sentence Fluency, and Voice</b>				
<b>Key Questions:</b> <i>Would you keep reading this essay if it were longer? Do the words, phrases, and sentences enrich the content and allow the reader to move through the writing with ease?</i>				
Score Point	4	3	2	1
	<b>Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.</b>	<b>Reasonable control of the traits' features; the essay has some strengths and some weaknesses.</b>	<b>Inconsistent control of the traits' features; the weaknesses outweigh the strengths.</b>	<b>Little or no control of the traits' features; a minimal attempt is made to develop an essay.</b>
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li>• The use of language is purposeful and reinforces the writer's position.</li> <li>• Word choice is precise, effective, and includes some striking words and phrases as appropriate to the task.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of language is appropriate and communicates the writer's position.</li> <li>• Word choice is fitting; includes some interesting words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of language is generic and does nothing to strengthen the writer's position.</li> <li>• Word choice is limited and/or repetitive.</li> <li>• Many words are used incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>• Language is simple and/or may be inappropriate to the task.</li> <li>• Word choice is basic; words are used incorrectly.</li> <li>• Essay is too brief to provide an adequate sample of writing; minimal attempt.</li> </ul>
<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>• Sentences are fluent and vary in length, structure, and beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are generally varied in length and structure, and most sentences have varied beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences show little or no variety in length and structure and some may be awkward or lack fluency. Many sentences begin the same way leading to a monotonous reading.</li> </ul>	<ul style="list-style-type: none"> <li>• The sentences are simple and lack variety, and their construction makes the response confusing and difficult to read.</li> </ul>
<b>VOICE</b>	<ul style="list-style-type: none"> <li>• The writer's voice (individual personality) is compelling and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>• The writer's voice is present but may not be particularly compelling.</li> </ul>	<ul style="list-style-type: none"> <li>• The writer's voice is weak and/or inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice is not evident.</li> </ul>



The **Conventions** dimension measures student knowledge and control of the conventions of standard English.

### CONVENTIONS RUBRIC

Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills based on Louisiana’s [Language Standards](#) and the grade-appropriate skills identified on the [Language Progressive Skills Chart](#).

**Sentence Formation:** completeness and correct construction of different types of sentences

<b>1</b>	The response exhibits <b>acceptable</b> control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.
<b>0</b>	The response exhibits <b>unacceptable</b> control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.

**Usage:** correct agreement, verb tenses, and word choice

<b>1</b>	The response exhibits <b>acceptable</b> control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.

**Mechanics:** correct punctuation and capitalization

<b>1</b>	The response exhibits <b>acceptable</b> control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.

**Spelling:** correct spelling of high-frequency and grade-appropriate words

<b>1</b>	The response exhibits <b>acceptable</b> control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.
<b>0</b>	The response exhibits <b>unacceptable</b> control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.

## Additional Scoring Criteria for Writing

To avoid double jeopardy during scoring, one word will constitute only one error. In situations where it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response.

- Context clues may indicate the writer’s intention.
- Error patterns already evident in the response indicate a skill weakness in that dimension.

<b>Sentence Formation:</b>	
If a sentence contains a run-on or a comma splice, it is a <b>sentence formation</b> error.	Run-on: <i>The character is looking for answers he can't seem to find them.</i> Comma splice: <i>The character feels lost, he can't find his way.</i>
A sentence fragment is a <b>sentence formation</b> error unless it is deliberately presented for effect.	Fragment: <i>We saw the boys at the pool. <u>Laughing and jumping into the water.</u></i> Intentional: <i>What a break!</i>
If a sentence requires the rearrangement, omission, or addition of more than one word, the error is a <b>sentence formation</b> error.	<i>I saw those boys fighting <u>while driving my car.</u></i>
A pattern of awkward syntax (word order) is a <b>sentence formation</b> error.	<i>I for you have some important news.</i>
Nonparallel structure, often in a series, is a <b>sentence formation</b> error.	<i>We live better lives, coping with sorrows, and how to be joyful.</i>

<b>Usage, Mechanics, and Spelling:</b>	
Usage and mechanics errors count <b>each time</b> they occur in a response. However, if the same word is misspelled repeatedly, it counts <b>only once</b> , even if it is misspelled in more than one way.	
Omissions, extra words, or wrong words that can be corrected by changing one word are <b>usage</b> errors.	<i>When <u>it</u> is no school, I play all day.</i>
Use of double comparatives or double negatives is a common <b>usage</b> error.	Double comparative: <i>I'm even <u>more better</u> at soccer than at football.</i> Double negative: <i><u>None</u> of them are <u>not</u> my friend.</i>
Use of the wrong preposition is a common <b>usage</b> error.	<i>He went <u>for</u> the house.</i>
Agreement errors of compound pronouns and collective nouns with possessives are <b>usage</b> errors.	<i><u>Everybody situation</u> is different.</i> <i><u>People lives</u> all take different paths.</i>
If a misused word in a sentence is a real word, it is a <b>usage</b> error. If it is not a real word, it is a <b>spelling</b> error.	Usage: <i>We all went to the skating <u>ring</u>.</i> Spelling: <i>We joined my <u>parnets</u> and were <u>reddy</u> to leave.</i>
If a homonym or a word that is so phonetically similar to another word ( <i>are/our, through/though</i> ) is used instead of the correct word, it is a <b>usage</b> error.	<i>Martin gave him a <u>peace</u> of his chocolate bar.</i> <i>I would rather have a vacation <u>then</u> a raise.</i> <i>She was late for her piano <u>listens</u>.</i>
Use of <i>so they</i> instead of <i>so that they</i> is acceptable and <b>not a usage</b> error.	

<b>Usage, Mechanics, and Spelling (continued):</b>	
If a sentence begins with a capital letter but is not preceded by a period, the error is a <b>mechanics</b> error.	<i>Martha went to the well and looked <u>inside Far</u> below, something was sparkling in the water.</i>
If a sentence begins with a lowercase letter but is preceded by a period, the error is a <b>mechanics</b> error.	<i>Teddy is the youngest in the family. <u>he</u> is my only nephew.</i>
In a series, a comma before <i>and</i> is optional; both ways are considered correct.	Either: <i>The pet shop was filled with birds, cats, <u>and</u> dogs.</i> Or: <i>The pet shop was filled with birds, cats <u>and</u> dogs.</i>
In some series, the placement of the comma is not optional because it affects the sense of the sentence.	<i>The pet shop was filled with birds, kenneled <u>cats and dogs</u>, and fish of every color.</i>
Direct quotations <b>should not</b> be preceded by <i>that</i> . Indirect quotations should be preceded by <i>that</i> . These are <b>mechanics</b> errors.	Direct: <i>Then Mom said <u>that</u>, "We cannot go along."</i> Indirect: <i>After we returned, she <u>said we</u> are in trouble.</i>
A word divided at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a <b>mechanics</b> error.	<i>I worked at the National Fou- ndation for the Blind.</i>
An error may be either a <b>usage, mechanics, or spelling</b> error. Use either context clues or error patterns to determine which dimension would be most appropriate.	<b>Mechanics:</b> <i><u>Were</u> going to Disneyland on our vacation.</i> <b>Spelling:</b> <i>All the <u>hero's</u> aren't in the movies.</i>
<i>TV, T.V., and tv</i> are all acceptable and <b>not mechanics</b> errors.	

<b>Other Issues:</b>	
Errors resulting from <b>incorrect copying</b> of information provided in the passage(s) are counted as <b>sentence formation, usage, mechanics, or spelling</b> errors, depending upon the type of error.	
The rules of <b>standard written English</b> apply and override foreign language, regional, ethnic, and colloquial speech patterns. Unless such speech is used in a direct quotation, it is considered a <b>usage</b> error.	<i>I'm very happy <u>y'all</u> are reading my test and I hope <u>y'all</u> pass me.</i>

## Sample Writing Prompt

Below is a prompt that has appeared on an English III EOC field test and on a released items document, followed by the English III Writer's Checklist. The example reflects what the student sees in the online testing environment.

### Writing Prompt Example

#### Session 1 – Writing

Read through the writing task below (question 1). Then read the sources by clicking on the Sources button at the top of the screen. Use specific details from **both** sources in your essay.

To record your answer, type your essay in the box below question 1. When you are satisfied with your essay, click Submit.

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- 1. After reading the sources, write a well-developed multiparagraph essay that discusses whether you think cyberbullying should become part of the United States criminal code. Use specific details from Source 1 and Source 2 to support your response.**

*(student enters response in text box)*

### **SOURCES POP-UP WINDOW:**

Here are two sources that present views on whether there should be a federal law against cyberbullying: the use of information and communication technologies to harm others in a deliberate, repeated, and hostile manner. Source 1 is from a 2008 proposed bill to amend Title 18 of the United States criminal code. Source 2 is a response to the bill.

As you read **both** sources, reflect on your own views about whether cyberbullying should be a federal crime.

#### **Source 1—from the Megan Meier Cyberbullying Prevention Act (HR 6123)**

*In 2008, Ms. Linda T. Sanchez of the United States House of Representatives introduced a bill to amend Title 18 of the federal criminal code to impose criminal penalties on perpetrators of cyberbullying. Below are two sections of the bill: the findings on which the bill was based and the language the bill proposed be added to the United States code.*

#### **Sec. 2. FINDINGS**

Congress finds the following:

- 1) Four out of five of United States children aged 2 to 17 live in a home where either they or their parents access the Internet.
- 2) Youth who create Internet content and use social networking sites are more likely to be targets of cyberbullying.
- 3) Electronic communications provide anonymity to the perpetrator and the potential for widespread public distribution, potentially making them severely dangerous and cruel to youth.
- 4) Online victimizations are associated with emotional distress and other psychological problems, including depression.
- 5) Cyberbullying can cause psychological harm, including depression; negatively impact academic performance, safety, and the well-being of children in school; force children to change schools; and in some cases lead to extreme violent behavior, including murder and suicide.
- 6) Sixty percent of mental health professionals who responded to the Survey of Internet Mental Health Issues report having treated at least one patient with a problematic Internet experience in the previous five years; 54 percent of these clients were 18 years of age or younger.

#### **Sec. 3. CYBERBULLYING**

(a) In General- Chapter 41 of title 18, United States Code, is amended by adding at the end the following:

#### **Sec. 881. CYBERBULLYING**

(a) Whoever transmits in interstate or foreign commerce any communication, with the intent to coerce, intimidate, harass, or cause substantial emotional distress to a person, using electronic means to support severe, repeated, and hostile behavior, shall be fined under this title or imprisoned not more than two years, or both....

**Source 2—from the response to the Megan Meier Cyberbullying Prevention Act  
“Citizens Opposed to HR 6123”**

The First Amendment states that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.” The Supreme Court has written that this freedom is “the matrix, the indispensable condition of nearly every other form of freedom.” Without it, other fundamental rights would wither and perish.

We consider the menace of cyberbullying to be of great relevance to “life, liberty, and pursuit of happiness,” especially for young persons. Cyberbullying is a grave matter that warrants thoughtful attention and a thoroughgoing solution. However, it is our belief that the proposed bill seeks to address the problem of cyberbullying in a wrongheaded and unproductive way. We feel that HR 6123 will not prove an effective means for combating cyberbullying, but that it will provide the means for the federal government to prosecute citizens for exercising their rights to freedom of speech in a variety of contexts and for a variety of purposes that have nothing to do with cyberbullying.

HR 6123 defines cyberbullying as “using electronic means to support severe, repeated, and hostile behavior.” However, it is unclear what “severe, repeated, and hostile behavior” means. If a news reporter writes a number of scathing articles criticizing the misconduct of an elected official, can that be considered repeated, hostile behavior? We think the language of the bill is too vague to protect citizens against such interpretations.

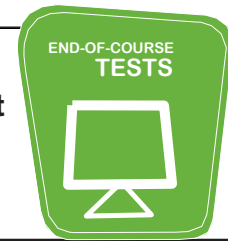
We should not waive our constitutional freedoms in order to stop cyberbullying, especially since the causes of cyberbullying cannot be stopped through legislation. Perpetrators and victims of cyberbullying often suffer from profound social, emotional, and psychological disturbances that can only be remedied through social, emotional, and psychological solutions. Proposing laws and attacking social networking sites are both weak approaches with negative results. Dr. Boyd, a fellow at the Berkman Center for Internet and Society at Harvard University, says, “There are lots of kids hurting badly online. And they’re hurting badly offline, too. Because it’s more visible online, people are blaming technology rather than trying to solve the underlying problems of the kids that are hurting.” Like Dr. Boyd, we think the issue is better addressed through state and community programs.

Indeed, all fifty states have existing harassment statutes that deal with the problem of cyberbullying. Let us build on those efforts to stamp out cyberbullying at the source, not through censorship nor through the institution of an unconstitutional law.

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**English Language Arts Writer's Checklist**  
**English III**

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**As you write your essay, remember these important points.**

**Content:**

- Read the instructions, the writing task, and **both** sources, and respond as directed.
- Present a clear central idea (position).
- Give enough details to support and develop your central idea, your position.
- Use well-chosen information from **both** sources in your essay.
- Present your ideas in a logical order, and include an introduction and conclusion.

**Style:**

- Use words that reinforce your position and express your meaning well.
- Write in complete sentences and use a variety of sentence types and lengths to make your writing easy to follow.

**Sentence Formation:**

- Write complete and correct sentences.

**Usage:**

- Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

**Mechanics:**

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting.

**Spelling:**

- Write using correct spelling.



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## Directions for Writing



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Follow the steps below to help you write a successful essay.

### Step 1: Planning

- ✓ Read the instructions, the writing task, and **both** sources carefully.
- ✓ Think about what you will write before you begin.
- ✓ As you read the sources, jot down notes that will help you create your essay.
- ✓ Include relevant information from **both** sources to support your central idea, your position.
- ✓ Use the paper provided by your test administrator for planning your composition and/or writing your rough draft.

### Step 2: Drafting and Revising

- ✓ Type your essay in the space provided.
- ✓ To begin a paragraph, use the **Enter** key. Then use the **Tab** key or the space bar to indent the paragraph.
- ✓ Review your essay to make sure you have covered all the points on the Writer's Checklist.
- ✓ Read through your essay.
- ✓ Rearrange ideas or change words to make your meaning clear and improve your essay.

### Step 3: Proofreading

- ✓ Read your final draft.
- ✓ Make any needed corrections.

### Points to Remember:

- ✓ Only the **final draft** submitted online will be scored.
- ✓ Your essay will be scored on content (central idea, development of ideas, use of **both** sources, and organization); style (word choice, expression of ideas, and sentence variety); and conventions of language (sentence formation, usage, mechanics, and spelling).



## Sample Student Work

The student essays included in this set represent a range of scores designed to show teachers several kinds of responses. The score-point explanations that follow each student response provide concrete examples from the essay to show specific strengths and weaknesses in each of the three scoring dimensions: Content, Style, and Conventions.

By providing examples at all different score points, the student work not only illustrates expectations for the writing prompt on the EOC English III test, but offers useful scoring models that teachers can use when assembling sample student work for classroom writing activities, such as those presented in the [High School English Guidebook](#).

Note About Citing Evidence:

As teachers continue to work with text-based prompts, they should consider the following when teaching students how to incorporate evidence into their essays:

- When students write a response to the writing prompt on the English III test, the use of formal parenthetical citations (source/author and page number) is not required. However, students should clearly identify information that comes from the sources. This can be done by introducing the evidence (whether it be a direct quote or paraphrased details) or citing the source after presenting the evidence.
- Students may certainly quote directly from the sources to support their ideas; however, students should be taught to select evidence carefully. Copying large portions of a source without purpose or a clear connection to a student's central idea is not appropriate. Selecting specific, well-chosen textual evidence that supports ideas developed in the essay is appropriate.
- To make sure students go beyond summarizing the sources, it is important for students to explain the text evidence included in their essay so they can establish a clear connection between the source information and the development of their own ideas.

**Student Response #1**

Content/Style		Conventions	
Content	4	Sentence Formation	1
		Usage	1
Style	4	Mechanics	1
		Spelling	1

The United States, for whatever reason, tends to respond to threats of all kinds in a very reactionary way. If legislators can provide a bill that can guarantee safety from some sort of new threat, the general public will follow along, regardless of the consequences. One of the more recent examples of this attitude is the USA PATRIOT Act, passed some months after the attacks of September 11th. Politicians sold it as a guarantee of safety, and we bought it. Among the most dangerous political habits a nation can have is the habit of trading freedom for security. Cyberbullying is a new kind of threat, unique to this generation, and we're not quite sure what to do about it. However, legislation against cyberbullying is bound not only to be dangerous to individual freedom, but is also bound to be ineffective. Source 2 makes an excellent point regarding the danger that this bill poses to our constitutional rights. The vagueness of the bill is among its most dangerous qualities, not to mention the difficulty in enforcing such a bill. Quotes, excerpts, and chats could be taken out of context or, as source 2 mentioned, have nothing at all to do with cyberbullying. Looking at source one reveals another, equally vague, mandate. One could be prosecuted for causing severe emotional stress to a person. How does one define severe emotional stress? And one of the most pertinent questions at this point is: doesn't this justify the same suppression outside of the internet? It may not be in this bill, but the idea that we should prosecute people who allegedly say things that others find emotionally stressful is rather scary. If cyberbullying can cause severe emotional distress, violence, depression, etc., then it follows that face-to-face bullying would do the same thing. There is no reason why liberties on the internet should be restricted. Especially in the case of children, parents can actually have a degree of control over the people that their children interact with, whereas schoolyard bullies, or whatever other bullies occur in the physical realm, are much more difficult to shelter children from. That comparison between offline and online bullies begins to make a very convincing point regarding how ineffective a bill such as HR 6123 would be. If we can see that outlawing bullying offline would be both impossible and the wrong approach, then we can bring the same logic to the idea of cyberbullying. Cyberbullying is not something that can simply be stopped by outlawing it. Source 2 quotes a Dr. Boyd from Harvard who points out that simply outlawing cyberbullying ignores the underlying problems that cause cyberbullying. Outlawing cyberbullying would be a bit like playing whack-a-mole: every instance where we provide a "solution" would only cause an issue somewhere else. Bullying is not a problem that we can legislate ourselves out of. To stop bullying, we will have to rally parents, teachers, lawmakers, and more to help, to treat both the victim and the bully, and to take concrete steps towards a bully-free world.

**CONTENT: 4 points**

The student demonstrates consistent control in the Content dimension. The writer's purpose is sharply focused: "Legislation against cyberbullying is bound not only to be dangerous to individual freedom, but is also bound to be ineffective." The writer skillfully integrates information from both sources to support his or her assertions. For example, the student states, "Source 2 makes an excellent point regarding the danger that this bill poses to our constitutional rights." The writer's use of the source that conflicts with his or her position is also well-integrated, even used to the writer's advantage when he or she states, "If cyberbullying can cause severe emotional distress, violence, depression, etc., then it follows that face-to-face bullying would do the same thing." The writer elaborates on the sources in a way that exhibits insight and skill. This is especially evident in the writer's discussion of "offline and online bullies." The strong introduction and conclusion provide a sense of wholeness. The essay ends with a strong, relevant statement: "To stop bullying, we will have to rally parents, teachers, lawmakers, and more to help, to treat both the victim and the bully, and to take concrete steps towards a bully-free world."

**STYLE: 4 points**

The student also demonstrates consistent control in the Style dimension. Persuasive and specific vocabulary (e.g., "reactionary," "pertinent," "suppression") and impressive images ("a bit like playing whack-a-mole") reinforce the writer's position. The sentences vary in construction and flow easily from beginning to end. The use of emphatic sentences is very compelling: "There is no reason why liberties on the internet should be restricted." The use of thought-provoking questions is another strength of the essay. The writer asks questions such as, "How does one define emotional stress?" and "Doesn't this justify the same suppression outside of the internet?" Consequently, the writer's voice is distinct, compelling, and engaging.

**CONVENTIONS: 4 points**

The student demonstrates consistent control of Conventions. Sentences are well constructed, and there are no patterns of errors in usage, mechanics, or spelling.

**Student Response #2**

Content/Style		Conventions	
Content	4	Sentence Formation	1
		Usage	1
Style	4	Mechanics	1
		Spelling	1

Cyberbullying is a new age approach to an age old problem. It is defined as the use of information and communication technologies to harm others in a deliberate, repeated, and hostile manner. As time progresses, the means of bullying has progressed. Yes, cyberbullying should become a part of the United States criminal code because cyberbullying is dangerous, widespread, and extremely relevant in America today. The justice system needs to protect victims in all ways, online and offline. People on either side of the argumentative fence can agree on one thing; cyberbullying is dangerous. Congress finds that cyberbullying can cause psychological harm, negatively impact academic performance, and even lead to murder or suicide (source 1). Even critics of the cyberbullying criminal code ammendments claim that perpetrators and victims of cyberbullying often suffer from profound social, emotional, and physchological disturbances (source 2). There are multitudes of news reports and special editorials showcasing the harm that cyberbullying already has inflicted. Though it is too late for these victims, there is still hope for preventing similar problems from happening in the future. If national action is not taken, these heinous crimes will continue to endanger America’s people and youth. In the twenty first century, is it unusual to cross paths with anyone over the age of twelve who does not have a laptop, smart phone, tablet, or other form of internet-capable device. The internet is both great and horrifying because it truly does connect the entire nation. Four out of five of United States children aged 2 to 17 live in a home where either they or their parents access the Internet (source 1). Cyberbullying will never be a contained problem. The internet is nationwide, therefore the laws protecting people from the internet need to ba nationwide. Cyberbullying, no matter if it happens in Louisiana, New York, Alabama, or California must be punishable by the same laws. Indeed, all fifty states have existing harassment statutes that deal with the problem of cyberbullying (source 2). The crime is the same, no matter the place or the time. Sadly, the problem of cyberbullying is not going to go away on its own. This is a real, relevant issue that begs to be addressed in the justice system. Everyday people are faced with the horrors of being mistreated and abused by means of technology. Sixty percent of mental health professionals who responded to the Survey of Internet Mental Health Issues report having treated at least one patient with a problematic Internet experience in the previous five years; 54 percent of these clients were 18 years of age or younger (source 1). Over a short amount of time, cyberbullying has exploded into one of the nation’s most talked about and debated hot topics. Moreover, cyberbullying has wedged its way into one of the most dangerous, realistic threats facing young people today. Critics of the Megan Meier Cyberbullying Prevention Act (Citizens Opposed to HR 6123) consider the menace of cyberbullying to be of great relevance to ‘life, liberty, and pursuit of happiness’, especially for young persons (source 2). It is the duty

of Congress and the Supreme Courts to have the means to punish those responsible for committing wrongdoings in this country. Calling cyberbullying a “wrongdoing” is an understatement; cyberbullying is dangerous, widespread, and extremely real. By allowing cyberbullying to become part of the United States criminal code, the people of America can rest peacefully knowing that they are protected and safe

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**CONTENT: 4 points**

The student demonstrates consistent control in the Content dimension, but takes a different approach than the student who wrote the previous high-scoring essay. The first essay is more concise and easily integrates the sources and the writer’s opinions. In this essay, the approach relies on a more obvious organizational strategy presented early in the position statement: “Yes, cyberbullying should become a part of the United States criminal code because cyberbullying is dangerous, widespread, and extremely relevant in America today.” This writer embraces the statistical information, which few students were able to do successfully. This is especially important when taking the position presented in the first source since it relies on so many statistics. This “piling up” of statistics adds to the persuasiveness of the writer’s position. The writer also approaches the conflicting source differently; instead of acknowledging the opposite opinion, he or she carefully chooses only the information from source 2 that supports his or her position: “Indeed, all fifty states have existing harassment statutes that deal with the problem of cyberbullying (source 2).” The essay progresses logically, moving through the three points presented in the position statement and ends with a strong emphatic statement: “By allowing cyberbullying to become part of the United States criminal code, the people of America can rest peacefully knowing that they are protected and safe.”

**STYLE: 4 points**

The student also demonstrates consistent control in the Style dimension. The writer’s word choice and phrasing are purposeful and reinforce the writer’s position. Word choices, including “multitudes,” “inflicted,” and “internet-capable devices,” add sophistication to the essay. Careful crafting is apparent in the sentence structure: “Calling cyberbullying a ‘wrongdoing’ is an understatement; cyberbullying is dangerous, widespread, and extremely real.” This example also shows that the writer’s voice is not only present, but compelling.

**CONVENTIONS: 4 points**

The writer maintains consistent control of the conventions. There are a couple of minor mechanics errors (a missing comma in one sentence and a missing period at the very end), but there is clearly no pattern of errors. The one misspelling (*ba* for *be*) is more likely a typing error.

**Student Response #3**

Content/Style		Conventions	
Content	3	Sentence Formation	1
		Usage	1
Style	3	Mechanics	1
		Spelling	1

One thing that I believe describes being human is to help each and to protect the misfortunate. Many others believe this too because if they did not, then there would be no wheelchairs, prosthetics, eye glasses, hearing aids, or any programs that give aid to others. If we followed the saying “survival of the fittest”, then none of these things would exist. As an intelligent species, one of the first things we began to invent were devices that would help people with problems and handicaps and allow the weak to continue and not just the “fittest”. With this in mind, would it not make sense to try and stop cyberbullying as much as we can? The act of bullying has always been around, but with the rise of the internet and increases in computer technology, children can bully each other much easier with cyberbullying. Also, as stated in section 2 of the Cyberbullying Prevention Act (HR 6123), these new methods of communications provides anonymity to anyone, and this can lead to bullying that is much more cruel and dangerous. Cyberbullying can be just as destructive as regular bullying. It may not be as physical as bullying, but sometimes the psychological repercussions are far worse. In section two of the HR 6123, it talks about how cyberbullying can cause depression, affect their academic performance, and even lead to murder or suicide. The fact that our children can cause their peers to kill themselves or drive them to kill others should be enough to make anyone want to stop cyberbullying. If cyberbullying were to become part of the United States criminal code, then it would allow for their to be more repercussion for it, and this should make there be less cases of cyberbullying. Even with protecting our children, we do need to be carefull and try not to leave loopholes. We should make cyberbullying a part of the United States criminal code without a doubt, but we would need to make HR 6123 more specific than it is. As said in second paragraph of the response to HR 6123, the act is not specific enough to be very effective and productive, and it may also be used in the wrong way and to prosecute citizens who have not done anything like cyberbullying. Cyberbullying is wrong and we need to do all we can to stop it, but I would not want to cause more harm in the attempt to stop it. It should be part of the criminal code and we should fine people who do cyberbully, but the act should be specific enough to not allow anyone to abuse it. So if we can just revise HR 6123 to the point were it is without loopholes and does not seem like it can be abused, then we should pass it then, but not before then because it may just cause more problems than it is able to fix.



**CONTENT: 3 points**

The student demonstrates reasonable control in the Content dimension. The writer's position is clear, but not fully explained until later in the essay: "It should be part of the criminal code and we should fine people who do cyberbully, but the act should be specific enough to not allow anyone to abuse it." This more nuanced position is interesting but needs more development throughout the essay. There is sufficient evidence from Source 1 to support the first part of the position, the seriousness of cyberbullying, but the handling of the second source is uneven. For instance, the writer mentions a line from Source 2, "the act is not specific enough to be very effective and productive," but doesn't follow up with an extension of that idea. At times, the writer struggles with how to introduce the evidence: "Also, as stated in section 2 of the Cyberbullying Prevention Act (HR 6123) . . . As said in second paragraph of the response to HR 6123." An organizational strategy is apparent, but the conclusion is not as interesting as the introduction. This writer would benefit from more careful planning, which could consider a more balanced approach to the two parts of the student's position.

**STYLE: 3 points**

The student also demonstrates reasonable control in the Style dimension. The language is appropriate, including some interesting words: "repercussions," "psychological," and "anonymity." To receive a higher score, the essay needs to include more precise language that would more clearly express the writer's position. The sentences are generally varied in length and structure. The writer's voice is present, particularly in the introduction where the student writes, "As an intelligent species, one of the first things we began to invent were devices that would help people with problems and handicaps and allow the weak to continue and not just the 'fittest'." Extending this compelling use of voice throughout the essay would improve the response.

**CONVENTIONS: 4 points**

This writer maintains reasonable control of all four areas, despite a few misspelled words and some usage issues. Even though there are a couple of agreement errors and the student uses *their* for *there* and *were* for *where*, there is not a pattern of errors, especially given the length of the response.

**Student Response #4**

Content/Style		Conventions	
Content	2	Sentence Formation	0
		Usage	1
Style	3	Mechanics	0
		Spelling	1

Cyber bullying is a very pivotal issue in America today. It is a very big issue because of the people it affects. Most of the people affected by cyber bullying are eighteen or younger. There are two completely different views on cyber bullying, some people believe that cyber bullying falls under the category of freedom of speech and that can not be taken away because its a right. Others believe that cyber bullying is not freedom of speech because its directed in a harmful way to another human being and that people should not be treated like that. I believe that cyber bullying should not be allowed and that severe cases of it should be part of the criminal code. I believe this for two reasons, cyber bullying can destroy the mental state of young people who have been exposed to it long enough and also, that if people think they can get away with this kind of stuff online they may try to do it in person.

Cyber bullying can really be harmful to young children. As I saw in source two the statistics show that fifty four percent of people that are being cyber bullied are under eighteen. This is a very dangerous number because, for example, if a twelve year old goes through a really stressful period of being cyber bullied it could ruine his or her life. That person could become depressed, they could start to fear for thier safety, thier grades could start to drop, or they could even become suicidal. We also have to think long term, that innocent twelve year old may never recover. They may start getting into gangs because gangs are always saying that they will "protect you if you join". So, because of that one act of cyber bullying we now have a new gang member walking the streets.

People seem to always try and test what they can push the limits of the law to. Heres an example, a person decides he is going to bully someone online one day and then gets away with it. Once he gets away with it a few more times he starts to do it in person and he gets away with that as well. He likes the feeling of defying the law so much that he makes a plan to rob a store and kill the clerk just to try to get away with it. Now because he got away with cyber bullying it set off a chain reaction and led to a plan for murder.

In conclusion, I think that cases of cyber bullying should be in the United States criminal code. I believe that I gave you the reader enough reasons also look into stopping cyber bullying. I hope that the two scenerios I gave you are enough to put you against cyber bullying.



**CONTENT: 2 points**

The student demonstrates inconsistent control in the Content dimension. Instead of focusing on the issue of cyberbullying being a part of the criminal code, the essay focuses on why people should be against cyberbullying. The student finally states near the end of the essay, “I believe that cyber bullying should not be allowed and that severe cases of it should be part of the criminal code.” However, the support is superficial and little of it is text-based: “I believe this for two reasons, cyber bullying can destroy the mental state of young people who have been exposed to it long enough and also, that if people think they can get away with this kind of stuff online they may try to do it in person.” The student references a source and even attempts to use the statistics, but misrepresents the information: “As I saw in source two the statistics show that fifty four percent of people that are being cyber bullied are under eighteen.”

Digressions from the core issue also hinder the success of the essay. For instance, the student veers into gang activity and robbery as potential outcomes of cyberbullying. This essay represents a common trap that students fall into when responding to a popular issue; they get stuck on their emotional response to the topic and do not stay focused on the task.

**STYLE: 3 Points**

The style of this essay is better than the content. There are some interesting words and phrases: “directed in a harmful way,” “that innocent twelve year old may never recover,” and “the feeling of defying the law.” The sentences show variety and flow well from one to the next. For instance, this sentence shows complexity and fluency: “That person could become depressed, they could start to fear for thier safety, thier grades could start to drop, or they could even become suicidal.” The student’s passion for the issue adds to the voice of the essay. Overall, the student demonstrates reasonable control in the Style dimension.

**CONVENTIONS: 2 points**

This writer demonstrates inconsistent control in sentence formation and mechanics. There are numerous spliced-together sentences throughout the essay, for example, “I believe this for two reasons, cyber bullying can destroy the mental state of young people who have been exposed to it long enough and also, that if people think they can get away with this kind of stuff online they may try to do it in person.” This example also contains an example of faulty parallelism and illustrates the writer’s tendency to omit commas needed for clarity. In the area of mechanics, the writer omits apostrophes in contractions (*its* for *it’s* and *Heres* for *Here’s*), fails to use commas after introductory clauses, and incorrectly places a period after closed quotation marks. Although several words are misspelled (*speach*, *ruine*, *their*), there is no pattern of errors.

**Student Response #5**

Content/Style		Conventions	
Content	2	Sentence Formation	0
		Usage	0
Style	2	Mechanics	1
		Spelling	1

After reading Sources 1 and 2, cyberbullying should become part of the United States criminal code. Both of the sources gave a good reason why cyberbullying should be in the United States criminal code. Cyberbullying is wrong, and should be a crime. There's consequences for regular bullying, so why not for cyberbullying? Source 1 gave many good reasons why cyberbullying should be a criminal code in the United States. In section 2 of source 1, and number 2 in the facts part, it states that if the youth has internet access and use social networks are more likely to get cyberbullying. I agree completely, because the young can't stand up for themselves yet. Another example I found in source 1 was, in the facts part again, but instead it was number 5. That fact states that cyberbullying can cause psychological harm. This fact, I think is the most important fact. People or children take there lives because of someone cyberbullying them. Source 2 gave many good reasons why cyberbullying should be a criminal code in the United States. In source 2 in the last parargraph it states that in every 50 states there was a report of cyberbullying. Its not just a couple of states dealing with people cyberbullying, it's everyone and the problem isn't decreasing it's increasing. Another reason why cyberbullying should be a criminal code is because in paragraph 4, which states how people aren;t doing anything about crberbullying because they are blaming the internet and not the people behind the keyboard. Which is correct, the reason why the internet is a bad place for kids, is not becuae of the internet it self, but because of the people who had made it that away. Cyberbullying is wrong in any way you look at it. It needs to be stopped sooner then later. People are hurting and dying, because of other people rash words. Cyberbullying should be one of the United States criminal code to protect poeple and there lives. It will make our home a better and safer place to live in.

**CONTENT: 2 points**

The student demonstrates inconsistent control in the Content dimension. The student does present a position, but it is vague given the task, which is to discuss “whether you think cyberbullying should become part of the United States criminal code.” The student did the opposite of what many other students did and focused only on the sources. Unfortunately, the essay then becomes just a summary of the sources, and not always an accurate summary: “Source 2 gave many good reasons why cyberbullying should be a criminal code.” This statement is incorrect because source 2 rejects the idea that cyberbullying should be included in the criminal code. Even though the

student is careful to reference the sources, the use of those sources is very awkward throughout the essay: “Another example I found in source 1 was, in the facts part again, but instead it was number 5.” The details are not carefully chosen, and there is very little development. The student makes some attempt at organization, but the weaknesses outweigh the strengths in this essay. To address some of the weaknesses, the writer should focus on how to better develop the ideas presented by the text evidence.

**STYLE: 2 Points**

The student also demonstrates inconsistent control in the Style dimension. The word choice is generic and simple, with statements such as “people are hurting and dying,” “a bad place for kids,” and “is wrong any way you look at it.” In addition, many of the sentences are awkward and rambling: “Another reason why cyberbullying should be a criminal code is because in paragraph 4, which states how people aren;t doing anything about crberbullying because they are blaming the internet and not the people behind the keyboard.” All these problems create a weak voice and a somewhat monotonous reading.

**CONVENTIONS: 2 points**

This writer demonstrates inconsistent control in the Conventions dimension. There are numerous sentence formation errors, ranging from awkward syntax (“Another reason why cyberbullying should be a criminal code is because in paragraph 4, which states how people aren;t doing anything about crberbullying because they are blaming the internet and not the people behind the keyboard. Which is correct, the reason why the internet is a bad place for kids, is not becuase of the internet it self, but because of the people who had made it that away.) to comma splices and misplaced modifiers. In the area of usage, there are subject-verb agreement errors—“There’s consequences for regular bullying, . . .” and “. . . it states that if the youth has internet access and use social networks are more likely to get cyberbullying.” This last example also has an omitted word or idea, which is another usage error, along with the use of *then* for *than*, *people* for *people’s*, and *there* for *their*. A few mechanics errors and some misspellings do not suggest a pattern of errors in those two areas.

**Student Response #6**

Content/Style		Conventions	
Content	1	Sentence Formation	1
		Usage	1
Style	3	Mechanics	1
		Spelling	1

Cyberbullying, although a growing problem in the United States, should not be considered a crime on a federal level if even on a state level. Due to the nature of the crime, cyberbullying occurs mostly within an age group of minors which would make persecution of the crime virtually impossible. Furthermore, the federal justice system is already over flooded due to the violent crimes already occurring. Although the severity of the crime varies case by case, as a generality cyberbullying can be viewed as a rather non-violent crime. Cases resulting in suicide or murder should be viewed differently and would most likely break harassment laws. Cyberbullying between peers should not be accepted within schools and parents should do their best to make sure their children are protected at home on the internet, but children will always undoubtedly be bullied in one form or another unless they are taught otherwise; therefore, it is necessary for our society that parents be sure to share with their children the importance of being kind and courteous to people and to treat all people the same. Persecution of a crime committed mostly by minors would be impossible. Committing minors to federal prisons or, in turn, spending tax dollars to build federal prisons for minors sounds absurd. The jurisdiction for “crimes” such as bullying, cyberbullying, etc. should be left for parents and teachers and the surrounding adults in a child’s life. Not the police. As mentioned before, severe cases should be viewed not as cyberbullying but as harassment. The problem needs to be addressed, but the solution does not lie in federal prosecution. The solution to cyberbullying is educating children on the effects of their actions and properly showing them how to do the right thing.

**CONTENT: 1 point**

This essay, although well-written, does not address the task of using specific details from both sources, which means that it cannot receive a score higher than a 1. It seems to allude to the sources at times, but without more specific references, it is not clear whether those details are the student’s ideas or come from the sources. Because writing prompts focus on evidence-based writing, it is essential that students use specific references to the sources. Though the student’s personal ideas are well-developed, a critical element of the task—citing evidence from the reading passages— is missing, which results in a score of 1 in Content.

STYLE: 3 Points

The student, however, demonstrates reasonable control in the Style dimension. Vocabulary such as “committing” and “jurisdiction” is appropriate to the task. The sentences are varied and flow smoothly from one to the next. The writer’s voice is present and well-defined, particularly in sentences such as the following: “Committing minors to federal prisons or, in turn, spending tax dollars to build federal prisons for minors sounds absurd.”

CONVENTIONS: 4 Points

The student demonstrates reasonable control of conventions. This writer includes a fragment—which looks intentional for effect— but has left out an apostrophe (“a childs life”), omitted a comma in a compound sentence, and misspelled *occurring*. Although there are some usage issues (*persecution* for *prosecution* and awkward use of *over flooded* and *generality*), overall, the essay does not demonstrate a pattern of errors in any of the language features.

## Scoring Exercise (High School)

PURPOSE: To establish common expectations for student writing

OUTCOMES:

- Learn to use a writing rubric and identify qualities of writing that meet standards
- Reveal grade-specific expectations in a school
- Learn about and discuss different approaches that can improve instruction

PROCESS:

1. Have students respond in writing to a common prompt. Available prompts:
  - a. [English language arts guidebooks](#) (e.g., Culminating Writing Task, writing task from the Express Understanding section in a lesson, Extension Task essay, Cold-Read Task essay)
  - b. Prompts from ELA Tasks (e.g., prose-constructed response items from the [PARCC PBA Practice Tests](#), [EAGLE](#) tasks, [Smarter Balanced](#) sample items and performance tasks, etc.)
  - c. Tasks created at the school/district level
2. Collect student written responses to the common prompt.
3. Work collaboratively to understand the rubric.
  - a. Review the scoring criteria in the [English III Rubrics](#). Read through each rubric and each score point, starting from highest to lowest, to determine the distinguishing traits of each dimension. Highlight key words on the rubrics that show the differences between score points: “thorough” development, “adequate” development, “inadequate,” “minimal,” etc.
  - b. Create anchor papers. These are papers that all participants agree represent a solid score (e.g., a 3 in Content, a 2 in Style, a 3 in Conventions). Add brief annotations to the anchor papers explaining how the paper fits the score point. Use the annotations in this document as a guide.
4. Score the compositions collaboratively.
  - Individually score the essays using the rubric and anchor set.
  - Then come together as a group. Read each essay aloud and, as a group, discuss the individual scores using the rubric and the anchor papers.
  - Try to reach consensus on the scores for each essay. Discuss any scores that are not consistent.
5. After the compositions are scored, discuss the essays in general—strengths, weaknesses, different approaches to the task, etc. Determine any patterns that exist in the essays as a whole (difficulty with a particular feature of a dimension, such as the quality of the evidence or the organization of the ideas). Individual teachers should also consider their own students’ papers and determine any patterns.
6. Finally, discuss the instructional implications. How will we address the general weaknesses? How will I address my own students’ weaknesses, etc.? Develop a plan.

## Constructed-Response Samples: Algebra I

This document includes:

- [Purpose](#)
- [Algebra I Typing Help](#)
- [Water Spray F.IF.04](#)
- [Falling Rock Function F.IF.02](#)
- [Solving Quadratics A.REI.04](#)

### I. Purpose

This document presents constructed-response (CR) samples to illustrate the types of CR test items that students will need to solve on the Algebra I End-of-Course (EOC) assessment. Each CR sample includes information used to score the item: an exemplary response, an explanation of how points are assigned, and a specific scoring rubric. In addition to scoring information, an explanation of each item's connection to the [Louisiana Mathematics Standards and the Mathematical Practices](#) is also included. For CR items students have access to the Algebra I Typing Help<sup>1</sup>, which describes how to enter special characters, symbols, and formatting into typed responses.

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<sup>1</sup> As of July 2014, the Algebra I Typing Help has been updated to include information on typing complex roots.



## II. Algebra I Typing Help

Use these keyboard shortcuts to enter special characters, symbols, or formatting into your responses:

1. If the Response Includes:	2. Type This Instead:	3. Example(s):
$\times$ multiplication symbol	$\times$ letter x <b>OR</b> $*$ asterisk (SHIFT + 8)	$3 \times 4 = 12$  $3 * 4 = 12$
$\div$ division symbol	$/$ forward slash	$12 / 3 = 4$
$\frac{12 - 7}{3 - 1}$ fraction or ratio	$/$ forward slash	$(12 - 7)/(3 - 1)$  Note: Parentheses are required.
$2\frac{3}{4}$ mixed number	space between whole number and fraction; forward slash to separate numerator and denominator of fraction	$2\ 3/4$
$3^2$ exponent	$\wedge$ "caret" (SHIFT + 6)	$3^2 = 9$
$\sqrt{4}$ square root	sqrt() the letters sqrt, with the radicand in parentheses	$\text{sqrt}(4) = 2$
$\sqrt{(x + 2)^3}$ complex root	sqrt with parentheses and $\wedge$ for exponent	$\text{sqrt}((x + 2)^3)$
$\pi$ pi symbol	(pi)	Area = 9(pi) square inches
$\geq$ "greater than or equal to"	$\geq$ greater than sign, followed by equals sign	$y \geq 13$
$\leq$ "less than or equal to"	$\leq$ less than sign, followed by equals sign	$y \leq 13$
$\approx$ about equal to	$=*$ equals sign, followed by asterisk (SHIFT + 8)	$(\pi) =* 3.14$



### III. Water Spray F.IF.04

<b>Conceptual Category</b>	F. Functions
<b>Domain</b>	IF. Interpreting Functions
<b>Cluster</b>	B. Interpret functions that arise in applications in terms of the context
<b>Standard</b>	4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> <sup>2</sup>
<b>Mathematical Practice</b>	2. Reason abstractly and quantitatively.
<b>Calculator</b>	Calculator allowed

This item requires students to interpret the maximum point, x-intercept, and slope over a given interval for the graph shown. Students must go beyond identifying key features of a graph by interpreting what those features mean in terms of the given context. Teachers may need to discuss with students what it means to interpret information “in terms of” a situation or context.

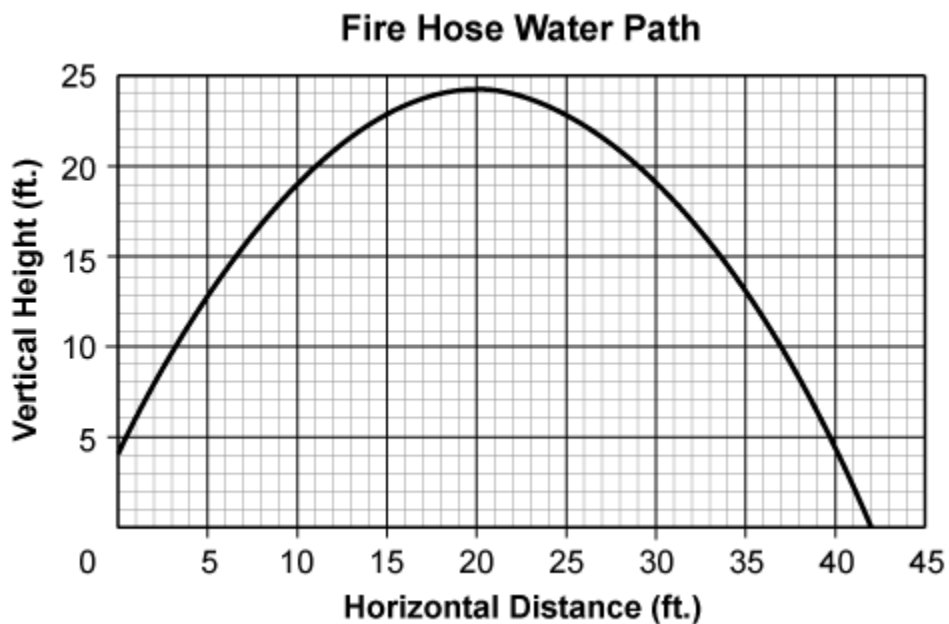
This item is linked to one of the Mathematical Practices (MP).

**MP 2:** Students must use the given information and symbolic representations to contextualize their results and provide meaning for the quantities.

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<sup>2</sup> Modeling Standards - Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards. The basic modeling cycle involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

Use the graph to answer the questions.



**Part A**

Explain what the maximum value of this represents in this situation. Make sure to identify the maximum and include information about the  $x$ -value and  $y$ -value in your explanation.

**Part B**

What does the  $x$ -intercept of the graph represent in terms of the water spray? Use specific information about the coordinates of the  $x$ -intercept in your answer.

**Part C**

Describe characteristics of the rate of change of the function over the interval  $0 \leq x \leq 20$ .

## Scoring Rubric

4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point OR demonstrates minimal understanding of the standard being measured.
0	The student's response is incorrect, irrelevant to the skill or concept being measured, or blank.

## Sample Answer

### Part A.

The maximum is (20, 24). This means that the maximum height the water spray will reach is 24 feet above the ground which is 20 feet from the base of the hose.

### Part B.

The water spray will reach the ground 42 feet from the base of the fire hose.

### Part C.

The overall rate of change for the interval is positive over the interval. However, as the x-value increases over the interval, the rate of change value actually decreases or slows down as it reaches  $x=20$ , or the maximum height.

## Points Assigned

### Part A.

- 1 point for identifying the coordinates of the maximum value
- 1 point for a correct and complete explanation of the given maximum value in context, including both x- and y-values

### Part B.

- 1 point for a correct and complete explanation of the x-intercept in terms of the context

### Part C.

- 1 point for a correct and complete description of characteristics of the rate of change over the given interval

**Note:** A point may be awarded for part B if the explanation is correct even though it is based on incorrect values given in part A.

## IV. Falling Rock Function F.IF.02

<b>Conceptual Category</b>	F. Functions
<b>Domain</b>	IF. Interpreting Functions
<b>Cluster</b>	A. Understand the concept of a function and use function notation
<b>Standard</b>	2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
<b>Mathematical Practices</b>	1. Make sense of problems and persevere in solving them.
	2. Reason abstractly and quantitatively.
	3. Construct viable arguments and critique the reasoning of others.
	4. Model with mathematics.
	6. Attend to precision.
<b>Calculator</b>	Calculator allowed

This item requires students to use proper function notation to model a situation presented as a graph. To further test the standard, students must also evaluate their function for a given value for  $x$ . The student must provide a correct domain for the situation and explain why the given domain is incorrect.

This item is linked to five of the Mathematical Practices (MP).

MP 1: Students must examine and make sense of all of the given information in the problem and develop a solution pathway in order to provide the requested information.

MP 2: Students must use the given information and symbolic representations to contextualize their results and provide meaning for the quantities.

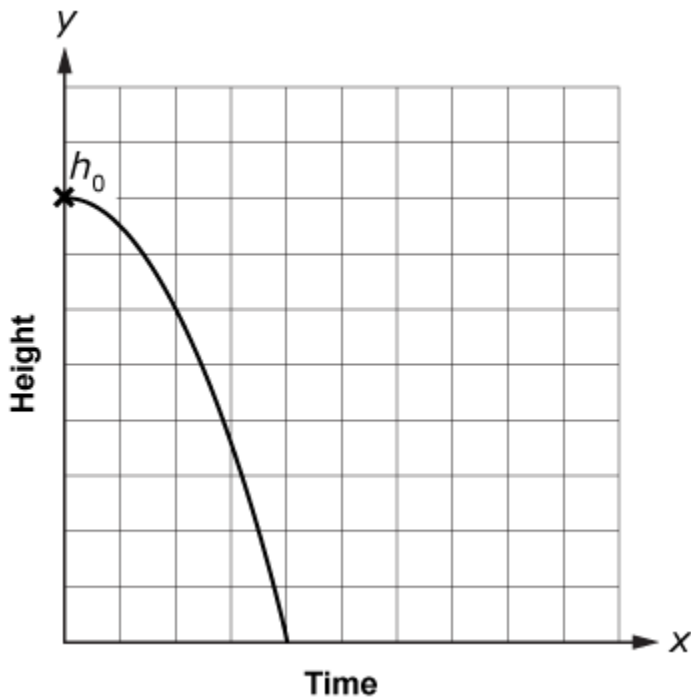
MP 3: Students must critique the given domain and clearly explain why it is wrong.

MP 4: Students must write a mathematical function that models the given situation.

MP 6: Students must accurately use function notation to communicate their response.

Annotated student responses for this item can be found in [2013-2014 Algebra I Sample Test Items](#), beginning on page 30.

The height, in meters, of a rock as it falls at a given time ( $x$ ), in seconds, can be found using the expression  $-5x^2 + h_0$ , where  $h_0$  is the starting height where the rock falls.



**Part A**

A rock falls from a starting height of 80 meters. Write a function,  $f(x)$ , that models the height of the rock as it falls. Make sure to use proper function notation.

**Part B**

Using the function from part A, what is the value of  $f(3)$ ?

**Part C**

Ahmed states that the domain for this function in the given context is  $x \leq 4$ . Explain why Ahmed is incorrect, and provide a correct domain.

## Scoring Rubric

4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point OR demonstrates minimal understanding of the standard being measured.
0	The student's response is incorrect, irrelevant to the skill or concept being measured, or blank.

## Sample Answer

### Part A.

$$f(x) = -5x^2 + 80$$

### Part B.

35 meters

### Part C.

Ahmed is incorrect because the time has to start at 0. You cannot have a negative time. The correct domain is  $0 \leq x \leq 4$ .

## Points Assigned

### Part A.

- 1 point for correct function

### Part B.

- 1 point for correct height for  $f(3)$  from equation in part A

### Part C.

- 1 point for correct and complete explanation of why Ahmed's domain is incorrect
- 1 point for correct domain

**Note:** A point may be awarded in part B if the student correctly solves an incorrect function provided in part A for the value of  $f(3)$ .

## V. Solving Quadratics A.REI.04

<b>Conceptual Category</b>	A. Algebra
<b>Domain</b>	REI. Reasoning with Equations and Inequalities
<b>Cluster</b>	B. Solve equations and inequalities in one variable.
<b>Standard</b>	<p>4. Solve quadratic equations in one variable.</p> <p>a. Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions. Derive the quadratic formula from this form.</p> <p>b. Solve quadratic equations by inspection (e.g., for <math>x^2 = 49</math>), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>.</p>
<b>Mathematical Practices</b>	1. Make sense of problems and persevere in solving them.
	3. Construct viable arguments and critique the reasoning of others.
	4. Model with mathematics.
	6. Attend to precision.
<b>Calculator</b>	Calculator allowed

This item requires students to identify and explain incorrect steps to two solving processes and provide correct solutions.

This item is linked to four of the Mathematical Practices (MP).

**MP 1:** Students must examine and make sense of all of the given information in the problem and develop a solution pathway in order to provide the requested information.

**MP 3:** Students must critique the given solution methods and provide correct solutions.

**MP 4:** Students must identify correct and incorrect parts to the process for solving the given equations.

**MP 6:** Students must carryout the steps to solving with precision in order to determine the correct solutions. Any calculations shown must be free of mathematical errors.

Annotated student responses for this item can be found in [2014-2015 Algebra I Sample Test Items](#), starting on page 28.

Shannon and Jermaine are solving quadratic equations. This table shows their work.

Steps	Shannon	Jermaine
Initial equation	$x^2 - 6x + 5 = 12$	$x^2 + 2x - 29 = 2x + 7$
Step 1	$x^2 - 6x = 7$	$x^2 + 2x - 36 = 2x$
Step 2	$x^2 - 6x + 9 = 16$	$x^2 - 36 = 0$
Step 3	$(x - 3)^2 = 16$	$(x - 18)(x + 18) = 0$
Step 4	$x - 3 = \pm 4$	$x - 18 = 0$ or $x + 18 = 0$
Step 5	$x = \pm 7$	$x = 18$ or $-18$

Both Shannon and Jermaine have errors in their work. Write a clear explanation of each student's error. Provide the correct solutions for both equations.

**Shannon**

Correct solution(s):

Explanation of error:

**Jermaine**

Correct solution(s):

Explanation of error:



## Scoring Rubric

4	The student earns 4 points.
3	The student earns 3.5-3.0 points.
2	The student earns 2.5-2.0 points.
1	The student earns 1.5-0.5 points OR demonstrates minimal understanding of the standard being measured.
0	The student's response is incorrect, irrelevant to the skill or concept being measured, or blank.

## Sample Answer

### Shannon

Correct Solutions:

$$x = 7 \text{ or } x = -1$$

Explanation of error:

Shannon's error is after step 4. She should have separated the equations out such that  $x - 3 = 4$  or  $x - 3 = -4$ . Then solve both for  $x$ :  $x = 7$  or  $x = -1$ .

### Jermaine

Correct Solutions:

$$x = 6 \text{ or } x = -6$$

Explanation of error:

Jermaine's error is after step 2. He should have taken the square root of 36 instead of dividing it by 2. Step 3 should be  $(x-6)(x+6) = 0$  which gives  $x - 6 = 0$  or  $x + 6 = 0$ . Therefore,  $x = 6$  or  $x = -6$ .

## Points Assigned

- 0.5 point for providing 7 as a correct solution to Shannon's equation
- 0.5 point for providing -1 as a correct solution to Shannon's equation
- 1 point for correct and complete explanation of Shannon's calculation error
- 0.5 point for providing 6 as a correct solution to Jermaine's equation
- 0.5 point for providing -6 as a correct solution to Jermaine's equation
- 1 point for correct and complete explanation of Jermaine's calculation error

## Constructed-Response Samples: Geometry

This document includes:

- [Purpose](#)
- [Geometry Typing Help](#)
- [Geometry Reference Sheet](#)
- [Population Density G.MG.02](#)
- [Wheelchair Ramp G.SRT.08](#)
- [Soybean Yield G.MG.03](#)

### I. Purpose

This document presents constructed-response (CR) samples to illustrate the types of CR test items that students will need to solve on the Geometry End-of-Course (EOC) assessment. Each CR sample includes information used to score the item: an exemplary response, an explanation of how points are assigned, and a specific scoring rubric. In addition to scoring information, an explanation of each item's connection to the [Louisiana Mathematics Standards and the Mathematical Practices](#) is also included. For CR items students have access to the Geometry Reference Sheet and the Geometry Typing Help<sup>1</sup>, which describes how to enter special characters, symbols, and formatting into typed responses.

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<sup>1</sup> As of July 2014, the Geometry Typing Help has been updated to include information on typing complex roots and inverse trigonometric functions.

## II. Geometry Typing Help

Use these keyboard shortcuts to enter special characters, symbols, or formatting into your responses:

1. If the Response Includes:	2. Type This Instead:	3. Example(s):
$\times$ multiplication symbol	$\times$ letter x <b>OR</b> $*$ asterisk (SHIFT + 8)	$3 \times 4 = 12$  $3 * 4 = 12$
$\div$ division symbol	$/$ forward slash	$12 / 3 = 4$
$\frac{12 - 7}{3 - 1}$ fraction or ratio	$/$ forward slash	$(12 - 7)/(3 - 1)$ Note: Parentheses are required.
$2\frac{3}{4}$ mixed number	space between whole number and fraction; forward slash to separate numerator and denominator of fraction	$2\ 3/4$
$3^2$ exponent	$\wedge$ "caret" (SHIFT + 6)	$3^2 = 9$
$\sqrt{4}$ square root	$\text{sqrt}()$ the letters sqrt, with the radicand in parentheses	$\text{sqrt}(4) = 2$
$\sqrt{(x + 2)^3}$ complex root	$\text{sqrt}$ with parentheses and $\wedge$ for exponent	$\text{sqrt}((x + 2)^3)$
$\pi$ pi symbol	$(\text{pi})$	Area = $9(\text{pi})$ square inches
$\geq$ "greater than or equal to"	$\geq$ greater than sign, followed by equals sign	$y \geq 13$
$\leq$ "less than or equal to"	$\leq$ less than sign, followed by equals sign	$y \leq 13$

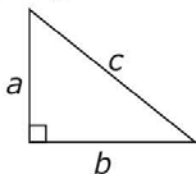
$\approx$ about equal to	=* equals sign, followed by asterisk (SHIFT + 8)	(pi) =* 3.14
45° degree symbol	degrees (spell out the word)	The angle measures 45 degrees.
$\angle PQR$ angle symbol	angle (spell out the word)	Angle PQR is a right angle.
$\triangle ABC$ triangle symbol	triangle (spell out the word)	Triangle ABC is a right triangle.
$m \perp q$ perpendicular symbol	perpendicular (spell out the word)	Line m is perpendicular to line q.
$m \parallel q$ parallel symbol	$\parallel$ two "pipes" (SHIFT + backslash) OR parallel (spell out the word)	$m \parallel q$ OR Line m is parallel to line q.
$\triangle ABC \cong \triangle RST$ congruence symbol	congruent (spell out the word)	Triangle ABC is congruent to triangle RST.
$\triangle STU \sim \triangle VWX$ similarity symbol	similar (spell out the word)	Triangle STU is similar to triangle VWX.
$\overline{AB}$ line segment	line segment (spell out the words)	Line segment AB bisects line segment CD.
$\overleftrightarrow{AB}$ line	line (spell out the word)	Line AB is parallel to line CD.
$\overrightarrow{AB}$ ray	ray (spell out the word)	Ray AB goes through point P.
$\sin^{-1}$ inverse sine	$\sin^{-1}$	$\sin^{-1}(3/5)$
$\cos^{-1}$ inverse cosine	$\cos^{-1}$	$\cos^{-1}(4/5)$
$\tan^{-1}$ inverse tangent	$\tan^{-1}$	$\tan^{-1}(3/4)$

### III. Geometry Reference Sheet



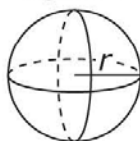
**Geometry Reference Sheet**  
Use the information below to answer questions on the Geometry test.

#### Pythagorean Theorem



$$a^2 + b^2 = c^2$$

#### Sphere



$$\pi \approx 3.14$$

$$\text{Surface Area} = 4\pi r^2$$

$$\text{Volume} = \frac{4}{3}\pi r^3$$

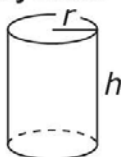
#### Cone



$$\text{Surface Area} = \pi r s + \pi r^2$$

$$\text{Volume} = \frac{1}{3}\pi r^2 h$$

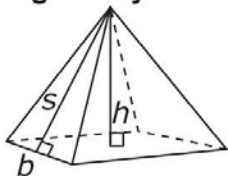
#### Cylinder



$$\text{Surface Area} = 2\pi r^2 + 2\pi r h$$

$$\text{Volume} = \pi r^2 h$$

#### Regular Pyramid



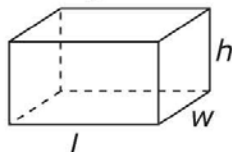
$$B = \text{area of base}$$

$$L = \text{area of lateral surfaces}$$

$$\text{Surface Area} = B + L$$

$$\text{Volume} = \frac{1}{3}Bh$$

#### Rectangular Solid



$$\text{Surface Area} = 2wl + 2lh + 2wh$$

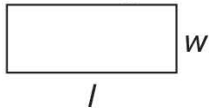
$$\text{Volume} = lwh$$

### Circle



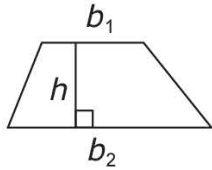
$$\text{Area} = \pi r^2$$
$$\text{Circumference} = 2\pi r$$

### Rectangle



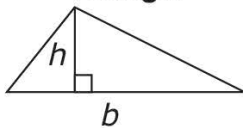
$$\text{Area} = lw$$
$$\text{Perimeter} = 2l + 2w$$

### Trapezoid



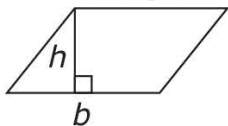
$$\text{Area} = \frac{1}{2}h(b_1 + b_2)$$

### Triangle



$$\text{Area} = \frac{1}{2}bh$$

### Parallelogram



$$\text{Area} = bh$$

### Cartesian Distance Formula

Point 1:  $(x_1, y_1)$

Point 2:  $(x_2, y_2)$

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

## IV. Population Density G.MG.02

<b>Conceptual Category</b>	G. Geometry
<b>Domain</b>	MG. Modeling with Geometry
<b>Cluster</b>	A. Apply geometric concepts in modeling situations.
<b>Standard</b>	2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). <sup>2</sup>
<b>Mathematical Practice</b>	1. Make sense of problems and persevere in solving them.
	2. Reason abstractly and quantitatively.
	6. Attend to precision.
	7. Look for and make use of structure.
<b>Calculator</b>	Calculator allowed

This item requires students to calculate and compare population densities. Students are to observe patterns apparent in the work involved to complete part A as a basis for reasoning in part B.

This item is linked to three of the Mathematical Practices (MP).

MP 1: Students must examine and make sense of all of the given information in the problem and develop a solution pathway in order to provide the requested information.

MP 2: Students must use the given information and symbolic representations to contextualize their results and provide meaning for the quantities.

MP 6: Students must carry out the steps to solving with precision in order to determine the correct solutions. Any calculations shown must be free of mathematical errors.

MP 7: Students must compare the structure of differing divisors and dividends to their corresponding quotients to provide a basis for generalization about population density.

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<sup>2</sup> Modeling Standards - Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards. The basic modeling cycle involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

Use the table to answer the questions.

**State Information**

<b>State</b>	<b>Population</b>	<b>Area (in square miles)</b>
Louisiana	4,601,893	43,204
Mississippi	2,984,926	46,923
Rhode Island	1,050,292	1,034
Wyoming	576,412	97,093

Population density for a state is represented by the number of people per square mile.

**Part A**

Which of the states listed in the table has the greatest population density and what is that density? Round your answer to the nearest and make sure to include correct units.

State:

Population Density:

**Part B**

A certain state has a population density that is higher than Louisiana. Describe the different ways the population and land area of this state could be the same or different from Louisiana.



## Scoring Rubric

4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point OR demonstrates minimal understanding of the standard being measured.
0	The student's response is incorrect, irrelevant to the skill or concept being measured, or blank.

## Sample Answer

### Part A.

State:

Rhode Island

Population Density:

1015.8 people per square mile

### Part B.

The state could have the same population as Louisiana, but less area. Or, the state could have a greater population, but the same area as Louisiana.

## Points Assigned

### Part A.

- 1 point for Rhode Island
- 1 point for the correct population density of Rhode Island with correct units

### Part B.

- 2 points for 2 of the 3 possibilities: same area/higher population; less area/same population; less area/greater population  
**or**
- 1 point for 1 of the 3 possibilities: same area/higher population; less area/same population; less area/greater population

## V. Wheelchair Ramp G.SRT.08

<b>Conceptual Category</b>	G. Geometry
<b>Domain</b>	SRT. Similarity, Right Triangles, and Trigonometry
<b>Cluster</b>	C. Define trigonometric ratios and solve problems involving right triangles.
<b>Standard</b>	8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. <sup>3</sup>
<b>Mathematical Practices</b>	3. Construct viable arguments and critique the reasoning of others.
	4. Model with mathematics.
	6. Attend to precision.
<b>Calculator</b>	Calculator allowed

This item requires students to reason about how slope, angle measures, trigonometric ratios, and the Pythagorean Theorem relate mathematically. Students must determine a horizontal measure for a leg of a right triangle that results in a hypotenuse slope of no more than  $\frac{1}{12}$ . Students then use the Pythagorean Theorem to find the measure of the hypotenuse in two different right triangles. Finally, students must use a trigonometric ratio to determine the measure of an angle in a right triangle.

This item is linked to five of the Math Practices (MP).

**MP 1:** Students must make sense of given information to determine how to solve each part of the problem. The problem calls on multiple banks of information and requires perseverance to solve each part.

**MP 2:** Students must decontextualize given measurements to manipulate the numbers using equations. Then, they must contextualize to determine the reasonableness of their answer within the given context.

**MP 3:** Students must construct an argument to justify their reasoning behind how they calculated the minimum length of ramp that will satisfy the given conditions in part A.

**MP 4:** Students use the Pythagorean Theorem to model the relationship between the legs and hypotenuse of the right triangle used to calculate the length of the ramp. Students use trigonometric ratios to model the relationship between side lengths and angle measures of the right triangle used to calculate the measure of the angle created by the ground and the ramp.

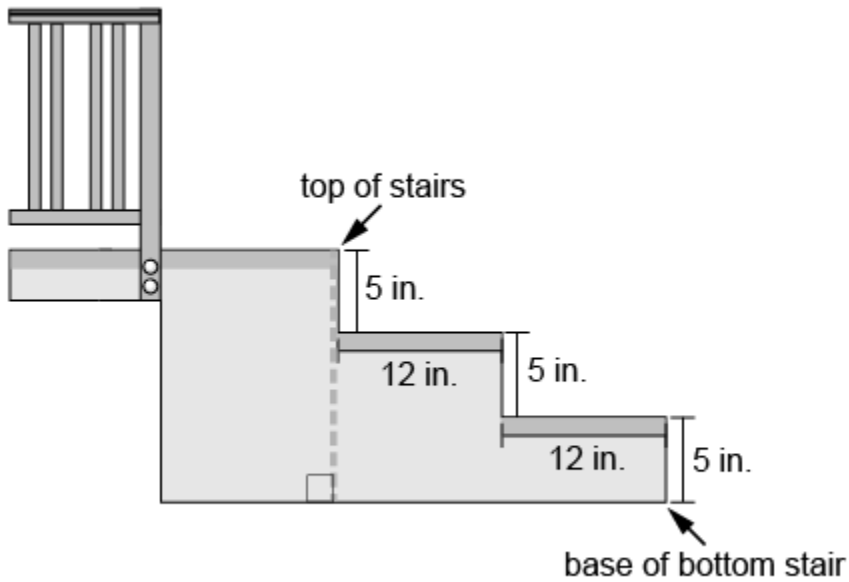
**MP 6:** Students must accurately convert between measurement units, specify the correct units of measure in their final responses, and use appropriate rounding techniques.

Annotated student responses for this item can be found in [2013-2014 Geometry Sample Test Items](#), beginning on page 35.

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<sup>3</sup> Modeling Standards - Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards. The basic modeling cycle involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

Use the diagram to answer the questions.



Note: Not to scale

Leah needs to add a wheelchair ramp over her stairs. The ramp will start at the top of the stairs. Each stair makes a right angle with each riser.

### Part A

The ramp must have a maximum slope of  $\frac{1}{12}$ . To the nearest hundredth of a foot, what is the shortest length of ramp that Leah can build and not exceed the maximum slope? Show your work or explain your answer.

Length of ramp:

Work/Explanation:

**Part B**

Leah decides to build a ramp that starts at the top of the stairs and ends 18 feet from the base of the bottom stair. To the nearest hundredth of a foot, what is the length of the ramp?

**Part C**

To the nearest tenth of a degree, what is the measure of the angle created by the ground and the ramp that Leah builds in part B?

## Scoring Rubric

4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point OR demonstrates minimal understanding of the standard being measured.
0	The student's response is incorrect, irrelevant to the skill or concept being measured, or blank.

## Sample Answer

### Part A.

Length of ramp: 15.05 feet

Work/Explanation:

First find length of base of triangle (x)

$$1.25\text{ft}/x = 1/12$$

$$1.25 \cdot 12 = 1 \cdot x$$

$$x = 15$$

Then find hypotenuse/ramp (c)

$$1.25^2 + 15^2 = c^2$$

$$226.5625 = c^2$$

$$c = * 15.05$$

### Part B.

20.04 feet

### Part C.

3.6 degrees

## Points Assigned

### Part A.

- 1 point for correct length rounded to the correct place value
- 1 point for complete and correct work or explanation

### Part B.

- 1 point for correct length rounded to the correct place value

### Part C.

- 1 point for correct degree measure rounded to the correct place value

**Note:** Units are not required, but a point cannot be awarded for a response given in incorrect units.

## VI. Soybean Yield G.MG.03

<b>Conceptual Category</b>	G. Geometry
<b>Domain</b>	MG. Modeling with Geometry
<b>Cluster</b>	A. Apply geometric concepts in modeling situations.
<b>Standard</b>	3. Apply geometric methods to solve design problems (e.g., design an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). <sup>4</sup>
<b>Mathematical Practices</b>	1. Make sense of problems and persevere in solving them.
	3. Construct viable arguments and critique the reasoning of others.
	6. Attend to precision.
<b>Calculator</b>	Calculator allowed

This item requires students to use a table of given information to determine the best design to meet the needs of the farmer in the problem. Given another table of values, the student must then determine if the original design also meets the new needs. In both parts the student must mount an argument based on calculations and given factors to justify their chosen design plans.

This item is linked to three of the Mathematical Practices (MP).

MP 1: Students must examine and make sense of all of the given information in the problem and develop a solution pathway in order to provide the requested information.

MP 3: Students must construct viable arguments to support their reasoning.

MP 6: Students must carry out the steps to solving with precision in order to determine the correct solutions and be mindful of their use of units throughout. Any calculations shown must be free of mathematical errors.

Annotated student responses for this item can be found in [2014-2015 Geometry Sample Test Items](#), beginning on page 31.

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<sup>4</sup> Modeling Standards - Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards. The basic modeling cycle involves (1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

Mr. Fontenot planted four types of soybeans on his land in order to compare overall cost (for planting and harvesting) and crop harvest. The table shows the number of acres planted, the cost per acre, and the number of bushels of soybeans produced for the different types of soybeans.

Type of Soybean	Number of Acres Planted	Cost (per acre) to Harvest	Number of Bushels Produced
A	200	\$174.70	9,000
B	150	\$180.90	7,500
C	100	\$192.40	5,900
D	75	\$204.00	4,500

### Part A

Regulations specify that Mr. Fontenot cannot devote more than 80% of a field to one particular type of soybean. He wants to design a field so that he can harvest the most soybeans for the lowest cost. What is the best design plan for Mr. Fontenot's 525 acres? Include specific details about which soybeans you chose, how many acres of each type should be planted, and why you chose those soybeans.

## Part B

This table shows the profit Mr. Fontenot can earn per bushel for each type of soybean.

Type of Soybean	Profit per Bushel
A	\$4.50
B	\$3.88
C	\$3.96
D	\$4.24

Determine if the design plan created in part A is the most profitable 80/20 design. Include specific details about the profitability of the plan from part A compared to other possible design plans.



## Scoring Rubric

4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point OR demonstrates minimal understanding of the standard being measured.
0	The student's response is incorrect, irrelevant to the skill or concept being measured, or blank.

## Sample Answer

### Part A.

Mr. Fontenot should plant 420 acres of soybean C and 105 acres of soybean D.

$$525 * 0.8 = 420$$

Price per bushel

$$A = \$3.88$$

$$B = \$3.62$$

$$C = \$3.26$$

$$D = \$3.40$$

Soybean C has the lowest cost per bushel to produce and therefore should be planted on the maximum 80%. Soybean D has the next lowest cost per bushel to produce and should be used for the other 20%.

### Part B.

The design plan in part A is not the most profitable 80/20 design. Mr. Fontenot should plant 420 acres of soybean D and 105 acres of soybean C. Based on the numbers of bushels per acre and the profit per bushel, Soybean D has the highest level of profit for the larger section of 420 acres. Soybean C gives the next highest profit based on bushels per acre and profit, and should be used for the other 20%.

## Points Assigned

### Part A.

- 1 point for correct design of 420 acres of C and 105 acres of D
- 1 point for providing support for their selection

### Part B.

- 1 point for correct design of 420 acres of D and 105 acres of C
- 1 point for providing correct support for their selection

**NOTE:** The student can earn one point for support in part A if their numbers are incorrect, but they provide correct support for the division of soybeans.

## End-of-Course Tests

### 2011—2015 Comparison of Average Percent of Students Scoring Good or Excellent

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers.

District Code	District Name	December 2010 and May 2011	December 2011 and May 2012	December 2012 and May 2013	December 2013 and May 2014	December 2014 and May 2015	Change 2011 to 2015
		(Algebra I, English II, Geometry and Biology)	(All Subjects Except U.S. History)	(All Subjects)	(All Subjects)	(All Subjects)	
STATE	LOUISIANA STATEWIDE	49	55	59	62	62	13
001	ACADIA PARISH	50	57	57	56	56	6
002	ALLEN PARISH	55	58	61	66	61	6
003	ASCENSION PARISH	67	68	74	77	78	11
004	ASSUMPTION PARISH	42	52	53	58	57	15
005	AVOUELLES PARISH	34	44	48	48	45	11
006	BEAUREGARD PARISH	56	61	60	63	60	4
007	BIENVILLE PARISH	46	53	59	62	64	18
008	BOSSIER PARISH	52	58	65	65	67	15
009	CADDO PARISH	39	45	51	53	53	14
010	CALCASIEU PARISH	53	59	62	61	57	4
011	CALDWELL PARISH	53	55	53	58	55	2
012	CAMERON PARISH	51	59	63	65	57	6
013	CATAHOULA PARISH	51	56	54	67	57	6
014	CLAIBORNE PARISH	32	26	32	38	35	3
015	CONCORDIA PARISH	51	56	58	57	49	-2
016	DESOTO PARISH	46	51	60	61	65	19

## End-of-Course Tests

### 2011—2015 Comparison of Average Percent of Students Scoring Good or Excellent

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District Code	District Name	December 2010 and May 2011	December 2011 and May 2012	December 2012 and May 2013	December 2013 and May 2014	December 2014 and May 2015	Change 2011 to 2015
		(Algebra I, English II, Geometry and Biology)	(All Subjects Except U.S. History)	(All Subjects)	(All Subjects)	(All Subjects)	
STATE	LOUISIANA STATEWIDE	49	55	59	62	62	13
017	EAST BATON ROUGE PARISH--- EBR Only	38	44	49	50	51	13
018	EAST CARROLL PARISH	29	41	52	50	58	29
019	EAST FELICIANA PARISH	29	31	36	45	59	30
020	EVANGELINE PARISH	47	52	64	62	59	12
021	FRANKLIN PARISH	34	37	35	39	39	5
022	GRANT PARISH	51	54	57	57	58	7
023	IBERIA PARISH	52	55	60	62	62	10
024	IBERVILLE PARISH	38	40	48	59	57	19
025	JACKSON PARISH	50	48	58	60	62	12
026	JEFFERSON PARISH	46	51	55	60	64	18
027	JEFFERSON DAVIS PARISH	63	66	64	65	62	-1
028	LAFAYETTE PARISH	53	62	64	64	63	10
029	LAFOURCHE PARISH	51	59	64	68	67	16
030	LASALLE PARISH	41	50	55	63	62	21
031	LINCOLN PARISH	59	59	63	62	66	7

## End-of-Course Tests

### 2011—2015 Comparison of Average Percent of Students Scoring Good or Excellent

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District Code	District Name	December 2010 and May 2011	December 2011 and May 2012	December 2012 and May 2013	December 2013 and May 2014	December 2014 and May 2015	Change 2011 to 2015
		(Algebra I, English II, Geometry and Biology)	(All Subjects Except U.S. History)	(All Subjects)	(All Subjects)	(All Subjects)	
STATE	LOUISIANA STATEWIDE	49	55	59	62	62	13
032	LIVINGSTON PARISH	57	67	71	70	73	16
033	MADISON PARISH	20	37	31	23	25	5
034	MOREHOUSE PARISH	37	41	44	40	38	1
035	NATCHITOCHE PARISH	49	51	55	57	61	12
036	ORLEANS PARISH---OPSB Only	57	61	68	71	73	16
037	OUACHITA PARISH	58	61	63	64	64	6
038	PLAQUEMINES PARISH	60	64	72	75	75	15
039	POINTE COUPEE PARISH	37	38	49	48	46	9
040	RAPIDES PARISH	43	52	58	63	64	21
041	RED RIVER PARISH	51	77	69	69	70	19
042	RICHLAND PARISH	37	38	41	37	36	-1
043	SABINE PARISH	58	62	65	68	67	9
044	ST. BERNARD PARISH	59	70	72	73	74	15
045	ST. CHARLES PARISH	58	63	71	73	71	13
046	ST. HELENA PARISH	14	21	23	38	42	28

## End-of-Course Tests

### 2011—2015 Comparison of Average Percent of Students Scoring Good or Excellent

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers.

District Code	District Name	December 2010 and May 2011	December 2011 and May 2012	December 2012 and May 2013	December 2013 and May 2014	December 2014 and May 2015	Change 2011 to 2015
		(Algebra I, English II, Geometry and Biology)	(All Subjects Except U.S. History)	(All Subjects)	(All Subjects)	(All Subjects)	
STATE	LOUISIANA STATEWIDE	49	55	59	62	62	13
047	ST. JAMES PARISH	49	54	55	56	59	10
048	ST. JOHN THE BAPTIST PARISH	47	50	55	54	54	7
049	ST. LANDRY PARISH	44	48	52	53	55	11
050	ST. MARTIN PARISH	40	43	50	50	49	9
051	ST. MARY PARISH	51	54	58	59	60	9
052	ST. TAMMANY PARISH	62	71	75	77	76	14
053	TANGIPAHOA PARISH	42	46	51	53	50	8
054	TENSAS PARISH	29	15	21	42	45	16
055	TERREBONNE PARISH	51	53	57	63	69	18
056	UNION PARISH	28	35	47	49	45	17
057	VERMILION PARISH	62	72	75	74	77	15
058	VERNON PARISH	57	67	75	75	67	10
059	WASHINGTON PARISH	39	49	54	60	56	17
060	WEBSTER PARISH	41	45	52	53	52	11

## End-of-Course Tests

### 2011—2015 Comparison of Average Percent of Students Scoring Good or Excellent

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District Code	District Name	December 2010 and May 2011	December 2011 and May 2012	December 2012 and May 2013	December 2013 and May 2014	December 2014 and May 2015	Change 2011 to 2015
		(Algebra I, English II, Geometry and Biology)	(All Subjects Except U.S. History)	(All Subjects)	(All Subjects)	(All Subjects)	
STATE	LOUISIANA STATEWIDE	49	55	59	62	62	13
061	WEST BATON ROUGE PARISH	58	62	66	65	66	8
062	WEST CARROLL PARISH	59	58	66	67	63	4
063	WEST FELICIANA PARISH	65	70	70	76	77	12
064	WINN PARISH	60	66	64	67	64	4
065	CITY OF MONROE SCHOOL DISTRICT	42	40	43	46	48	6
066	CITY OF BOGALUSA SCHOOL DISTRICT	26	39	46	45	38	12
067	ZACHARY COMMUNITY SCHOOL DISTRICT	72	74	75	79	78	6
068	CITY OF BAKER SCHOOL DISTRICT	21	36	39	31	35	14
069	CENTRAL COMMUNITY SCHOOL DISTRICT	64	70	75	83	78	14

## End-of-Course Tests

### 2011—2015 Comparison of Average Percent of Students Scoring Good or Excellent

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District Code	District Name	December 2010 and May 2011	December 2011 and May 2012	December 2012 and May 2013	December 2013 and May 2014	December 2014 and May 2015	Change 2011 to 2015
		(Algebra I, English II, Geometry and Biology)	(All Subjects Except U.S. History)	(All Subjects)	(All Subjects)	(All Subjects)	
STATE	LOUISIANA STATEWIDE	49	55	59	62	62	13
RBR	RECOVERY SCHOOL DISTRICT—BATON ROUGE	NR	NR	17	20	19	NR
RLA	RECOVERY SCHOOL DISTRICT—LOUISIANA	15	20	19	28	8	-7
RNO	RECOVERY SCHOOL DISTRICT—NEW ORLEANS	26	31	38	47	49	23
RBR+017	EAST BATON ROUGE SCHOOLS	NR	NR	47	49	50	NR
RNO+036	NEW ORLEANS SCHOOLS	39	45	52	59	61	22

**State/District/School Summary Report**  
**End-of-Course Tests**  
**English II – December 2014 & May 2015 Combined**  
**Percent of Students by Achievement Level**  
 Report Date: 07/17/2015



The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates statistically unreliable (i.e. Less than 10 students in a subgroup or subgroup not defined at that time). The total number tested has been rounded down to the nearest 10 (i.e., 20 indicates there are between 20 and 29 students). The percent of students has been rounded when 1% or less and 99% or greater (e.g., ≤1% or ≥99%).

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
001	Acadia Parish	22	50	22	6	≥580
001005	Church Point High School	13	53	24	10	≥110
001007	Crowley High School	22	50	22	7	≥130
001017	Midland High School	45	43	11	≤1	≥50
001021	Rayne High School	10	56	26	8	≥150
001034	Iota High School	34	45	18	3	≥120
002	Allen Parish	24	53	21	3	≥270
002001	Elizabeth High School	30	50	13	7	≥30
002002	Fairview High School	27	48	21	3	≥30
002004	Kinder High School	21	60	19	≤1	≥90
002006	Oakdale High School	22	49	26	3	≥60
002009	Oberlin High School	23	49	23	5	≥30
002010	Reeves High School	28	56	11	6	≥10
003	Ascension Parish	33	45	17	5	≥1580
003003	Donaldsonville High School	8	43	42	8	≥120
003005	East Ascension High School	24	46	22	8	≥480
003014	St. Amant High School	36	45	14	5	≥500
003016	Dutchtown High School	44	44	10	2	≥480
004	Assumption Parish	20	44	26	10	≥260
004001	Assumption High School	20	44	26	10	≥260
005	Avoyelles Parish	11	50	29	10	≥370
005004	Bunkie New Tech High School	9	52	27	12	≥60



Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
005016	Marksville High School	9	52	32	8	≥130
005018	Avoyelles High School	14	44	30	12	≥110
005025	LA School for Ag Science	15	53	23	8	≥60
006	Beauregard Parish	27	48	18	7	≥410
006002	DeRidder High School	34	46	15	5	≥190
006004	East Beauregard High School	31	43	12	14	≥50
006008	Merryville High School	9	69	20	3	≥30
006010	Singer High School	6	50	31	13	≥10
006011	South Beauregard High School	23	47	23	8	≥120
007	Bienville Parish	19	50	21	10	≥140
007001	Arcadia High School	5	48	30	18	≥40
007003	Castor High School	41	48	10	≤1	≥20
007006	Gibbsland-Coleman High School	15	54	23	8	≥10
007008	Ringgold High School	17	52	24	7	≥40
007009	Saline High School	24	52	10	14	≥20
008	Bossier Parish	27	49	17	7	≥1500
008001	Airline High School	31	50	15	4	≥460
008006	Benton High School	41	46	10	3	≥220
008009	Bossier High School	9	41	30	20	≥140
008017	Haughton High School	23	50	18	9	≥310
008020	Parkway High School	25	51	19	4	≥310
008022	Plain Dealing High School	≤1	53	27	20	≥30
009	Caddo Parish	28	40	23	9	≥2490
009008	C.E. Byrd High School	46	40	11	3	≥550
009012	Caddo Parish Magnet High School	79	21	≤1	≤1	≥270
009013	Captain Shreve High School	32	44	18	5	≥290
009022	Fair Park College Preparatory Academy	5	33	39	22	≥140
009025	Green Oaks Performing Arts Academy	≤1	46	30	23	≥90
009031	Huntington High School	3	49	38	9	≥170
009042	North Caddo High School	21	50	22	7	≥80
009045	Northwood High School	20	49	24	6	≥230
009059	Southwood High School	10	48	32	10	≥320
009069	Booker T. Washington New Technology High	2	34	41	22	≥130
009073	Woodlawn Leadership Academy	4	36	44	16	≥130
009096	Alexander Learning Center	NR	NR	NR	NR	NR
009104	Academic Recovery Ombudsman	NR	NR	NR	NR	NR

NR - Fewer than 10 students or no results are reported.

The percentages of students across achievement levels may not total 100 due to rounding.

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
009105	Community Ombudsman	5	35	40	20	≥20
009108	Pathways in Education-Louisiana Inc.	≤1	9	36	55	≥10
010	Calcasieu Parish	22	49	22	7	≥2100
010003	Alfred M. Barbe High School	34	45	17	4	≥470
010004	Bell City High School	10	55	34	≤1	≥20
010014	DeQuincy High School	20	49	27	4	≥80
010025	Sam Houston High School	26	57	15	2	≥270
010026	Iowa High School	13	54	29	5	≥110
010033	LaGrange High School	6	46	33	15	≥220
010051	Starks High School	13	71	17	≤1	≥20
010052	Sulphur High School	26	51	16	7	≥530
010056	Vinton High School	20	42	29	9	≥60
010058	Washington/Marion Magnet High School	5	38	37	19	≥130
010064	Westlake High School	18	42	28	12	≥130
011	Caldwell Parish	36	44	18	2	≥80
011001	Caldwell Parish High School	36	44	18	2	≥80
012	Cameron Parish	26	51	22	2	≥90
012003	Grand Lake High School	45	45	9	≤1	≥40
012004	Hackberry High School	11	47	32	11	≥10
012005	Johnson Bayou High School	NR	NR	NR	NR	NR
012007	South Cameron High School	4	65	31	≤1	≥20
013	Catahoula Parish	22	45	28	5	≥90
013001	Block High School	8	46	38	8	≥60
013002	Central High School	NR	NR	NR	NR	NR
013005	Harrisonburg High School	47	47	7	≤1	≥10
013011	Sicily Island High School	47	41	12	≤1	≥10
014	Claiborne Parish	9	36	38	17	≥120
014004	Haynesville Jr./Sr. High School	13	40	33	15	≥50
014007	Homer High School	2	18	52	27	≥40
014011	Summerfield High School	13	61	22	4	≥20
015	Concordia Parish	12	47	29	11	≥220
015002	Ferriday High School	2	45	41	11	≥80
015006	Monterey High School	24	61	16	≤1	≥30
015008	Vidalia High School	16	44	25	15	≥100
015014	Concordia Education Center	NR	NR	NR	NR	NR
016	DeSoto Parish	20	57	18	5	≥340

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
016004	Logansport High School	18	64	13	5	≥30
016007	Mansfield High School	10	56	26	8	≥100
016010	Stanley High School	8	69	19	4	≥20
016012	North DeSoto High School	28	55	13	4	≥170
016020	Mansfield Middle School	NR	NR	NR	NR	NR
017	East Baton Rouge Parish---EBR Only	21	41	25	13	≥2450
017001	Arlington Preparatory Academy	NR	NR	NR	NR	NR
017008	Baton Rouge Magnet High School	67	31	2	≤1	≥400
017010	Belaire High School	≤1	35	38	26	≥220
017016	Broadmoor Senior High School	4	37	38	22	≥250
017038	Glen Oaks Senior High School	7	48	35	10	≥100
017056	McKinley Senior High School	22	40	27	11	≥270
017063	Northdale Superintendent's Academy	≤1	7	43	50	≥10
017065	Northeast High School	14	44	31	11	≥60
017079	Scotlandville Magnet High School	11	50	29	10	≥270
017088	Tara High School	9	40	33	18	≥240
017092	EBR Readiness Superintendent Academy	≤1	13	29	58	≥20
017102	Woodlawn High School	16	49	26	9	≥250
017109	AMikids Baton Rouge	≤1	7	36	57	≥10
017133	Mentorship Academy of Digital Arts	13	70	10	7	≥60
017134	Mentorship Academy of Science & Technolo	17	57	22	3	≥60
017136	Career Academy	3	18	42	36	≥60
017138	Robert E. Lee High School	36	59	2	2	≥80
018	East Carroll Parish	14	66	15	4	≥70
018002	General Trass High School	14	66	15	4	≥70
019	East Feliciana Parish	21	51	19	9	≥130
019013	East Feliciana Parish Enrichment Academy	NR	NR	NR	NR	NR
019014	East Feliciana High School	6	56	25	13	≥80
019015	Slaughter Community Charter School	48	44	6	2	≥50
020	Evangeline Parish	21	53	19	7	≥370
020001	Basile High School	22	57	19	2	≥50
020008	Mamou High School	23	62	13	3	≥70
020010	Pine Prairie High School	16	46	25	13	≥130
020014	Ville Platte High School	25	55	19	2	≥100
020018	Evangeline Central School	NR	NR	NR	NR	NR
021	Franklin Parish	10	44	34	13	≥160

NR - Fewer than 10 students or no results are reported.

The percentages of students across achievement levels may not total 100 due to rounding.

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
021007	Franklin Parish High School	10	44	34	13	≥160
022	Grant Parish	18	53	22	8	≥220
022004	Georgetown High School	28	61	6	6	≥10
022005	Grant High School	20	52	21	6	≥160
022006	Montgomery High School	5	50	31	14	≥40
023	Iberia Parish	23	50	22	5	≥880
023007	Delcambre High School	40	48	9	3	≥60
023015	Jeanerette Senior High School	16	36	33	16	≥60
023020	Loreauville High School	30	58	11	2	≥60
023022	Westgate High School	19	52	26	2	≥210
023024	New Iberia Senior High School	22	51	22	6	≥460
024	Iberville Parish	21	55	21	4	≥270
024010	Plaquemine Senior High School	23	54	20	3	≥180
024017	White Castle High School	13	60	23	4	≥40
024025	East Iberville Elementary/High School	17	51	24	7	≥40
025	Jackson Parish	12	63	16	8	≥130
025005	Jonesboro-Hodge High School	10	57	14	18	≥40
025007	Quitman High School	14	52	29	5	≥40
025010	Weston High School	13	82	5	≤1	≥30
026	Jefferson Parish	22	50	21	7	≥2890
026010	Bonnabel Magnet Academy High School	22	52	22	4	≥260
026017	Helen Cox High School	15	56	22	7	≥250
026022	East Jefferson High School	24	49	20	7	≥290
026023	John Ehret High School	15	58	20	7	≥460
026029	Fisher Middle/High School	9	54	32	5	≥60
026031	Grand Isle High School	9	73	9	9	≥10
026042	Haynes Academy School for Advanced Studi	88	12	≤1	≤1	≥90
026045	L.W. Higgins High School	14	51	25	11	≥350
026051	Grace King High School	15	47	24	13	≥320
026068	Riverdale High School	29	56	12	2	≥280
026080	West Jefferson High School	8	49	33	11	≥300
026105	Patrick F. Taylor Science & Technology A	73	26	≤1	≤1	≥70
026107	Thomas Jefferson High School for Advance	69	31	≤1	≤1	≥70
026112	Martyn Alternative School	NR	NR	NR	NR	NR
026123	Jefferson Chamber Foundation Academy	7	55	24	14	≥20
027	Jefferson Davis Parish	26	45	20	10	≥380

NR - Fewer than 10 students or no results are reported.

The percentages of students across achievement levels may not total 100 due to rounding.

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
027001	Elton High School	30	44	19	7	≥20
027004	Hathaway High School	25	43	28	5	≥40
027006	Jennings High School	28	42	18	13	≥130
027010	Lacassine High School	28	49	15	8	≥30
027012	Lake Arthur High School	22	51	21	6	≥60
027014	Welsh High School	24	46	20	11	≥80
028	Lafayette Parish	28	45	21	6	≥1950
028002	Acadiana High School	21	48	23	7	≥390
028010	Carencro High School	9	47	34	10	≥220
028011	O. Comeaux High School	26	51	18	4	≥480
028019	Lafayette High School	45	37	14	4	≥550
028027	Northside High School	12	41	36	10	≥130
028050	N. P. Moss Preparatory Academy	6	33	33	28	≥10
028053	Early College Academy	61	39	≤1	≤1	≥70
028054	David Thibodaux STEM Magnet Academy	25	55	19	≤1	≥60
029	Lafourche Parish	27	50	20	4	≥880
029003	Central Lafourche High School	31	46	20	3	≥310
029026	South Lafourche High School	33	49	15	3	≥230
029029	Thibodaux High School	19	54	23	4	≥300
029040	Virtual Academy of Lafourche	20	49	20	11	≥30
030	LaSalle Parish	28	48	17	6	≥180
030004	Jena High School	33	45	18	4	≥130
030006	LaSalle High School	16	58	14	12	≥50
031	Lincoln Parish	33	44	18	5	≥410
031003	Choudrant High School	39	53	6	2	≥50
031013	Ruston High School	35	43	17	5	≥300
031014	Simsboro High School	13	46	35	6	≥50
032	Livingston Parish	32	52	13	3	≥1720
032002	Albany High School	21	45	25	9	≥140
032005	Denham Springs High School	34	54	11	2	≥520
032008	Doyle High School	21	55	20	5	≥100
032009	French Settlement High School	43	46	10	2	≥60
032012	Holden High School	43	50	7	≤1	≥40
032014	Live Oak High School	38	51	10	2	≥340
032017	Maurepas School	28	60	12	≤1	≥20
032023	Springfield High School	33	50	11	6	≥100

NR - Fewer than 10 students or no results are reported.

The percentages of students across achievement levels may not total 100 due to rounding.

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
032024	Walker High School	28	53	16	3	≥370
032042	Denham Springs Freshman High School	NR	NR	NR	NR	NR
033	Madison Parish	5	31	39	25	≥100
033002	Madison High School	5	31	39	25	≥100
034	Morehouse Parish	16	43	25	16	≥240
034002	Bastrop High School	11	40	29	20	≥180
034003	Beekman Charter School	31	52	13	5	≥60
035	Natchitoches Parish	20	44	25	11	≥400
035009	Natchitoches Central High School	22	44	25	9	≥310
035026	Lakeview Junior & Senior High School	18	51	22	8	≥70
035030	Frankie Ray Jackson Sr. Technical Center	≤1	19	38	44	≥10
035032	Lakeview Annex	NR	NR	NR	NR	NR
036	Orleans Parish---OPSB Only	34	47	14	4	≥1370
036035	Warren Easton Senior High School	20	67	10	2	≥240
036043	Benjamin Franklin High School	94	6	≤1	≤1	≥240
036064	Edna Karr High School	16	58	21	6	≥270
036079	Lusher Charter School	66	33	≤1	≤1	≥110
036088	McDonogh #35 College Preparatory School	6	54	30	10	≥220
036096	Eleanor McMain Secondary School	13	58	24	5	≥160
036163	New Orleans Charter Science and Mathemat	30	59	11	≤1	≥100
037	Ouachita Parish	26	47	20	7	≥1370
037019	Ouachita Parish High School	22	46	25	7	≥320
037032	Sterlington High School	37	40	17	6	≥100
037036	West Monroe High School	30	47	18	6	≥520
037046	West Ouachita High School	28	55	14	3	≥270
037049	Richwood High School	9	36	36	19	≥140
038	Plaquemines Parish	34	46	15	6	≥320
038001	Belle Chasse High School	39	44	12	5	≥210
038006	Phoenix High School	≤1	33	47	20	≥10
038013	South Plaquemines High School	25	53	17	5	≥80
039	Pointe Coupee Parish	10	43	31	16	≥170
039003	Livonia High School	10	43	31	16	≥170
040	Rapides Parish	29	48	18	4	≥1440
040003	Alexandria Senior High School	33	49	15	3	≥310
040006	Bolton High School	33	33	23	10	≥100
040011	Buckeye High School	24	55	17	3	≥150

NR - Fewer than 10 students or no results are reported.

The percentages of students across achievement levels may not total 100 due to rounding.

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
040014	Glenmora High School	26	47	24	3	≥30
040028	Oak Hill High School	38	50	5	7	≥50
040030	Peabody Magnet High School	13	52	28	7	≥110
040033	Pineville High School	32	48	17	3	≥320
040035	Plainview High School	62	38	≤1	≤1	≥10
040037	Rapides High School	29	48	17	6	≥60
040048	Tioga High School	26	47	23	4	≥210
040055	Northwood High School	32	50	11	7	≥40
041	Red River Parish	94	6	≤1	≤1	≥60
041002	Red River High School	94	6	≤1	≤1	≥60
042	Richland Parish	12	40	30	17	≥220
042001	Delhi High School	9	43	20	28	≥40
042006	Mangham High School	17	52	28	3	≥70
042008	Rayville High School	10	31	36	23	≥100
043	Sabine Parish	24	51	18	7	≥280
043001	Converse High School	15	62	15	8	≥30
043002	Ebarb School	18	50	9	23	≥20
043004	Florien High School	21	65	12	3	≥30
043006	Many High School	31	46	18	5	≥80
043008	Negreet High School	26	62	13	≤1	≥30
043010	Pleasant Hill High School	7	29	64	≤1	≥10
043012	Zwolle High School	25	38	22	15	≥50
044	St. Bernard Parish	28	50	16	6	≥440
044006	Chalmette High School	29	50	15	6	≥420
044019	C.F. Rowley Alternative School	6	31	50	13	≥10
045	St. Charles Parish	29	49	17	5	≥680
045003	Destrehan High School	24	49	20	7	≥350
045005	Hahnville High School	34	50	13	3	≥320
046	St. Helena Parish	7	42	25	25	≥80
046002	St. Helena College and Career Academy	7	42	25	25	≥80
047	St. James Parish	22	53	20	6	≥230
047004	Lutcher High School	22	47	24	8	≥130
047008	St. James High School	22	61	15	3	≥100
048	St. John the Baptist Parish	12	50	29	9	≥360
048001	East St. John High School	11	50	30	9	≥320
048013	West St. John High School	17	54	20	10	≥40

NR - Fewer than 10 students or no results are reported.

The percentages of students across achievement levels may not total 100 due to rounding.

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
049	St. Landry Parish	21	50	22	7	≥830
049010	Eunice High School	18	44	30	8	≥150
049032	Opelousas Senior High School	20	49	25	6	≥170
049051	North Central High School	18	66	8	8	≥30
049052	Beau Chene High School	21	60	14	5	≥190
049053	Northwest High School	16	44	29	12	≥120
049056	Port Barre High School	24	52	20	4	≥90
049058	Magnet Academy for Cultural Arts	40	38	17	5	≥40
050	St. Martin Parish	15	46	29	10	≥520
050004	Breaux Bridge High School	15	47	31	7	≥200
050008	Cecilia High School	17	52	24	7	≥160
050017	St. Martinville Senior High School	12	40	32	16	≥160
051	St. Mary Parish	24	44	23	10	≥630
051006	Berwick High School	37	44	14	5	≥140
051007	Centerville High School	15	36	32	17	≥50
051012	Franklin Senior High School	13	43	28	17	≥120
051021	Morgan City High School	23	46	24	7	≥150
051024	Patterson High School	44	44	9	3	≥70
051039	West St. Mary High School	5	47	34	14	≥70
052	St. Tammany Parish	40	44	14	3	≥2640
052013	Covington High School	31	46	20	3	≥370
052026	Mandeville High School	53	38	7	2	≥440
052029	Pearl River High School	24	47	24	5	≥160
052035	Salmen High School	22	43	26	9	≥230
052037	Slidell High School	33	52	12	3	≥370
052039	Northshore High School	39	46	13	2	≥390
052052	Fontainebleau High School	54	38	6	2	≥390
052061	Lakeshore High School	43	40	13	3	≥260
053	Tangipahoa Parish	20	42	26	11	≥1300
053002	Amite High School	11	31	41	17	≥110
053009	Hammond High Magnet School	21	42	28	9	≥320
053012	Independence High School	6	34	40	21	≥100
053015	Kentwood High Magnet School	2	40	32	26	≥40
053017	Loranger High School	21	52	18	10	≥150
053024	Ponchatoula High School	31	45	18	6	≥390
053029	Jewel M. Sumner High School	16	48	27	8	≥130

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
053052	Tangipahoa Alternative Solutions Program	≤1	10	37	53	≥30
054	Tensas Parish	17	51	19	13	≥40
054001	Tensas High School	17	51	19	13	≥40
055	Terrebonne Parish	28	49	17	6	≥1080
055005	H. L. Bourgeois High School	26	48	19	7	≥340
055013	Ellender Memorial High School	17	52	24	7	≥210
055034	South Terrebonne High School	26	48	18	8	≥230
055036	Terrebonne High School	40	49	10	≤1	≥280
056	Union Parish	9	40	38	13	≥140
056002	Downsville Charter School	9	45	45	≤1	≥20
056004	Union Parish High School	9	39	37	15	≥120
057	Vermilion Parish	33	51	14	3	≥610
057001	Abbeville High School	23	51	21	5	≥150
057006	Erath High School	43	50	6	≤1	≥140
057008	Gueydan High School	16	42	35	7	≥40
057013	Kaplan High School	34	52	11	3	≥110
057016	North Vermilion High School	37	53	10	≤1	≥150
058	Vernon Parish	24	45	22	8	≥650
058001	Anacoco High School	53	44	2	≤1	≥40
058003	Evans High School	43	35	16	5	≥30
058004	Hicks High School	23	50	27	≤1	≥20
058005	Hornbeck High School	16	52	29	3	≥30
058006	Leesville High School	22	48	23	8	≥230
058009	Pickering High School	6	47	24	23	≥120
058010	Pitkin High School	31	43	24	2	≥40
058012	Rosepine High School	38	36	25	≤1	≥80
058013	Simpson High School	22	56	17	6	≥10
059	Washington Parish	23	49	22	5	≥350
059006	Franklinton High School	25	46	23	7	≥190
059007	Mt. Hermon School	18	41	32	9	≥20
059008	Pine School	27	57	14	2	≥90
059011	Varnado High School	9	55	32	4	≥40
060	Webster Parish	15	44	26	15	≥430
060005	Doyline High School	26	56	11	7	≥20
060012	Minden High School	11	42	31	16	≥190
060018	Lakeside Junior-Senior High School	24	57	17	≤1	≥70

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
060019	North Webster High School	14	38	26	22	≥130
061	West Baton Rouge Parish	31	47	16	6	≥250
061001	Brusly High School	38	49	10	3	≥150
061008	Port Allen High School	20	43	25	13	≥90
062	West Carroll Parish	23	55	15	8	≥120
062001	Epps High School	10	60	20	10	≥20
062003	Forest School	24	45	24	7	≥20
062005	Kilbourne High School	10	81	5	5	≥20
062006	Oak Grove High School	31	48	12	9	≥50
063	West Feliciana Parish	36	49	12	3	≥150
063003	West Feliciana High School	36	49	12	3	≥150
064	Winn Parish	24	43	24	9	≥180
064001	Atlanta High School	10	29	38	24	≥20
064002	Calvin High School	14	71	10	5	≥20
064003	Dodson High School	34	55	10	≤1	≥20
064009	Winnfield High School	25	37	28	9	≥110
065	City of Monroe School District	15	44	31	10	≥500
065002	Carroll High School	3	41	37	20	≥120
065014	Neville High School	26	46	24	5	≥240
065018	Wossman High School	7	44	37	12	≥120
065023	Sherrouse School	8	58	25	8	≥10
066	City of Bogalusa School District	5	41	47	7	≥80
066002	Bogalusa High School	5	41	47	7	≥80
067	Zachary Community School District	47	37	14	2	≥380
067004	Zachary High School	47	37	14	2	≥380
068	City of Baker School District	6	47	29	18	≥80
068002	Baker High School	6	47	29	18	≥80
069	Central Community School District	36	52	10	2	≥320
069004	Central High School	36	52	10	2	≥320
307001	Howard School	NR	NR	NR	NR	NR
101	Special School District	NR	NR	NR	NR	NR
101005	Eastern LA Mental System	NR	NR	NR	NR	NR
101010	Pinecrest Supports & Services Center	NR	NR	NR	NR	NR
101031	Renaissance Home for Youth	NR	NR	NR	NR	NR
101038	Northlake Behavioral Health System	NR	NR	NR	NR	NR
302006	Louisiana School for Math Science & the	84	16	≤1	≤1	≥60

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
304	LA Schools for the Deaf and Visually Imp	7	14	29	50	≥10
304001	Louisiana School for the Deaf	NR	NR	NR	NR	NR
304002	Louisiana School for the Visually Impair	NR	NR	NR	NR	NR
334001	New Orleans Center for Creative Arts	66	26	7	2	≥60
333001	Avoyelles Public Charter School	47	50	3	≤1	≥50
336001	Delhi Charter School	13	54	21	12	≥50
339001	Milestone Academy	NR	NR	NR	NR	NR
341001	D'Arbonne Woods Charter School	37	49	14	≤1	≥40
343001	Madison Preparatory Academy	7	74	16	2	≥90
343002	Louisiana Virtual Charter Academy	39	42	12	6	≥100
344001	International High School of New Orleans	29	51	14	6	≥120
345001	Louisiana Connections Academy	24	47	22	7	≥190
348001	New Orleans Military/Maritime Academy	31	56	13	≤1	≥150
3A1001	JCFA-East	15	55	30	≤1	≥20
3A4001	Delta Charter School MST	8	54	35	4	≥20
3A6001	Northshore Charter School	16	40	36	8	≥20
3A9001	Vision Academy	3	6	39	52	≥30
3B5001	Northeast Claiborne Charter	8	42	42	8	≥10
318001	LSU Laboratory School	76	20	3	≤1	≥110
319001	Southern University Lab School	11	66	23	≤1	≥40
319002	Southern University Laboratory Virtual S	25	50	25	≤1	≥10
323002	Grambling State University Lab High Scho	≤1	38	50	13	≥20
A02002	Riverside Alternative High School	10	20	20	50	≥10
A02003	Southside Alternative High School	≤1	40	30	30	≥10
001036	AMIkids Acadiana	NR	NR	NR	NR	NR
033010	Christian Acres Alternative School	NR	NR	NR	NR	NR
053045	Florida Parishes Juvenile Detention Cntr	NR	NR	NR	NR	NR
RBR	Recovery School District—Baton Rouge	≤1	31	31	38	≥70
3B9001	Capitol High School	≤1	31	31	38	≥70
RNO	Recovery School District—New Orleans	11	42	29	18	≥1200
300003	Lake Area New Tech Early College High Sc	4	51	32	13	≥170
360001	The NET Charter High School	5	18	18	59	≥20
361001	Crescent Leadership Academy	≤1	35	17	48	≥20
362001	John McDonogh High School	NR	NR	NR	NR	NR
369004	ReNEW Accelerated High School City Park	10	33	52	5	≥20
369005	ReNEW Accelerated High School West Bank	6	25	56	13	≥10

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
382001	Sci Academy	38	44	14	4	≥110
382002	G. W. Carver Collegiate Academy	14	47	28	11	≥50
382003	G. W. Carver Preparatory Academy	8	34	22	36	≥50
384001	Miller-McCoy Academy for Mathematics and	≤1	16	34	50	≥30
385002	Cohen College Prep	16	49	25	11	≥70
391001	Dr. Martin Luther King Charter School fo	10	43	39	8	≥50
395005	Lord Beaconsfield Landry-Oliver Perry Wa	10	41	29	20	≥270
395007	Algiers Technology Academy	12	38	40	10	≥60
397001	Sophie B. Wright Institute of Academic E	4	61	35	≤1	≥20
398005	KIPP Renaissance High School	5	53	31	11	≥90
399003	Joseph S. Clark Preparatory High School	4	31	29	36	≥100
500010	St. Frederick High School (C)	NR	NR	NR	NR	NR
501003	Holy Savior Menard Central High School	NR	NR	NR	NR	NR
502001	Ascension Diocesan Regional School (C)	10	40	50	≤1	≥10
502003	Catholic High of Pointe Coupee (C)	NR	NR	NR	NR	NR
502012	Redemptorist Diocesan Regional High Scho	7	36	57	≤1	≥10
502024	St. John High School (C)	NR	NR	NR	NR	NR
502036	St. Michael the Archangel Diocesan Regio	NR	NR	NR	NR	NR
502039	St. Thomas Aquinas Diocesan Regional HS	NR	NR	NR	NR	NR
503001	Central Catholic School (C)	NR	NR	NR	NR	NR
506061	St. Augustine Senior High School (C)	16	37	42	5	≥10
506066	St. Charles Catholic High School (C)	NR	NR	NR	NR	NR
506095	St. Mary's Academy (Girls) (C)	7	60	20	13	≥10
506122	St. Katharine Drexel Preparatory School	NR	NR	NR	NR	NR
522001	Conquering Word Christian Academy	NR	NR	NR	NR	NR
522002	Conquering Word Christian Academy Eastba	NR	NR	NR	NR	NR
571001	Lighthouse Christian Preparatory School	NR	NR	NR	NR	NR
579001	Family Community Christian School	NR	NR	NR	NR	NR
616001	Lutheran High School (L)	8	62	31	≤1	≥10
619001	University Academy	36	47	14	3	≥30
652001	Riverside Academy	NR	NR	NR	NR	NR
674001	Angles Academy	NR	NR	NR	NR	NR
719001	Evangel Christian Academy (AG)	≤1	82	18	≤1	≥10
722001	Jehovah-Jireh Christian Academy	NR	NR	NR	NR	NR
735001	Northlake Christian High School	NR	NR	NR	NR	NR
785001	Westminster Christian Academy	NR	NR	NR	NR	NR

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	26	46	21	7	≥45880
874001	Northeast Baptist School	NR	NR	NR	NR	NR
886001	Claiborne Christian School (CG)	74	26	≤1	≤1	≥10
898001	Louisiana New School Academy	NR	NR	NR	NR	NR
927001	Life of Christ Christian Academy/Alterna	NR	NR	NR	NR	NR
933002	Ascension Christian School	NR	NR	NR	NR	NR
988001	Riverdale Christian Academy	NR	NR	NR	NR	NR
990001	Trinity Christian Academy	NR	NR	NR	NR	NR
992001	Union Christian Academy	NR	NR	NR	NR	NR

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The percentages of students across achievement levels may not total 100 due to rounding.

**State/District/School Summary Report**  
**End-of-Course Tests**

**English III – December 2014 & May 2015 Combined**  
**Percent of Students by Achievement Level**

Report Date: 07/17/2015



The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates statistically unreliable (i.e. Less than 10 students in a subgroup or subgroup not defined at that time). The total number tested has been rounded down to the nearest 10 (i.e., 20 indicates there are between 20 and 29 students). The percent of students has been rounded when 1% or less and 99% or greater (e.g., ≤1% or ≥99%).

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
001	Acadia Parish	14	42	33	12	≥550
001005	Church Point High School	16	40	36	8	≥90
001007	Crowley High School	6	29	40	24	≥130
001017	Midland High School	14	61	24	2	≥50
001021	Rayne High School	13	43	34	10	≥150
001034	Iota High School	24	47	23	7	≥110
002	Allen Parish	22	42	29	7	≥240
002001	Elizabeth High School	30	50	15	5	≥20
002002	Fairview High School	8	29	46	17	≥20
002004	Kinder High School	26	44	22	7	≥80
002006	Oakdale High School	18	35	35	11	≥60
002009	Oberlin High School	28	50	23	≤1	≥40
002010	Reeves High School	20	40	40	≤1	≥10
003	Ascension Parish	28	50	18	4	≥1370
003003	Donaldsonville High School	5	52	33	11	≥90
003005	East Ascension High School	20	46	28	6	≥390
003014	St. Amant High School	33	55	11	≤1	≥390
003016	Dutchtown High School	35	49	14	3	≥490
004	Assumption Parish	11	47	30	12	≥220
004001	Assumption High School	11	47	30	12	≥220
005	Avoyelles Parish	10	39	42	10	≥320
005004	Bunkie New Tech High School	20	34	37	8	≥50

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
005016	Marksville High School	4	34	45	16	≥120
005018	Avoyelles High School	12	43	41	4	≥90
005025	LA School for Ag Science	7	51	37	5	≥40
006	Beauregard Parish	20	45	28	8	≥390
006002	DeRidder High School	26	45	22	8	≥170
006004	East Beauregard High School	23	49	21	8	≥50
006008	Merryville High School	7	50	38	5	≥40
006010	Singer High School	29	29	24	18	≥10
006011	South Beauregard High School	11	43	39	7	≥100
007	Bienville Parish	13	54	28	5	≥140
007001	Arcadia High School	2	58	33	7	≥40
007003	Castor High School	14	54	29	3	≥30
007006	Gibbsland-Coleman High School	36	36	27	≤1	≥10
007008	Ringgold High School	21	48	24	6	≥30
007009	Saline High School	9	65	22	4	≥20
008	Bossier Parish	22	43	26	9	≥1270
008001	Airline High School	28	40	25	7	≥400
008006	Benton High School	22	56	16	6	≥190
008009	Bossier High School	8	30	41	22	≥140
008017	Haughton High School	17	45	29	9	≥220
008020	Parkway High School	24	43	26	7	≥270
008022	Plain Dealing High School	14	48	17	21	≥20
009	Caddo Parish	21	36	32	10	≥2280
009008	C.E. Byrd High School	36	44	18	3	≥500
009012	Caddo Parish Magnet High School	64	35	≤1	≤1	≥290
009013	Captain Shreve High School	17	47	28	7	≥250
009022	Fair Park College Preparatory Academy	3	19	58	20	≥130
009025	Green Oaks Performing Arts Academy	4	41	48	7	≥80
009031	Huntington High School	4	25	50	22	≥160
009042	North Caddo High School	14	38	38	11	≥70
009045	Northwood High School	12	42	37	10	≥220
009059	Southwood High School	7	38	46	9	≥290
009069	Booker T. Washington New Technology High	≤1	25	54	20	≥110
009073	Woodlawn Leadership Academy	≤1	16	49	35	≥120
009096	Alexander Learning Center	NR	NR	NR	NR	NR
009104	Academic Recovery Ombudsman	NR	NR	NR	NR	NR

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The percentages of students across achievement levels may not total 100 due to rounding.

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
009105	Community Ombudsman	≤1	18	27	55	≥10
009108	Pathways in Education-Louisiana Inc.	≤1	7	40	53	≥10
010	Calcasieu Parish	15	42	34	9	≥1850
010003	Alfred M. Barbe High School	22	42	32	4	≥420
010004	Bell City High School	13	43	38	8	≥40
010014	DeQuincy High School	13	46	29	12	≥90
010025	Sam Houston High School	18	51	27	4	≥240
010026	Iowa High School	9	55	31	5	≥100
010033	LaGrange High School	8	30	42	20	≥190
010051	Starks High School	15	48	26	11	≥20
010052	Sulphur High School	15	41	36	8	≥410
010056	Vinton High School	26	29	33	12	≥50
010058	Washington/Marion Magnet High School	3	33	45	20	≥140
010064	Westlake High School	13	44	32	11	≥110
011	Caldwell Parish	13	44	35	8	≥80
011001	Caldwell Parish High School	13	44	35	8	≥80
012	Cameron Parish	23	35	33	9	≥90
012003	Grand Lake High School	37	44	17	2	≥40
012004	Hackberry High School	27	41	27	5	≥20
012005	Johnson Bayou High School	NR	NR	NR	NR	NR
012007	South Cameron High School	3	23	50	23	≥30
013	Catahoula Parish	16	41	39	4	≥100
013001	Block High School	13	29	50	8	≥50
013002	Central High School	NR	NR	NR	NR	NR
013005	Harrisonburg High School	27	46	27	≤1	≥20
013011	Sicily Island High School	6	59	35	≤1	≥10
014	Claiborne Parish	5	42	28	25	≥110
014004	Haynesville Jr./Sr. High School	5	33	23	40	≥40
014007	Homer High School	6	50	27	17	≥40
014011	Summerfield High School	4	42	38	17	≥20
015	Concordia Parish	8	39	38	15	≥180
015002	Ferriday High School	≤1	18	46	36	≥50
015006	Monterey High School	9	38	47	6	≥30
015008	Vidalia High School	11	52	30	7	≥90
015014	Concordia Education Center	NR	NR	NR	NR	NR
016	DeSoto Parish	17	48	28	7	≥270

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The percentages of students across achievement levels may not total 100 due to rounding.



Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
016004	Logansport High School	20	34	32	14	≥40
016007	Mansfield High School	14	46	37	3	≥60
016010	Stanley High School	6	47	44	3	≥30
016012	North DeSoto High School	20	54	17	8	≥130
017	East Baton Rouge Parish---EBR Only	16	37	34	13	≥2240
017001	Arlington Preparatory Academy	NR	NR	NR	NR	NR
017008	Baton Rouge Magnet High School	65	34	≤1	≤1	≥340
017010	Belaire High School	≤1	16	55	29	≥210
017016	Broadmoor Senior High School	5	34	42	19	≥230
017038	Glen Oaks Senior High School	2	31	48	19	≥100
017056	McKinley Senior High School	17	38	34	11	≥260
017063	Northdale Superintendent's Academy	≤1	25	69	6	≥10
017065	Northeast High School	11	47	40	3	≥70
017079	Scotlandville Magnet High School	5	49	38	9	≥310
017088	Tara High School	4	37	48	11	≥180
017092	EBR Readiness Superintendent Academy	≤1	25	33	42	≥10
017102	Woodlawn High School	12	42	34	12	≥240
017109	AMikids Baton Rouge	NR	NR	NR	NR	NR
017133	Mentorship Academy of Digital Arts	11	49	25	15	≥50
017134	Mentorship Academy of Science & Technolo	3	46	45	7	≥70
017136	Career Academy	2	13	44	42	≥50
017138	Robert E. Lee High School	20	59	20	≤1	≥40
018	East Carroll Parish	≤1	38	52	10	≥40
018002	General Trass High School	≤1	38	52	10	≥40
019	East Feliciana Parish	12	44	33	11	≥120
019013	East Feliciana Parish Enrichment Academy	NR	NR	NR	NR	NR
019014	East Feliciana High School	7	38	42	13	≥80
019015	Slaughter Community Charter School	26	60	11	3	≥30
020	Evangeline Parish	14	49	31	6	≥340
020001	Basile High School	10	51	33	5	≥30
020008	Mamou High School	17	53	28	2	≥80
020010	Pine Prairie High School	13	41	33	12	≥120
020014	Ville Platte High School	14	54	30	2	≥90
021	Franklin Parish	6	32	44	18	≥140
021007	Franklin Parish High School	6	32	44	18	≥140
022	Grant Parish	13	39	35	14	≥180

NR - Fewer than 10 students or no results are reported.

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
022004	Georgetown High School	14	71	14	≤1	≥10
022005	Grant High School	15	37	34	14	≥140
022006	Montgomery High School	≤1	33	48	19	≥20
023	Iberia Parish	15	48	29	8	≥800
023007	Delcambre High School	23	60	17	≤1	≥60
023015	Jeanerette Senior High School	9	48	32	12	≥60
023020	Loreauville High School	20	50	28	2	≥60
023022	Westgate High School	12	45	34	9	≥230
023024	New Iberia Senior High School	16	49	27	8	≥370
024	Iberville Parish	11	44	34	11	≥260
024010	Plaquemine Senior High School	10	42	36	12	≥180
024017	White Castle High School	11	44	38	7	≥40
024025	East Iberville Elementary/High School	19	58	16	6	≥30
025	Jackson Parish	15	47	29	9	≥150
025005	Jonesboro-Hodge High School	11	37	39	13	≥70
025007	Quitman High School	28	49	16	7	≥40
025010	Weston High School	8	63	26	3	≥30
026	Jefferson Parish	18	45	29	8	≥2530
026010	Bonnabel Magnet Academy High School	14	46	32	8	≥330
026017	Helen Cox High School	4	40	39	18	≥190
026022	East Jefferson High School	14	52	26	8	≥220
026023	John Ehret High School	13	44	35	9	≥430
026029	Fisher Middle/High School	6	46	40	9	≥70
026031	Grand Isle High School	NR	NR	NR	NR	NR
026042	Haynes Academy School for Advanced Studi	76	24	≤1	≤1	≥110
026045	L.W. Higgins High School	11	46	35	8	≥250
026051	Grace King High School	22	40	30	8	≥280
026068	Riverdale High School	27	57	14	≤1	≥200
026080	West Jefferson High School	5	43	40	12	≥250
026105	Patrick F. Taylor Science & Technology A	62	38	≤1	≤1	≥30
026107	Thomas Jefferson High School for Advance	47	53	≤1	≤1	≥90
026112	Martyn Alternative School	NR	NR	NR	NR	NR
026123	Jefferson Chamber Foundation Academy	6	35	53	6	≥10
027	Jefferson Davis Parish	16	50	28	6	≥390
027001	Elton High School	34	41	21	3	≥20
027004	Hathaway High School	6	53	31	11	≥30

NR - Fewer than 10 students or no results are reported.

The percentages of students across achievement levels may not total 100 due to rounding.

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
027006	Jennings High School	12	45	34	9	≥120
027010	Lacassine High School	20	49	25	5	≥50
027012	Lake Arthur High School	17	57	21	5	≥60
027014	Welsh High School	18	53	27	3	≥70
028	Lafayette Parish	18	44	31	7	≥1840
028002	Acadiana High School	12	44	38	6	≥340
028010	Carencro High School	9	29	47	15	≥230
028011	O. Comeaux High School	18	52	25	5	≥400
028019	Lafayette High School	27	46	22	5	≥570
028027	Northside High School	6	37	48	9	≥140
028050	N. P. Moss Preparatory Academy	10	35	45	10	≥20
028053	Early College Academy	35	55	10	≤1	≥50
028054	David Thibodaux STEM Magnet Academy	13	44	37	6	≥60
029	Lafourche Parish	19	49	28	4	≥840
029003	Central Lafourche High School	15	48	32	4	≥280
029026	South Lafourche High School	19	52	26	3	≥230
029029	Thibodaux High School	20	49	27	4	≥290
029040	Virtual Academy of Lafourche	32	29	29	10	≥30
030	LaSalle Parish	20	46	28	7	≥170
030004	Jena High School	21	41	31	7	≥130
030006	LaSalle High School	18	59	18	5	≥40
031	Lincoln Parish	24	43	25	8	≥360
031003	Choudrant High School	28	33	28	13	≥40
031013	Ruston High School	25	45	23	7	≥270
031014	Simsboro High School	15	43	33	9	≥40
032	Livingston Parish	23	49	24	4	≥1440
032002	Albany High School	17	44	28	11	≥110
032005	Denham Springs High School	25	48	23	5	≥460
032008	Doyle High School	19	49	28	4	≥70
032009	French Settlement High School	30	50	15	5	≥40
032012	Holden High School	33	49	16	2	≥40
032014	Live Oak High School	24	53	21	2	≥280
032016	Pine Ridge School	NR	NR	NR	NR	NR
032017	Maurepas School	14	54	32	≤1	≥20
032023	Springfield High School	19	37	42	2	≥50
032024	Walker High School	23	50	22	5	≥320

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
033	Madison Parish	3	22	46	28	≥90
033002	Madison High School	3	22	46	28	≥90
034	Morehouse Parish	8	30	40	22	≥230
034002	Bastrop High School	7	26	42	27	≥200
034003	Beekman Charter School	14	53	33	≤1	≥30
035	Natchitoches Parish	16	44	30	10	≥390
035009	Natchitoches Central High School	18	46	28	8	≥310
035026	Lakeview Junior & Senior High School	11	39	39	11	≥50
035030	Frankie Ray Jackson Sr. Technical Center	≤1	15	30	55	≥20
035032	Lakeview Annex	NR	NR	NR	NR	NR
036	Orleans Parish---OPSB Only	26	45	24	5	≥1280
036035	Warren Easton Senior High School	9	61	30	≤1	≥240
036043	Benjamin Franklin High School	84	16	≤1	≤1	≥200
036064	Edna Karr High School	10	54	30	5	≥260
036079	Lusher Charter School	62	35	2	≤1	≥140
036088	McDonogh #35 College Preparatory School	2	49	36	13	≥190
036096	Eleanor McMain Secondary School	8	37	46	8	≥140
036163	New Orleans Charter Science and Mathemat	15	55	24	6	≥100
037	Ouachita Parish	19	41	33	7	≥1250
037019	Ouachita Parish High School	15	48	31	6	≥270
037032	Sterlington High School	23	49	20	8	≥90
037036	West Monroe High School	21	39	31	8	≥480
037046	West Ouachita High School	26	41	28	4	≥270
037049	Richwood High School	2	27	58	13	≥130
038	Plaquemines Parish	25	47	22	6	≥260
038001	Belle Chasse High School	30	49	18	4	≥190
038006	Phoenix High School	8	54	38	≤1	≥10
038013	South Plaquemines High School	12	42	30	17	≥60
039	Pointe Coupee Parish	8	44	34	15	≥130
039003	Livonia High School	8	44	34	15	≥130
040	Rapides Parish	23	43	27	7	≥1310
040003	Alexandria Senior High School	27	48	22	4	≥280
040006	Bolton High School	33	44	17	6	≥90
040011	Buckeye High School	27	45	23	6	≥100
040014	Glenmora High School	19	44	31	6	≥30
040028	Oak Hill High School	28	46	22	4	≥50

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
040030	Peabody Magnet High School	4	36	47	12	≥110
040033	Pineville High School	29	40	23	9	≥300
040035	Plainview High School	21	43	36	≤1	≥10
040037	Rapides High School	10	53	32	5	≥60
040048	Tioga High School	17	41	36	7	≥200
040055	Northwood High School	11	53	32	4	≥40
041	Red River Parish	31	67	≤1	≤1	≥60
041002	Red River High School	31	67	≤1	≤1	≥60
042	Richland Parish	4	23	50	23	≥180
042001	Delhi High School	2	21	64	12	≥40
042006	Mangham High School	4	30	45	21	≥50
042008	Rayville High School	5	20	45	30	≥80
043	Sabine Parish	18	50	27	5	≥280
043001	Converse High School	6	46	46	3	≥30
043002	Ebarb School	11	56	28	6	≥10
043004	Florien High School	26	53	16	5	≥30
043006	Many High School	20	53	22	5	≥80
043008	Negreet High School	34	41	23	2	≥40
043010	Pleasant Hill High School	10	43	33	14	≥20
043012	Zwolle High School	9	57	28	7	≥40
044	St. Bernard Parish	19	47	25	9	≥430
044006	Chalmette High School	20	48	23	8	≥410
044019	C.F. Rowley Alternative School	5	25	50	20	≥20
045	St. Charles Parish	22	46	28	4	≥710
045003	Destrehan High School	22	48	27	4	≥340
045005	Hahnville High School	21	44	30	5	≥370
046	St. Helena Parish	3	39	46	12	≥50
046002	St. Helena College and Career Academy	3	39	46	12	≥50
047	St. James Parish	11	46	36	8	≥230
047004	Lutcher High School	9	46	37	8	≥140
047008	St. James High School	14	46	33	7	≥90
048	St. John the Baptist Parish	9	37	42	13	≥340
048001	East St. John High School	9	38	42	12	≥290
048013	West St. John High School	6	30	43	21	≥40
049	St. Landry Parish	13	43	36	9	≥700
049010	Eunice High School	16	40	32	12	≥150

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
049032	Opelousas Senior High School	18	43	29	10	≥110
049051	North Central High School	9	13	65	13	≥20
049052	Beau Chene High School	16	42	34	8	≥180
049053	Northwest High School	4	35	51	10	≥100
049056	Port Barre High School	7	61	26	6	≥80
049058	Magnet Academy for Cultural Arts	11	57	32	≤1	≥30
050	St. Martin Parish	8	39	38	14	≥550
050004	Breaux Bridge High School	9	38	37	16	≥180
050008	Cecilia High School	10	45	34	11	≥190
050017	St. Martinville Senior High School	6	34	43	17	≥170
051	St. Mary Parish	21	44	25	10	≥620
051006	Berwick High School	31	49	14	7	≥130
051007	Centerville High School	19	21	40	21	≥50
051012	Franklin Senior High School	12	42	31	16	≥90
051021	Morgan City High School	26	49	21	4	≥160
051023	Patterson Junior High School	NR	NR	NR	NR	NR
051024	Patterson High School	18	53	23	6	≥90
051039	West St. Mary High School	10	31	39	20	≥80
052	St. Tammany Parish	29	45	21	4	≥2490
052013	Covington High School	20	39	32	9	≥350
052026	Mandeville High School	41	47	11	2	≥420
052029	Pearl River High School	22	36	35	6	≥140
052035	Salmen High School	14	44	33	8	≥230
052037	Slidell High School	25	49	22	5	≥340
052039	Northshore High School	29	49	18	4	≥350
052052	Fontainebleau High School	39	46	14	≤1	≥380
052061	Lakeshore High School	31	47	20	2	≥250
053	Tangipahoa Parish	13	39	34	14	≥1130
053002	Amite High School	≤1	22	54	22	≥80
053009	Hammond High Magnet School	15	46	30	9	≥240
053012	Independence High School	≤1	24	49	27	≥100
053015	Kentwood High Magnet School	2	23	48	27	≥40
053017	Loranger High School	18	43	32	7	≥150
053024	Ponchatoula High School	17	49	26	8	≥370
053029	Jewel M. Sumner High School	13	26	39	22	≥110
053052	Tangipahoa Alternative Solutions Program	9	≤1	27	64	≥10

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
054	Tensas Parish	3	37	29	31	≥30
054001	Tensas High School	3	37	29	31	≥30
055	Terrebonne Parish	21	46	27	5	≥910
055005	H. L. Bourgeois High School	21	48	25	5	≥270
055013	Ellender Memorial High School	10	43	39	8	≥160
055034	South Terrebonne High School	16	49	30	5	≥210
055036	Terrebonne High School	32	44	20	3	≥260
056	Union Parish	7	33	43	17	≥140
056002	Downsville Charter School	16	21	42	21	≥10
056004	Union Parish High School	6	34	43	16	≥120
057	Vermilion Parish	33	53	14	≤1	≥350
057001	Abbeville High School	27	45	28	≤1	≥70
057006	Erath High School	42	53	5	≤1	≥90
057008	Gueydan High School	22	56	17	6	≥10
057013	Kaplan High School	25	59	14	≤1	≥70
057016	North Vermilion High School	37	52	11	≤1	≥90
058	Vernon Parish	25	53	18	5	≥480
058001	Anacoco High School	34	47	19	≤1	≥40
058003	Evans High School	15	65	15	5	≥20
058004	Hicks High School	4	63	33	≤1	≥20
058005	Hornbeck High School	17	64	17	3	≥30
058006	Leesville High School	31	56	11	2	≥160
058009	Pickering High School	12	44	24	21	≥70
058010	Pitkin High School	52	36	12	≤1	≥20
058012	Rosepine High School	21	57	21	≤1	≥60
058013	Simpson High School	35	39	26	≤1	≥20
059	Washington Parish	18	43	34	5	≥340
059006	Franklinton High School	21	41	34	4	≥180
059007	Mt. Hermon School	14	48	28	10	≥20
059008	Pine School	21	45	32	≤1	≥70
059011	Varnado High School	8	43	39	10	≥40
060	Webster Parish	12	40	33	15	≥380
060005	Doyline High School	17	57	26	≤1	≥20
060012	Minden High School	10	37	34	19	≥190
060018	Lakeside Junior-Senior High School	17	54	25	5	≥60
060019	North Webster High School	11	35	38	16	≥110

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
061	West Baton Rouge Parish	21	53	24	2	≥220
061001	Brusly High School	28	51	20	≤1	≥130
061008	Port Allen High School	10	55	30	5	≥80
062	West Carroll Parish	17	41	36	6	≥100
062001	Epps High School	≤1	38	56	6	≥10
062003	Forest School	30	50	20	≤1	≥30
062005	Kilbourne High School	8	46	31	15	≥10
062006	Oak Grove High School	16	35	41	8	≥40
063	West Feliciana Parish	34	44	19	3	≥110
063003	West Feliciana High School	34	44	19	3	≥110
064	Winn Parish	17	43	30	10	≥160
064001	Atlanta High School	20	33	40	7	≥10
064002	Calvin High School	29	48	10	14	≥20
064003	Dodson High School	33	48	19	≤1	≥20
064009	Winnfield High School	10	43	35	11	≥100
065	City of Monroe School District	11	33	39	17	≥400
065002	Carroll High School	2	34	39	25	≥100
065014	Neville High School	20	36	31	13	≥180
065018	Wossman High School	5	26	51	17	≥110
065023	Sherrouse School	NR	NR	NR	NR	NR
066	City of Bogalusa School District	6	36	46	12	≥110
066002	Bogalusa High School	6	36	46	12	≥110
067	Zachary Community School District	38	38	19	5	≥350
067004	Zachary High School	38	38	19	5	≥350
068	City of Baker School District	5	29	42	24	≥90
068002	Baker High School	5	29	42	24	≥90
069	Central Community School District	35	47	14	5	≥280
069004	Central High School	35	47	14	5	≥280
101	Special School District	NR	NR	NR	NR	NR
101010	Pinecrest Supports & Services Center	NR	NR	NR	NR	NR
101038	Northlake Behavioral Health System	NR	NR	NR	NR	NR
302006	Louisiana School for Math Science & the	77	23	≤1	≤1	≥110
304	LA Schools for the Deaf and Visually Imp	NR	NR	NR	NR	NR
304001	Louisiana School for the Deaf	NR	NR	NR	NR	NR
304002	Louisiana School for the Visually Impair	NR	NR	NR	NR	NR
334001	New Orleans Center for Creative Arts	53	42	5	≤1	≥60

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
333001	Avoyelles Public Charter School	22	57	19	2	≥50
336001	Delhi Charter School	31	29	33	6	≥50
341001	D'Arbonne Woods Charter School	34	39	21	5	≥30
343001	Madison Preparatory Academy	9	49	39	4	≥70
343002	Louisiana Virtual Charter Academy	19	43	31	6	≥70
344001	International High School of New Orleans	27	56	14	3	≥100
345001	Louisiana Connections Academy	19	43	30	8	≥160
348001	New Orleans Military/Maritime Academy	18	58	23	≤1	≥100
3A1001	JCFA-East	4	39	43	13	≥20
3A4001	Delta Charter School MST	NR	NR	NR	NR	NR
3A9001	Vision Academy	5	14	50	32	≥20
3B5001	Northeast Claiborne Charter	≤1	25	50	25	≥10
318001	LSU Laboratory School	48	47	5	≤1	≥110
319001	Southern University Lab School	2	34	56	8	≥60
319002	Southern University Laboratory Virtual S	13	47	40	≤1	≥10
323002	Grambling State University Lab High Scho	≤1	36	61	4	≥20
A02002	Riverside Alternative High School	NR	NR	NR	NR	NR
A02003	Southside Alternative High School	NR	NR	NR	NR	NR
001036	AMikids Acadiana	NR	NR	NR	NR	NR
033010	Christian Acres Alternative School	NR	NR	NR	NR	NR
053045	Florida Parishes Juvenile Detention Cntr	NR	NR	NR	NR	NR
RBR	Recovery School District—Baton Rouge	3	21	38	38	≥70
3B9001	Capitol High School	3	21	38	38	≥70
RNO	Recovery School District—New Orleans	5	39	37	18	≥1090
300003	Lake Area New Tech Early College High Sc	4	59	30	8	≥130
360001	The NET Charter High School	≤1	11	44	44	≥30
361001	Crescent Leadership Academy	≤1	12	35	54	≥20
362001	John McDonogh High School	NR	NR	NR	NR	NR
369004	ReNEW Accelerated High School City Park	≤1	33	28	39	≥10
369005	ReNEW Accelerated High School West Bank	≤1	18	18	64	≥10
382001	Sci Academy	11	48	32	10	≥80
382002	G. W. Carver Collegiate Academy	16	49	26	9	≥70
382003	G. W. Carver Preparatory Academy	3	67	23	6	≥60
384001	Miller-McCoy Academy for Mathematics and	≤1	10	62	28	≥20
385002	Cohen College Prep	8	43	40	9	≥50
391001	Dr. Martin Luther King Charter School fo	2	39	44	15	≥40

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	19	43	29	9	≥41200
395005	Lord Beaconsfield Landry-Oliver Perry Wa	4	31	43	23	≥260
395007	Algiers Technology Academy	8	33	45	15	≥40
397001	Sophie B. Wright Institute of Academic E	≤1	16	75	9	≥30
398005	KIPP Renaissance High School	13	49	24	14	≥80
399003	Joseph S. Clark Preparatory High School	≤1	29	41	28	≥90
500010	St. Frederick High School (C)	NR	NR	NR	NR	NR
502001	Ascension Diocesan Regional School (C)	NR	NR	NR	NR	NR
502003	Catholic High of Pointe Coupee (C)	NR	NR	NR	NR	NR
502012	Redemptorist Diocesan Regional High Scho	≤1	13	75	13	≥10
502039	St. Thomas Aquinas Diocesan Regional HS	NR	NR	NR	NR	NR
503001	Central Catholic School (C)	NR	NR	NR	NR	NR
506066	St. Charles Catholic High School (C)	NR	NR	NR	NR	NR
506095	St. Mary's Academy (Girls) (C)	NR	NR	NR	NR	NR
506122	St. Katharine Drexel Preparatory School	NR	NR	NR	NR	NR
571001	Lighthouse Christian Preparatory School	NR	NR	NR	NR	NR
616001	Lutheran High School (L)	8	42	50	≤1	≥10
619001	University Academy	8	29	50	13	≥20
652001	Riverside Academy	NR	NR	NR	NR	NR
667001	John Paul The Great Academy	NR	NR	NR	NR	NR
674001	Angles Academy	NR	NR	NR	NR	NR
705001	Greater Baton Rouge Hope Academy	NR	NR	NR	NR	NR
719001	Evangel Christian Academy (AG)	≤1	29	64	7	≥10
735001	Northlake Christian High School	NR	NR	NR	NR	NR
886001	Claiborne Christian School (CG)	53	35	12	≤1	≥10
898001	Louisiana New School Academy	NR	NR	NR	NR	NR
927001	Life of Christ Christian Academy/Alterna	NR	NR	NR	NR	NR
988001	Riverdale Christian Academy	NR	NR	NR	NR	NR
992001	Union Christian Academy	NR	NR	NR	NR	NR

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**State/District/School Summary Report**  
**End-of-Course Tests**

**Algebra I – December 2014 & May 2015 Combined**  
**Percent of Students by Achievement Level**

Report Date: 07/17/2015



The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates statistically unreliable (i.e. Less than 10 students in a subgroup or subgroup not defined at that time). The total number tested has been rounded down to the nearest 10 (i.e., 20 indicates there are between 20 and 29 students). The percent of students has been rounded down when 1% or less (e.g., ≤1%).

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
001	Acadia Parish	17	29	36	18	≥750
001005	Church Point High School	6	33	39	22	≥120
001007	Crowley High School	16	29	35	20	≥180
001017	Midland High School	60	25	14	≤1	≥60
001021	Rayne High School	10	28	37	25	≥200
001034	Iota High School	17	30	40	13	≥160
002	Allen Parish	9	31	35	25	≥310
002001	Elizabeth High School	7	26	56	11	≥20
002002	Fairview High School	14	43	34	9	≥30
002004	Kinder High School	≤1	40	35	25	≥80
002006	Oakdale High School	2	16	39	44	≥60
002009	Oberlin High School	14	29	29	28	≥60
002010	Reeves High School	8	19	46	27	≥20
002015	Kinder Middle School	50	45	5	≤1	≥20
003	Ascension Parish	45	33	15	7	≥1690
003003	Donaldsonville High School	14	26	39	21	≥110
003004	Dutchtown Middle School	96	4	≤1	≤1	≥100
003005	East Ascension High School	27	45	16	11	≥280
003006	Galvez Middle School	74	19	6	≤1	≥30
003007	Gonzales Middle School	56	42	2	≤1	≥50
003010	Lowery Middle School	50	44	6	≤1	≥10
003012	Prairieville Middle School	92	8	≤1	≤1	≥130

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
003013	St. Amant Middle School	95	5	≤1	≤1	≥40
003014	St. Amant High School	35	38	21	6	≥420
003016	Dutchtown High School	34	41	18	7	≥410
003020	Lake Elementary School	84	12	4	≤1	≥20
003026	Central Middle School	75	24	2	≤1	≥50
004	Assumption Parish	26	33	25	15	≥310
004001	Assumption High School	26	33	25	15	≥310
005	Avoyelles Parish	6	25	34	35	≥340
005004	Bunkie New Tech High School	4	27	28	41	≥70
005016	Marksville High School	≤1	11	35	53	≥110
005018	Avoyelles High School	14	37	35	14	≥110
005025	LA School for Ag Science	3	26	38	33	≥30
006	Beauregard Parish	18	34	30	18	≥540
006002	DeRidder High School	12	33	39	15	≥180
006003	DeRidder Junior High School	54	41	3	2	≥60
006004	East Beauregard High School	9	27	38	26	≥60
006008	Merryville High School	5	40	36	19	≥40
006010	Singer High School	4	36	18	43	≥20
006011	South Beauregard High School	19	35	26	19	≥150
007	Bienville Parish	20	44	28	9	≥160
007001	Arcadia High School	14	42	33	11	≥30
007003	Castor High School	29	37	32	2	≥40
007006	Gibbsland-Coleman High School	19	50	31	≤1	≥10
007008	Ringgold High School	21	39	26	13	≥30
007009	Saline High School	14	59	14	14	≥20
008	Bossier Parish	24	36	25	14	≥1650
008001	Airline High School	16	44	24	15	≥340
008006	Benton High School	24	44	25	7	≥170
008009	Bossier High School	4	27	40	29	≥220
008013	Cope Middle School	60	38	2	≤1	≥90
008015	Elm Grove Middle School	50	46	4	≤1	≥50
008016	Greenacres Middle School	87	10	3	≤1	≥30
008017	Haughton High School	11	41	30	19	≥290
008020	Parkway High School	22	33	31	14	≥300
008022	Plain Dealing High School	10	29	33	29	≥40
008025	Haughton Middle School	71	29	≤1	≤1	≥30

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
008028	Rusheon Middle School	70	30	≤1	≤1	≥10
008038	Benton Middle School	90	10	≤1	≤1	≥50
009	Caddo Parish	13	24	32	31	≥3070
009007	Broadmoor Middle Laboratory School	≤1	37	59	4	≥20
009008	C.E. Byrd High School	21	34	27	19	≥450
009012	Caddo Parish Magnet High School	67	29	3	≤1	≥180
009013	Captain Shreve High School	8	33	35	24	≥380
009020	Caddo Parish Middle Magnet School	98	2	≤1	≤1	≥80
009022	Fair Park College Preparatory Academy	≤1	10	34	56	≥250
009025	Green Oaks Performing Arts Academy	≤1	10	38	53	≥150
009027	Herndon Magnet School	46	38	11	5	≥30
009031	Huntington High School	2	20	40	38	≥250
009042	North Caddo High School	4	20	41	35	≥70
009045	Northwood High School	≤1	19	53	28	≥240
009048	Oil City Magnet School	NR	NR	NR	NR	NR
009059	Southwood High School	9	41	32	17	≥360
009067	Vivian Elementary/Middle School	≤1	14	36	50	≥10
009069	Booker T. Washington New Technology High	2	13	31	55	≥180
009073	Woodlawn Leadership Academy	≤1	6	36	58	≥230
009074	Youree Dr. Middle Advanced Placement Mag	46	54	≤1	≤1	≥10
009078	Donnie Bickham Middle School	8	59	31	2	≥50
009096	Alexander Learning Center	≤1	≤1	12	88	≥10
009104	Academic Recovery Ombudsman	NR	NR	NR	NR	NR
009105	Community Ombudsman	≤1	10	32	58	≥30
009108	Pathways in Education-Louisiana Inc.	≤1	13	20	67	≥10
010	Calcasieu Parish	15	32	30	23	≥2580
010001	S. P. Arnett Middle School	NR	NR	NR	NR	NR
010003	Alfred M. Barbe High School	11	34	30	24	≥450
010004	Bell City High School	21	45	22	12	≥50
010014	DeQuincy High School	3	26	43	28	≥90
010025	Sam Houston High School	19	42	24	15	≥320
010026	Iowa High School	10	45	32	14	≥140
010033	LaGrange High School	≤1	22	32	44	≥300
010034	W. W. Lewis Middle School	65	31	4	≤1	≥70
010036	Maplewood Middle School	57	33	10	≤1	≥30
010038	Ray D. Molo Middle Magnet School	≤1	64	36	≤1	≥10

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
010040	Moss Bluff Middle School	71	27	2	≤1	≥40
010044	Oak Park Middle School	≤1	31	42	27	≥20
010051	Starks High School	7	30	47	17	≥30
010052	Sulphur High School	7	34	37	22	≥450
010056	Vinton High School	8	32	37	24	≥60
010057	Vinton Middle School	73	20	7	≤1	≥10
010058	Washington/Marion Magnet High School	≤1	19	38	43	≥160
010060	J. I. Watson Middle School	70	25	5	≤1	≥20
010062	S. J. Welsh Middle School	85	11	4	≤1	≥40
010064	Westlake High School	6	24	39	31	≥190
010066	F. K. White Middle School	52	33	11	4	≥20
011	Caldwell Parish	8	34	38	20	≥110
011001	Caldwell Parish High School	4	31	42	23	≥100
011002	Caldwell Parish Junior High School	43	50	7	≤1	≥10
012	Cameron Parish	17	35	40	8	≥100
012003	Grand Lake High School	24	38	33	5	≥50
012004	Hackberry High School	8	33	42	17	≥10
012005	Johnson Bayou High School	NR	NR	NR	NR	NR
012007	South Cameron High School	9	30	52	9	≥20
013	Catahoula Parish	23	27	35	15	≥100
013001	Block High School	5	20	51	24	≥50
013002	Central High School	NR	NR	NR	NR	NR
013005	Harrisonburg High School	42	33	13	13	≥20
013011	Sicily Island High School	11	56	33	≤1	≥10
014	Claiborne Parish	6	18	38	37	≥190
014004	Haynesville Jr./Sr. High School	10	19	40	30	≥80
014007	Homer High School	≤1	12	40	48	≥80
014011	Summerfield High School	10	40	25	25	≥20
015	Concordia Parish	9	24	39	28	≥290
015002	Ferriday High School	≤1	20	43	37	≥100
015003	Ferriday Junior High School	50	40	10	≤1	≥10
015006	Monterey High School	24	32	29	15	≥30
015008	Vidalia High School	4	24	46	26	≥120
015009	Vidalia Junior High School	70	30	≤1	≤1	≥10
015014	Concordia Education Center	NR	NR	NR	NR	NR
016	DeSoto Parish	30	37	21	12	≥370

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
016004	Logansport High School	39	37	12	12	≥50
016007	Mansfield High School	24	34	27	16	≥100
016010	Stanley High School	4	43	25	29	≥20
016012	North DeSoto High School	11	45	32	12	≥110
016017	North DeSoto Middle School 6-8	70	30	≤1	≤1	≥70
016020	Mansfield Middle School	NR	NR	NR	NR	NR
017	East Baton Rouge Parish---EBR Only	13	26	31	30	≥3220
017001	Arlington Preparatory Academy	NR	NR	NR	NR	NR
017008	Baton Rouge Magnet High School	36	52	11	2	≥190
017010	Belaire High School	≤1	9	35	55	≥310
017015	Broadmoor Middle School	8	52	36	4	≥20
017016	Broadmoor Senior High School	2	22	36	40	≥310
017020	Capitol Middle School	68	32	≤1	≤1	≥10
017035	Glasgow Middle School	60	37	4	≤1	≥50
017038	Glen Oaks Senior High School	2	17	33	48	≥140
017055	McKinley Middle Magnet School	12	51	31	6	≥60
017056	McKinley Senior High School	2	25	36	36	≥280
017063	Northdale Superintendent's Academy	≤1	4	39	57	≥20
017065	Northeast High School	4	28	35	33	≥120
017070	Park Forest Middle School	19	50	31	≤1	≥20
017079	Scotlandville Magnet High School	4	26	40	30	≥400
017083	Sherwood Middle Academic Academy	≥99	≤1	≤1	≤1	≥80
017085	Southeast Middle School	21	64	14	≤1	≥10
017088	Tara High School	4	20	40	35	≥290
017092	EBR Readiness Superintendent Academy	≤1	5	43	52	≥40
017097	Westdale Middle School	33	54	13	≤1	≥50
017102	Woodlawn High School	7	27	35	31	≥290
017109	AMIkids Baton Rouge	≤1	≤1	10	90	≥30
017112	J. K. Haynes Charter Inc.	NR	NR	NR	NR	NR
017125	Woodlawn Middle School	96	4	≤1	≤1	≥40
017130	Scotlandville Middle Pre-Engineering Aca	13	60	23	3	≥30
017133	Mentorship Academy of Digital Arts	2	35	50	13	≥40
017134	Mentorship Academy of Science & Technolo	2	34	51	13	≥50
017136	Career Academy	≤1	8	19	72	≥70
017137	Thrive Baton Rouge	27	45	18	9	≥10
017138	Robert E. Lee High School	43	48	7	≤1	≥130

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		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
017140	Christa McAuliffe Superintendent Academy	NR	NR	NR	NR	NR
017142	North Banks Middle School of Excellence	≤1	17	50	33	≥10
018	East Carroll Parish	29	43	16	13	≥70
018002	General Trass High School	29	43	16	13	≥70
019	East Feliciana Parish	13	32	37	18	≥160
019002	East Feliciana Middle School	≤1	24	35	41	≥10
019013	East Feliciana Parish Enrichment Academy	NR	NR	NR	NR	NR
019014	East Feliciana High School	2	35	46	17	≥90
019015	Slaughter Community Charter School	40	30	19	11	≥40
020	Evangeline Parish	11	36	33	21	≥390
020001	Basile High School	7	43	30	20	≥40
020008	Mamou High School	25	43	25	7	≥100
020010	Pine Prairie High School	5	33	36	27	≥140
020014	Ville Platte High School	8	31	38	24	≥100
020018	Evangeline Central School	NR	NR	NR	NR	NR
021	Franklin Parish	5	22	35	37	≥180
021007	Franklin Parish High School	5	22	35	37	≥180
022	Grant Parish	25	35	25	15	≥210
022004	Georgetown High School	20	40	30	10	≥20
022005	Grant High School	30	37	24	9	≥160
022006	Montgomery High School	9	23	26	43	≥30
023	Iberia Parish	14	35	33	18	≥1030
023001	Anderson Middle School	NR	NR	NR	NR	NR
023007	Delcambre High School	14	63	20	3	≥60
023015	Jeanerette Senior High School	5	20	48	28	≥80
023020	Loreauville High School	24	40	30	5	≥90
023022	Westgate High School	20	27	36	18	≥250
023024	New Iberia Senior High School	10	37	32	21	≥520
023036	Belle Place Middle School	NR	NR	NR	NR	NR
023038	Iberia Middle School	NR	NR	NR	NR	NR
024	Iberville Parish	17	35	30	17	≥380
024010	Plaquemine Senior High School	15	34	32	19	≥270
024017	White Castle High School	7	47	37	10	≥60
024025	East Iberville Elementary/High School	40	27	13	19	≥50
025	Jackson Parish	21	40	24	14	≥120
025005	Jonesboro-Hodge High School	18	49	29	4	≥40

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		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
025007	Quitman High School	23	38	20	20	≥40
025010	Weston High School	24	32	22	22	≥30
026	Jefferson Parish	24	35	25	16	≥3000
026001	John Q. Adams Middle School	70	27	3	≤1	≥30
026010	Bonnabel Magnet Academy High School	10	39	34	18	≥230
026017	Helen Cox High School	10	45	32	14	≥180
026022	East Jefferson High School	4	39	35	21	≥270
026023	John Ehret High School	15	34	31	20	≥420
026024	Allen Ellender School	16	53	28	3	≥30
026029	Fisher Middle/High School	20	19	37	24	≥50
026030	Henry Ford Middle School	29	52	19	≤1	≥30
026031	Grand Isle High School	NR	NR	NR	NR	NR
026035	Gretna Middle School	12	71	18	≤1	≥30
026039	T.H. Harris Middle School	32	53	15	≤1	≥30
026042	Haynes Academy School for Advanced Studi	≥99	≤1	≤1	≤1	≥120
026045	L.W. Higgins High School	17	38	26	19	≥330
026051	Grace King High School	20	41	26	14	≥330
026056	Livaudais Middle School	28	52	21	≤1	≥20
026058	L.H. Marrero Middle School	89	11	≤1	≤1	≥10
026062	J.D. Meisler Middle School	71	29	≤1	≤1	≥20
026068	Riverdale High School	20	62	14	4	≥200
026080	West Jefferson High School	3	22	38	37	≥280
026085	Stella Worley Middle School	64	36	≤1	≤1	≥20
026099	Harry S. Truman Middle School	52	41	4	4	≥20
026100	Riverdale Middle School	54	39	7	≤1	≥40
026105	Patrick F. Taylor Science & Technology A	NR	NR	NR	NR	NR
026107	Thomas Jefferson High School for Advance	NR	NR	NR	NR	NR
026111	L. W. Ruppel Academy for Advanced Studie	75	22	2	≤1	≥100
026112	Martyn Alternative School	≤1	10	10	81	≥20
026123	Jefferson Chamber Foundation Academy	NR	NR	NR	NR	NR
027	Jefferson Davis Parish	18	35	27	20	≥460
027001	Elton High School	13	32	34	21	≥30
027004	Hathaway High School	28	51	13	8	≥30
027006	Jennings High School	17	34	20	30	≥160
027010	Lacassine High School	11	25	47	17	≥50
027012	Lake Arthur High School	24	38	29	9	≥70

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
027014	Welsh High School	15	33	31	21	≥90
028	Lafayette Parish	24	32	25	18	≥2290
028002	Acadiana High School	14	31	31	24	≥530
028005	Paul Breaux Middle School	NR	NR	NR	NR	NR
028008	Carencro Middle School	NR	NR	NR	NR	NR
028010	Carencro High School	10	31	37	22	≥260
028011	O. Comeaux High School	27	41	21	11	≥460
028016	Judice Middle School	NR	NR	NR	NR	NR
028019	Lafayette High School	31	29	23	18	≥590
028023	Milton Elementary School	NR	NR	NR	NR	NR
028027	Northside High School	5	30	34	31	≥180
028038	Youngsville Middle School	NR	NR	NR	NR	NR
028050	N. P. Moss Preparatory Academy	≤1	11	33	56	≥10
028053	Early College Academy	60	28	11	≤1	≥70
028054	David Thibodaux STEM Magnet Academy	40	41	14	4	≥120
029	Lafourche Parish	25	42	22	10	≥960
029003	Central Lafourche High School	22	45	24	8	≥320
029026	South Lafourche High School	28	46	19	6	≥290
029029	Thibodaux High School	27	37	23	13	≥320
029040	Virtual Academy of Lafourche	≤1	28	16	56	≥20
030	LaSalle Parish	12	29	34	25	≥210
030004	Jena High School	9	30	33	29	≥120
030005	Jena Junior High School	53	47	≤1	≤1	≥10
030006	LaSalle High School	6	24	46	25	≥60
031	Lincoln Parish	33	35	19	13	≥440
031003	Choudrant High School	42	47	9	2	≥40
031013	Ruston High School	31	36	20	13	≥330
031014	Simsboro High School	15	34	26	26	≥40
031018	Ruston Junior High School	95	5	≤1	≤1	≥20
032	Livingston Parish	25	41	24	10	≥1860
032002	Albany High School	17	32	30	21	≥110
032005	Denham Springs High School	NR	NR	NR	NR	NR
032006	Denham Springs Junior High School	64	33	≤1	≤1	≥70
032008	Doyle High School	22	40	25	12	≥100
032009	French Settlement High School	22	32	32	14	≥70
032012	Holden High School	44	44	10	2	≥50

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
032014	Live Oak High School	15	44	36	5	≥270
032015	Live Oak Middle School	67	32	≤1	≤1	≥60
032016	Pine Ridge School	NR	NR	NR	NR	NR
032017	Maurepas School	41	41	9	9	≥20
032021	Southside Junior High School	71	29	≤1	≤1	≥30
032023	Springfield High School	15	43	26	16	≥60
032024	Walker High School	≤1	5	53	42	≥10
032025	Walker Freshman High School	15	45	28	12	≥340
032027	Westside Junior High School	59	38	3	≤1	≥50
032038	Springfield Middle School	44	50	6	≤1	≥10
032042	Denham Springs Freshman High School	15	46	25	14	≥450
032046	North Corbin Junior High School	46	48	5	2	≥60
032049	Juban Parc Junior High School	96	4	≤1	≤1	≥20
033	Madison Parish	7	23	34	37	≥110
033001	Madison Middle School	11	17	56	17	≥10
033002	Madison High School	6	24	30	41	≥100
034	Morehouse Parish	6	23	42	28	≥280
034002	Bastrop High School	3	15	43	38	≥140
034003	Beekman Charter School	9	34	40	16	≥80
034004	Morehouse Junior High School	NR	NR	NR	NR	NR
034010	Delta Junior High School	≤1	19	53	28	≥30
034023	Morehouse Magnet School	NR	NR	NR	NR	NR
035	Natchitoches Parish	30	38	20	13	≥330
035009	Natchitoches Central High School	26	42	19	13	≥230
035014	N.S.U. Middle Lab School	NR	NR	NR	NR	NR
035026	Lakeview Junior & Senior High School	9	55	30	6	≥50
035030	Frankie Ray Jackson Sr. Technical Center	≤1	7	33	60	≥10
035031	Natchitoches Magnet School	NR	NR	NR	NR	NR
035032	Lakeview Annex	NR	NR	NR	NR	NR
036	Orleans Parish---OPSB Only	32	33	23	12	≥1320
036005	Audubon Charter School	NR	NR	NR	NR	NR
036013	Einstein Charter School	77	19	≤1	4	≥20
036035	Warren Easton Senior High School	26	50	21	2	≥200
036043	Benjamin Franklin High School	76	23	≤1	≤1	≥80
036056	Alice M. Harte Elementary Charter School	NR	NR	NR	NR	NR
036060	Edward Hynes Charter School	40	40	13	7	≥70

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
036064	Edna Karr High School	20	38	29	13	≥260
036079	Lusher Charter School	80	19	≤1	≤1	≥180
036088	McDonogh #35 College Preparatory School	2	25	42	31	≥230
036096	Eleanor McMain Secondary School	≤1	31	42	26	≥130
036158	Lake Forest Elementary Charter School	NR	NR	NR	NR	NR
036163	New Orleans Charter Science and Mathemat	24	40	26	9	≥80
037	Ouachita Parish	20	38	29	13	≥1420
037019	Ouachita Parish High School	18	36	33	14	≥290
037020	Ouachita Junior High School	63	37	≤1	≤1	≥30
037022	Pinecrest Elementary/Middle School	NR	NR	NR	NR	NR
037032	Sterlington High School	16	42	28	14	≥90
037036	West Monroe High School	12	39	37	12	≥380
037039	Woodlawn Middle School	60	35	5	≤1	≥20
037041	Calhoun Middle School	23	69	9	≤1	≥30
037046	West Ouachita High School	7	39	35	18	≥250
037049	Richwood High School	3	38	31	29	≥150
037051	West Ridge Middle School	69	31	≤1	≤1	≥60
037053	Good Hope Middle School	81	19	≤1	≤1	≥40
037056	Richwood Junior High School	6	65	29	≤1	≥10
037057	Sterlington Middle School	78	15	7	≤1	≥20
038	Plaquemines Parish	39	37	17	7	≥260
038001	Belle Chasse High School	33	39	20	8	≥190
038006	Phoenix High School	19	50	19	13	≥10
038013	South Plaquemines High School	67	25	5	2	≥50
039	Pointe Coupee Parish	8	27	34	32	≥210
039003	Livonia High School	8	27	34	32	≥210
040	Rapides Parish	22	40	27	12	≥1320
040002	Alexandria Middle Magnet School	30	55	15	≤1	≥20
040003	Alexandria Senior High School	15	42	32	11	≥260
040006	Bolton High School	15	31	31	24	≥110
040008	Scott M. Brame Middle School	78	17	4	≤1	≥20
040011	Buckeye High School	30	41	22	7	≥180
040014	Glenmora High School	24	45	18	13	≥30
040018	Arthur F. Smith Middle Magnet School	10	48	38	5	≥20
040028	Oak Hill High School	22	44	22	11	≥40
040030	Peabody Magnet High School	3	26	33	38	≥60

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
040033	Pineville High School	19	49	26	6	≥180
040034	Pineville Junior High School	NR	NR	NR	NR	NR
040035	Plainview High School	36	27	36	≤1	≥10
040037	Rapides High School	14	41	30	14	≥50
040048	Tioga High School	20	43	26	12	≥220
040049	Tioga Junior High School	82	18	≤1	≤1	≥20
040055	Northwood High School	18	24	41	18	≥30
041	Red River Parish	7	35	27	30	≥90
041002	Red River High School	≤1	34	31	35	≥80
041011	Red River Junior High School	54	46	≤1	≤1	≥10
042	Richland Parish	8	16	33	43	≥210
042001	Delhi High School	≤1	≤1	23	77	≥30
042006	Mangham High School	4	25	40	31	≥70
042007	Mangham Junior High School	50	42	8	≤1	≥10
042008	Rayville High School	8	11	35	45	≥90
042009	Rayville Junior High School	NR	NR	NR	NR	NR
043	Sabine Parish	21	38	31	10	≥280
043001	Converse High School	12	38	36	14	≥40
043002	Ebarb School	20	36	36	8	≥20
043004	Florien High School	4	33	56	7	≥20
043006	Many High School	37	38	21	4	≥70
043008	Negreet High School	6	53	33	8	≥30
043010	Pleasant Hill High School	32	16	21	32	≥10
043012	Zwolle High School	22	38	28	12	≥60
044	St. Bernard Parish	43	34	14	8	≥480
044006	Chalmette High School	46	34	13	7	≥460
044019	C.F. Rowley Alternative School	≤1	29	38	33	≥20
045	St. Charles Parish	31	39	22	9	≥760
045003	Destrehan High School	22	45	21	12	≥310
045005	Hahnville High School	20	40	31	9	≥310
045006	R.K. Smith Middle School	91	9	≤1	≤1	≥10
045010	J.B. Martin Middle School	82	16	2	≤1	≥50
045014	Albert Cammon Middle School	41	47	12	≤1	≥10
045018	Harry M. Hurst Middle School	83	17	≤1	≤1	≥50
046	St. Helena Parish	2	31	34	32	≥130
046002	St. Helena College and Career Academy	2	31	34	32	≥130

NR - Fewer than 10 students or no results are reported.

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
047	St. James Parish	17	38	30	15	≥300
047004	Lutcher High School	18	35	31	16	≥160
047008	St. James High School	16	41	29	14	≥140
048	St. John the Baptist Parish	21	35	28	16	≥390
048001	East St. John High School	23	34	26	17	≥350
048013	West St. John High School	8	41	44	8	≥30
049	St. Landry Parish	15	35	31	18	≥710
049010	Eunice High School	26	37	26	11	≥110
049032	Opelousas Senior High School	13	33	32	22	≥140
049051	North Central High School	≤1	21	46	33	≥20
049052	Beau Chene High School	10	34	32	23	≥220
049053	Northwest High School	10	33	35	22	≥80
049056	Port Barre High School	25	36	30	9	≥80
049058	Magnet Academy for Cultural Arts	17	52	29	2	≥40
050	St. Martin Parish	13	31	30	26	≥680
050002	Breaux Bridge Junior High School	5	40	40	15	≥20
050004	Breaux Bridge High School	7	30	36	28	≥200
050006	Cecilia Junior High School	43	43	11	3	≥30
050008	Cecilia High School	17	38	27	18	≥200
050009	Parks Middle School	50	44	≤1	6	≥10
050017	St. Martinville Senior High School	7	21	32	40	≥190
051	St. Mary Parish	18	39	25	18	≥780
051005	Berwick Junior High School	56	37	7	≤1	≥50
051006	Berwick High School	24	28	36	12	≥90
051007	Centerville High School	9	32	28	32	≥40
051012	Franklin Senior High School	7	31	31	31	≥150
051020	Morgan City Junior High School	42	52	6	≤1	≥30
051021	Morgan City High School	14	47	20	19	≥210
051023	Patterson Junior High School	75	20	5	≤1	≥20
051024	Patterson High School	6	48	32	13	≥90
051038	B. Edward Boudreaux Middle School	21	47	26	5	≥10
051039	West St. Mary High School	12	30	38	20	≥50
052	St. Tammany Parish	32	37	21	10	≥2630
052007	Boyet Junior High School	NR	NR	NR	NR	NR
052011	Clearwood Junior High School	82	18	≤1	≤1	≥10
052013	Covington High School	17	36	32	15	≥360

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
052016	Fifth Ward Junior High School	NR	NR	NR	NR	NR
052019	Folsom Junior High School	NR	NR	NR	NR	NR
052020	Lee Road Junior High School	NR	NR	NR	NR	NR
052024	Madisonville Junior High School	92	8	≤1	≤1	≥20
052026	Mandeville High School	35	39	17	9	≥360
052027	Mandeville Junior High School	98	2	≤1	≤1	≥40
052029	Pearl River High School	21	40	26	13	≥170
052032	William Pitcher Junior High School	NR	NR	NR	NR	NR
052033	St. Tammany Junior High School	NR	NR	NR	NR	NR
052034	Creekside Junior High	50	33	17	≤1	≥10
052035	Salmen High School	20	46	22	12	≥160
052037	Slidell High School	18	40	26	15	≥380
052038	Slidell Junior High School	88	13	≤1	≤1	≥20
052039	Northshore High School	31	40	21	7	≥360
052052	Fontainebleau High School	29	39	22	10	≥340
052053	Fontainebleau Junior High School	92	5	3	≤1	≥60
052058	L.P. Monteleone Junior High School	89	11	≤1	≤1	≥20
052061	Lakeshore High School	20	45	23	12	≥200
053	Tangipahoa Parish	14	33	29	24	≥1600
053002	Amite High School	6	24	42	28	≥110
053009	Hammond High Magnet School	10	30	30	30	≥370
053010	Hammond Junior High Magnet School	4	47	32	17	≥40
053012	Independence High School	2	25	34	39	≥170
053015	Kentwood High Magnet School	4	28	30	38	≥50
053017	Loranger High School	13	42	28	17	≥150
053021	Lucille Nesom Middle School	58	37	5	≤1	≥10
053022	Ponchatoula Junior High School	76	20	4	≤1	≥40
053024	Ponchatoula High School	16	37	31	15	≥410
053027	Southeastern LA University Lab School	88	13	≤1	≤1	≥10
053029	Jewel M. Sumner High School	13	50	29	9	≥110
053040	Loranger Middle School	46	38	15	≤1	≥10
053052	Tangipahoa Alternative Solutions Program	≤1	7	12	81	≥50
054	Tensas Parish	4	30	39	26	≥40
054001	Tensas High School	4	30	39	26	≥40
055	Terrebonne Parish	29	38	23	10	≥1070
055005	H. L. Bourgeois High School	19	44	28	9	≥260

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
055013	Ellender Memorial High School	12	41	29	18	≥200
055015	Evergreen Junior High School	92	8	≤1	≤1	≥50
055020	Houma Junior High School	39	37	18	6	≥270
055021	Lacache Middle School	80	20	≤1	≤1	≥20
055026	Montegut Middle School	NR	NR	NR	NR	NR
055028	Oaklawn Junior High School	44	37	19	≤1	≥20
055034	South Terrebonne High School	27	37	25	11	≥210
055036	Terrebonne High School	5	33	38	24	≥20
056	Union Parish	11	48	28	12	≥110
056002	Downsville Charter School	≤1	17	48	35	≥20
056004	Union Parish High School	12	57	23	7	≥80
056005	Union Parish Junior High School	NR	NR	NR	NR	NR
057	Vermilion Parish	29	40	23	8	≥600
057001	Abbeville High School	29	31	25	15	≥130
057006	Erath High School	45	43	11	≤1	≥120
057008	Gueydan High School	8	53	34	5	≥30
057013	Kaplan High School	23	44	26	7	≥130
057016	North Vermilion High School	25	41	26	8	≥160
057024	Erath Middle School	NR	NR	NR	NR	NR
058	Vernon Parish	25	39	23	13	≥610
058001	Anacoco High School	56	26	12	5	≥50
058003	Evans High School	34	48	14	3	≥20
058004	Hicks High School	25	47	16	13	≥30
058005	Hornbeck High School	15	42	36	6	≥30
058006	Leesville High School	9	42	31	18	≥160
058007	Leesville Junior High School	67	33	≤1	≤1	≥20
058009	Pickering High School	23	38	20	20	≥90
058010	Pitkin High School	11	45	26	17	≥50
058012	Rosepine High School	30	36	22	12	≥90
058013	Simpson High School	35	35	26	4	≥20
059	Washington Parish	11	30	36	23	≥430
059006	Franklinton High School	11	33	32	24	≥230
059007	Mt. Hermon School	7	30	43	20	≥30
059008	Pine School	19	30	31	20	≥100
059011	Varnado High School	4	22	50	24	≥60
060	Webster Parish	12	29	33	26	≥620

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
060005	Doyline High School	4	41	41	15	≥20
060012	Minden High School	6	26	36	32	≥290
060015	North Webster Junior High School	45	42	13	≤1	≥60
060018	Lakeside Junior-Senior High School	16	33	34	17	≥80
060019	North Webster High School	≤1	23	38	39	≥130
060023	Webster Junior High School	55	45	≤1	≤1	≥20
061	West Baton Rouge Parish	20	36	30	14	≥240
061001	Brusly High School	16	47	26	12	≥100
061002	Brusly Middle School	85	15	≤1	≤1	≥20
061005	Devall Middle School	NR	NR	NR	NR	NR
061008	Port Allen High School	7	30	42	21	≥100
062	West Carroll Parish	19	38	32	11	≥90
062001	Epps High School	7	29	50	14	≥10
062003	Forest School	9	37	46	9	≥30
062005	Kilbourne High School	NR	NR	NR	NR	NR
062006	Oak Grove High School	30	41	16	14	≥30
063	West Feliciana Parish	38	39	17	6	≥180
063003	West Feliciana High School	22	47	23	8	≥130
063006	West Feliciana Middle School	80	20	≤1	≤1	≥50
064	Winn Parish	21	34	30	15	≥170
064001	Atlanta High School	8	23	38	31	≥10
064002	Calvin High School	11	37	26	26	≥20
064003	Dodson High School	21	46	25	8	≥20
064009	Winnfield High School	25	31	31	13	≥110
065	City of Monroe School District	11	30	37	23	≥480
065002	Carroll High School	3	18	45	34	≥120
065003	Carroll Junior High School	≤1	55	45	≤1	≥10
065009	Martin Luther King Junior High School	NR	NR	NR	NR	NR
065011	Robert E. Lee Junior High School	67	27	7	≤1	≥30
065014	Neville High School	11	38	33	18	≥200
065018	Wossman High School	2	28	41	29	≥80
065023	Sherrouse School	NR	NR	NR	NR	NR
065030	Excellence Academy Charter School	9	27	64	≤1	≥10
066	City of Bogalusa School District	3	27	39	32	≥150
066002	Bogalusa High School	3	27	39	32	≥150
067	Zachary Community School District	36	37	21	6	≥360

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
067002	Northwestern Middle School	NR	NR	NR	NR	NR
067004	Zachary High School	24	44	25	7	≥300
068	City of Baker School District	6	36	34	23	≥90
068002	Baker High School	7	34	34	25	≥90
068003	Baker Middle School	NR	NR	NR	NR	NR
069	Central Community School District	21	39	26	13	≥350
069003	Central Middle School	41	47	12	≤1	≥120
069004	Central High School	10	35	34	21	≥220
307001	Howard School	NR	NR	NR	NR	NR
101	Special School District	≤1	≤1	18	82	≥10
101005	Eastern LA Mental System	NR	NR	NR	NR	NR
101010	Pinecrest Supports & Services Center	NR	NR	NR	NR	NR
101031	Renaissance Home for Youth	NR	NR	NR	NR	NR
101034	Brentwood Hospital	NR	NR	NR	NR	NR
101035	Gateway Adolescent Treatment Center	NR	NR	NR	NR	NR
101038	Northlake Behavioral Health System	NR	NR	NR	NR	NR
304	LA Schools for the Deaf and Visually Imp	≤1	10	29	62	≥20
304001	Louisiana School for the Deaf	≤1	8	33	58	≥10
304002	Louisiana School for the Visually Impair	NR	NR	NR	NR	NR
334001	New Orleans Center for Creative Arts	54	33	12	2	≥50
328002	Lake Charles College Prep	7	33	45	15	≥100
329001	V. B. Glencoe Charter School	NR	NR	NR	NR	NR
333001	Avoyelles Public Charter School	65	31	2	2	≥40
336001	Delhi Charter School	21	31	33	15	≥60
337001	Belle Chasse Academy	75	25	≤1	≤1	≥20
341001	D'Arbonne Woods Charter School	14	49	29	8	≥40
343001	Madison Preparatory Academy	3	50	37	10	≥100
343002	Louisiana Virtual Charter Academy	13	32	37	18	≥100
344001	International High School of New Orleans	17	40	28	16	≥120
345001	Louisiana Connections Academy	14	32	31	23	≥150
348001	New Orleans Military/Maritime Academy	22	44	28	6	≥130
349001	JS Clark Leadership Academy	66	13	19	3	≥30
3A1001	JCFA-East	20	40	40	≤1	≥10
3A4001	Delta Charter School MST	3	47	33	17	≥30
3A6001	Northshore Charter School	≤1	30	33	36	≥30
3A9001	Vision Academy	≤1	5	32	63	≥50

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
3B5001	Northeast Claiborne Charter	5	37	26	32	≥10
318001	LSU Laboratory School	60	36	3	≤1	≥120
319001	Southern University Lab School	4	53	33	10	≥40
319002	Southern University Laboratory Virtual S	≤1	10	52	38	≥20
323002	Grambling State University Lab High Scho	≤1	3	34	63	≥30
323003	Grambling State University Middle School	NR	NR	NR	NR	NR
A02002	Riverside Alternative High School	≤1	4	22	74	≥20
A02003	Southside Alternative High School	≤1	4	36	60	≥20
001036	AMIkids Acadiana	≤1	8	≤1	92	≥10
033010	Christian Acres Alternative School	≤1	≤1	7	93	≥10
041008	Ware Youth Center	NR	NR	NR	NR	NR
053045	Florida Parishes Juvenile Detention Cntr	≤1	9	27	64	≥10
RBR	Recovery School District—Baton Rouge	≤1	5	34	61	≥70
3B9001	Capitol High School	≤1	5	34	61	≥70
RLA	Recovery School District—Louisiana	≤1	8	46	46	≥20
371001	Linwood Public Charter School	≤1	8	46	46	≥20
RNO	Recovery School District—New Orleans	17	31	28	24	≥1390
300001	Pierre A. Capdau Learning Academy	NR	NR	NR	NR	NR
300002	Nelson Elementary School	NR	NR	NR	NR	NR
300003	Lake Area New Tech Early College High Sc	3	32	35	31	≥170
300004	Gentilly Terrace Elementary School	NR	NR	NR	NR	NR
360001	The NET Charter High School	10	5	30	55	≥20
361001	Crescent Leadership Academy	3	≤1	21	76	≥30
362001	John McDonogh High School	NR	NR	NR	NR	NR
369002	ReNEW SciTech Academy at Laurel	NR	NR	NR	NR	NR
369004	ReNEW Accelerated High School City Park	≤1	40	40	20	≥10
369005	ReNEW Accelerated High School West Bank	≤1	20	30	50	≥10
382001	Sci Academy	45	31	14	10	≥120
382002	G. W. Carver Collegiate Academy	32	45	11	11	≥90
382003	G. W. Carver Preparatory Academy	26	29	16	30	≥70
384001	Miller-McCoy Academy for Mathematics and	≤1	8	32	60	≥20
385002	Cohen College Prep	42	30	14	13	≥70
390001	James M. Singleton Charter School	NR	NR	NR	NR	NR
391001	Dr. Martin Luther King Charter School fo	26	37	26	11	≥40
395001	Martin Behrman Elementary School	20	50	20	10	≥10
395004	McDonogh #32 Elementary School	NR	NR	NR	NR	NR

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
395005	Lord Beaconsfield Landry-Oliver Perry Wa	7	30	36	26	≥310
395007	Algiers Technology Academy	7	22	41	29	≥90
397001	Sophie B. Wright Institute of Academic E	6	41	39	14	≥50
398003	KIPP Central City Academy	NR	NR	NR	NR	NR
398005	KIPP Renaissance High School	22	39	25	15	≥100
399001	Samuel J. Green Charter School	38	38	23	≤1	≥10
399003	Joseph S. Clark Preparatory High School	4	28	30	38	≥60
399004	John Dibert Community School	NR	NR	NR	NR	NR
399005	Langston Hughes Charter Academy	NR	NR	NR	NR	NR
500010	St. Frederick High School (C)	NR	NR	NR	NR	NR
501003	Holy Savior Menard Central High School	NR	NR	NR	NR	NR
502001	Ascension Diocesan Regional School (C)	NR	NR	NR	NR	NR
502003	Catholic High of Pointe Coupee (C)	NR	NR	NR	NR	NR
502012	Redemptorist Diocesan Regional High Scho	≤1	11	42	47	≥10
502024	St. John High School (C)	NR	NR	NR	NR	NR
502036	St. Michael the Archangel Diocesan Regio	NR	NR	NR	NR	NR
502039	St. Thomas Aquinas Diocesan Regional HS	NR	NR	NR	NR	NR
503001	Central Catholic School (C)	NR	NR	NR	NR	NR
506061	St. Augustine Senior High School (C)	4	4	44	48	≥20
506066	St. Charles Catholic High School (C)	NR	NR	NR	NR	NR
506095	St. Mary's Academy (Girls) (C)	≤1	31	31	38	≥10
506122	St. Katharine Drexel Preparatory School	NR	NR	NR	NR	NR
506129	St. Augustine Jr. High School (Boys) (C)	NR	NR	NR	NR	NR
506161	Holy Rosary High School (C)	10	20	30	40	≥10
522001	Conquering Word Christian Academy	NR	NR	NR	NR	NR
522002	Conquering Word Christian Academy Eastba	NR	NR	NR	NR	NR
571001	Lighthouse Christian Preparatory School	NR	NR	NR	NR	NR
579001	Family Community Christian School	NR	NR	NR	NR	NR
616001	Lutheran High School (L)	≤1	59	18	23	≥20
619001	University Academy	16	31	34	19	≥50
652001	Riverside Academy	NR	NR	NR	NR	NR
656001	Old Bethel Christian Academy	NR	NR	NR	NR	NR
667001	John Paul The Great Academy	NR	NR	NR	NR	NR
674001	Angles Academy	NR	NR	NR	NR	NR
702001	Hosanna Christian Academy (AG)	NR	NR	NR	NR	NR
705001	Greater Baton Rouge Hope Academy	NR	NR	NR	NR	NR

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	21	33	27	18	≥51030
719001	Evangel Christian Academy (AG)	NR	NR	NR	NR	NR
722001	Jehovah-Jireh Christian Academy	NR	NR	NR	NR	NR
735001	Northlake Christian High School	NR	NR	NR	NR	NR
785001	Westminster Christian Academy	NR	NR	NR	NR	NR
872001	Bishop McManus School	NR	NR	NR	NR	NR
886001	Claiborne Christian School (CG)	36	41	14	9	≥20
898001	Louisiana New School Academy	NR	NR	NR	NR	NR
927001	Life of Christ Christian Academy/Alterna	NR	NR	NR	NR	NR
988001	Riverdale Christian Academy	NR	NR	NR	NR	NR
990001	Trinity Christian Academy	NR	NR	NR	NR	NR
992001	Union Christian Academy	NR	NR	NR	NR	NR

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The percentages of students across achievement levels may not total 100 due to rounding.

**State/District/School Summary Report**  
**End-of-Course Tests**  
**Geometry– December 2014 & May 2015 Combined**  
**Percent of Students by Achievement Level**  
 Report Date: 07/17/2015



The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates statistically unreliable (i.e. Less than 10 students in a subgroup or subgroup not defined at that time). The total number tested has been rounded down to the nearest 10 (i.e., 20 indicates there are between 20 and 29 students). The percent of students has been rounded when 1% or less and 99% or greater (e.g., ≤1% or ≥99%).

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
001	Acadia Parish	21	32	32	15	≥570
001005	Church Point High School	14	33	35	18	≥120
001007	Crowley High School	17	34	31	19	≥130
001017	Midland High School	57	22	19	2	≥50
001021	Rayne High School	11	31	39	18	≥150
001034	Iota High School	30	38	26	6	≥100
002	Allen Parish	26	37	28	9	≥280
002001	Elizabeth High School	19	26	41	15	≥20
002002	Fairview High School	23	40	27	10	≥30
002004	Kinder High School	28	46	19	7	≥100
002006	Oakdale High School	26	34	31	9	≥60
002009	Oberlin High School	35	38	19	8	≥30
002010	Reeves High School	11	6	67	17	≥10
003	Ascension Parish	48	30	16	5	≥1380
003003	Donaldsonville High School	12	35	38	16	≥60
003005	East Ascension High School	44	28	21	7	≥410
003014	St. Amant High School	48	30	16	5	≥450
003016	Dutchtown High School	58	32	9	2	≥440
004	Assumption Parish	19	29	33	19	≥230
004001	Assumption High School	19	29	33	19	≥230
005	Avoyelles Parish	11	31	31	27	≥360
005004	Bunkie New Tech High School	6	19	39	37	≥70

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
005016	Marksville High School	12	31	33	24	≥130
005018	Avoyelles High School	8	24	31	37	≥80
005025	LA School for Ag Science	16	48	22	14	≥80
006	Beauregard Parish	29	31	28	12	≥350
006002	DeRidder High School	33	30	28	9	≥120
006004	East Beauregard High School	40	25	21	14	≥50
006008	Merryville High School	9	30	45	16	≥40
006010	Singer High School	57	7	21	14	≥10
006011	South Beauregard High School	24	39	26	12	≥100
007	Bienville Parish	21	35	30	14	≥140
007001	Arcadia High School	12	26	36	26	≥40
007003	Castor High School	30	42	21	6	≥30
007006	Gibbsland-Coleman High School	43	21	36	≤1	≥10
007008	Ringgold High School	21	38	24	18	≥30
007009	Saline High School	11	47	37	5	≥10
008	Bossier Parish	29	32	25	14	≥1500
008001	Airline High School	38	33	22	8	≥480
008006	Benton High School	40	33	23	5	≥220
008009	Bossier High School	11	29	32	28	≥150
008013	Cope Middle School	NR	NR	NR	NR	NR
008016	Greenacres Middle School	NR	NR	NR	NR	NR
008017	Haughton High School	23	34	25	18	≥320
008020	Parkway High School	24	31	30	15	≥290
008022	Plain Dealing High School	4	15	31	50	≥20
009	Caddo Parish	18	26	31	25	≥2480
009008	C.E. Byrd High School	34	33	25	9	≥510
009012	Caddo Parish Magnet High School	64	30	5	2	≥260
009013	Captain Shreve High School	17	34	27	22	≥320
009020	Caddo Parish Middle Magnet School	NR	NR	NR	NR	NR
009022	Fair Park College Preparatory Academy	≤1	9	36	54	≥140
009025	Green Oaks Performing Arts Academy	≤1	10	39	50	≥90
009031	Huntington High School	6	24	40	30	≥190
009042	North Caddo High School	10	30	38	23	≥80
009045	Northwood High School	7	30	36	28	≥250
009059	Southwood High School	4	24	43	29	≥330
009067	Vivian Elementary/Middle School	NR	NR	NR	NR	NR

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
009069	Booker T. Washington New Technology High	≤1	11	46	43	≥130
009073	Woodlawn Leadership Academy	≤1	13	44	42	≥100
009096	Alexander Learning Center	NR	NR	NR	NR	NR
009104	Academic Recovery Ombudsman	NR	NR	NR	NR	NR
009105	Community Ombudsman	7	≤1	43	50	≥10
009108	Pathways in Education-Louisiana Inc.	NR	NR	NR	NR	NR
010	Calcasieu Parish	23	28	30	19	≥2070
010003	Alfred M. Barbe High School	32	27	26	15	≥480
010004	Bell City High School	28	47	19	7	≥40
010014	DeQuincy High School	9	32	26	33	≥80
010025	Sam Houston High School	29	33	28	10	≥250
010026	Iowa High School	33	29	30	9	≥90
010033	LaGrange High School	4	22	44	30	≥200
010051	Starks High School	5	48	29	19	≥20
010052	Sulphur High School	30	26	28	16	≥510
010056	Vinton High School	11	23	39	27	≥90
010058	Washington/Marion Magnet High School	6	22	37	35	≥140
010064	Westlake High School	16	35	28	21	≥120
011	Caldwell Parish	25	36	25	13	≥80
011001	Caldwell Parish High School	25	36	25	13	≥80
012	Cameron Parish	13	39	35	14	≥90
012003	Grand Lake High School	23	38	31	8	≥40
012004	Hackberry High School	≤1	63	26	11	≥10
012005	Johnson Bayou High School	NR	NR	NR	NR	NR
012007	South Cameron High School	4	25	50	21	≥20
013	Catahoula Parish	20	42	32	6	≥110
013001	Block High School	4	40	44	13	≥40
013002	Central High School	NR	NR	NR	NR	NR
013005	Harrisonburg High School	39	32	27	2	≥40
013011	Sicity Island High School	18	65	18	≤1	≥10
014	Claiborne Parish	7	25	35	33	≥160
014004	Haynesville Jr./Sr. High School	10	21	24	45	≥50
014007	Homer High School	6	26	41	28	≥80
014011	Summerfield High School	4	36	40	20	≥20
015	Concordia Parish	25	40	26	9	≥220
015002	Ferriday High School	20	48	25	8	≥90

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
015006	Monterey High School	16	40	32	12	≥50
015008	Vidalia High School	38	31	25	6	≥80
015014	Concordia Education Center	NR	NR	NR	NR	NR
016	DeSoto Parish	27	35	28	10	≥290
016004	Logansport High School	NR	NR	NR	NR	NR
016007	Mansfield High School	13	40	37	10	≥70
016010	Stanley High School	27	41	24	7	≥40
016012	North DeSoto High School	33	32	23	12	≥160
017	East Baton Rouge Parish---EBR Only	19	27	29	25	≥2540
017001	Arlington Preparatory Academy	NR	NR	NR	NR	NR
017008	Baton Rouge Magnet High School	70	27	3	≤1	≥300
017010	Belaire High School	2	15	27	56	≥250
017016	Broadmoor Senior High School	12	33	30	24	≥270
017035	Glasgow Middle School	NR	NR	NR	NR	NR
017038	Glen Oaks Senior High School	≤1	18	38	43	≥120
017055	McKinley Middle Magnet School	20	28	44	8	≥20
017056	McKinley Senior High School	14	31	37	18	≥270
017063	Northdale Superintendent's Academy	≤1	≤1	13	87	≥10
017065	Northeast High School	13	33	38	16	≥70
017079	Scotlandville Magnet High School	8	46	32	14	≥300
017083	Sherwood Middle Academic Academy	NR	NR	NR	NR	NR
017088	Tara High School	4	23	39	34	≥250
017092	EBR Readiness Superintendent Academy	≤1	≤1	38	62	≥20
017097	Westdale Middle School	NR	NR	NR	NR	NR
017102	Woodlawn High School	11	25	38	26	≥250
017109	AMIkids Baton Rouge	≤1	≤1	18	82	≥10
017125	Woodlawn Middle School	NR	NR	NR	NR	NR
017133	Mentorship Academy of Digital Arts	≤1	23	39	38	≥60
017134	Mentorship Academy of Science & Technolo	4	28	42	25	≥60
017136	Career Academy	≤1	12	28	60	≥50
017138	Robert E. Lee High School	51	38	10	≤1	≥90
018	East Carroll Parish	51	37	5	7	≥50
018002	General Trass High School	51	37	5	7	≥50
019	East Feliciana Parish	20	37	32	12	≥140
019013	East Feliciana Parish Enrichment Academy	NR	NR	NR	NR	NR
019014	East Feliciana High School	10	39	35	16	≥90

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
019015	Slaughter Community Charter School	39	33	24	4	≥40
020	Evangeline Parish	22	37	25	16	≥350
020001	Basile High School	23	49	21	6	≥40
020008	Mamou High School	25	31	27	17	≥80
020010	Pine Prairie High School	16	37	26	21	≥120
020014	Ville Platte High School	27	36	24	13	≥100
021	Franklin Parish	12	30	29	29	≥170
021007	Franklin Parish High School	12	30	29	29	≥170
022	Grant Parish	20	25	30	25	≥210
022004	Georgetown High School	19	31	31	19	≥10
022005	Grant High School	26	24	33	17	≥140
022006	Montgomery High School	≤1	27	22	51	≥40
023	Iberia Parish	25	36	26	13	≥810
023007	Delcambre High School	30	41	21	8	≥60
023015	Jeanerette Senior High School	11	35	33	20	≥50
023020	Loreauville High School	39	49	10	2	≥60
023022	Westgate High School	17	31	31	21	≥220
023024	New Iberia Senior High School	29	35	26	10	≥400
024	Iberville Parish	22	31	35	11	≥270
024010	Plaquemine Senior High School	21	31	37	11	≥180
024017	White Castle High School	20	30	32	18	≥50
024025	East Iberville Elementary/High School	29	34	32	5	≥30
025	Jackson Parish	27	35	30	7	≥120
025005	Jonesboro-Hodge High School	20	40	33	8	≥40
025007	Quitman High School	23	30	35	13	≥40
025010	Weston High School	38	36	24	2	≥40
026	Jefferson Parish	31	31	25	14	≥2750
026010	Bonnabel Magnet Academy High School	44	27	19	9	≥300
026017	Helen Cox High School	13	35	33	19	≥240
026022	East Jefferson High School	28	43	22	6	≥280
026023	John Ehret High School	24	33	30	13	≥440
026029	Fisher Middle/High School	12	37	34	17	≥60
026031	Grand Isle High School	50	33	17	≤1	≥10
026042	Haynes Academy School for Advanced Studi	98	2	≤1	≤1	≥100
026045	L.W. Higgins High School	17	39	31	13	≥330
026051	Grace King High School	22	35	28	15	≥280

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
026068	Riverdale High School	55	32	11	2	≥210
026080	West Jefferson High School	4	23	37	37	≥310
026105	Patrick F. Taylor Science & Technology A	88	10	≤1	≤1	≥70
026107	Thomas Jefferson High School for Advance	94	3	≤1	≤1	≥70
026112	Martyn Alternative School	NR	NR	NR	NR	NR
026123	Jefferson Chamber Foundation Academy	8	42	33	17	≥10
027	Jefferson Davis Parish	23	37	27	13	≥360
027001	Elton High School	12	36	36	16	≥20
027004	Hathaway High School	23	36	23	18	≥30
027006	Jennings High School	24	45	20	11	≥120
027010	Lacassine High School	40	25	23	13	≥40
027012	Lake Arthur High School	16	36	31	17	≥50
027014	Welsh High School	21	34	36	9	≥70
028	Lafayette Parish	26	36	26	12	≥1570
028002	Acadiana High School	14	40	31	15	≥290
028005	Paul Breaux Middle School	NR	NR	NR	NR	NR
028010	Carencro High School	10	29	42	20	≥190
028011	O. Comeaux High School	33	40	20	7	≥420
028019	Lafayette High School	34	39	19	8	≥410
028027	Northside High School	2	18	46	33	≥120
028050	N. P. Moss Preparatory Academy	≤1	≤1	36	64	≥10
028053	Early College Academy	64	33	4	≤1	≥50
028054	David Thibodaux STEM Magnet Academy	48	40	10	2	≥40
029	Lafourche Parish	17	37	30	16	≥570
029003	Central Lafourche High School	20	37	26	18	≥230
029026	South Lafourche High School	5	32	45	19	≥120
029029	Thibodaux High School	22	42	27	9	≥190
029040	Virtual Academy of Lafourche	13	13	25	50	≥10
030	LaSalle Parish	18	30	27	25	≥160
030004	Jena High School	18	26	31	25	≥110
030006	LaSalle High School	20	39	18	24	≥50
031	Lincoln Parish	30	35	22	13	≥680
031003	Choudrant High School	24	44	26	7	≥80
031013	Ruston High School	36	35	19	9	≥500
031014	Simsboro High School	6	25	29	40	≥80
032	Livingston Parish	34	37	22	8	≥1700

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
032002	Albany High School	20	39	29	12	≥130
032005	Denham Springs High School	23	42	26	9	≥430
032008	Doyle High School	20	35	31	14	≥100
032009	French Settlement High School	34	30	23	13	≥60
032012	Holden High School	75	23	2	≤1	≥40
032014	Live Oak High School	39	36	17	8	≥330
032016	Pine Ridge School	NR	NR	NR	NR	NR
032017	Maurepas School	29	50	17	4	≥20
032023	Springfield High School	30	31	31	9	≥100
032024	Walker High School	21	44	26	9	≥250
032025	Walker Freshman High School	69	24	7	≤1	≥90
032042	Denham Springs Freshman High School	73	24	3	≤1	≥110
033	Madison Parish	≤1	15	45	39	≥80
033002	Madison High School	≤1	15	45	39	≥80
034	Morehouse Parish	6	28	36	31	≥240
034002	Bastrop High School	5	20	35	40	≥160
034003	Beekman Charter School	8	45	36	11	≥70
034010	Delta Junior High School	NR	NR	NR	NR	NR
035	Natchitoches Parish	24	35	25	17	≥470
035009	Natchitoches Central High School	29	38	20	14	≥360
035026	Lakeview Junior & Senior High School	10	30	40	20	≥90
035030	Frankie Ray Jackson Sr. Technical Center	≤1	≤1	29	71	≥10
035032	Lakeview Annex	NR	NR	NR	NR	NR
036	Orleans Parish---OPSB Only	43	38	14	5	≥950
036035	Warren Easton Senior High School	13	57	25	6	≥230
036043	Benjamin Franklin High School	89	11	≤1	≤1	≥220
036064	Edna Karr High School	27	50	18	5	≥260
036079	Lusher Charter School	68	26	5	≤1	≥110
036088	McDonogh #35 College Preparatory School	≤1	11	47	42	≥10
036096	Eleanor McMain Secondary School	NR	NR	NR	NR	NR
036163	New Orleans Charter Science and Mathemat	35	48	8	9	≥80
037	Ouachita Parish	25	36	26	13	≥1300
037019	Ouachita Parish High School	20	34	30	16	≥290
037032	Sterlington High School	30	38	17	16	≥100
037036	West Monroe High School	32	37	22	9	≥500
037046	West Ouachita High School	26	40	27	6	≥260

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
037049	Richwood High School	6	29	37	28	≥140
038	Plaquemines Parish	37	38	19	6	≥310
038001	Belle Chasse High School	36	37	20	7	≥220
038006	Phoenix High School	≤1	10	50	40	≥10
038013	South Plaquemines High School	46	42	12	≤1	≥70
039	Pointe Coupee Parish	16	44	25	15	≥170
039003	Livonia High School	16	44	25	15	≥170
040	Rapides Parish	22	34	27	17	≥1290
040003	Alexandria Senior High School	24	34	27	14	≥290
040006	Bolton High School	24	37	24	14	≥90
040011	Buckeye High School	17	43	34	5	≥120
040014	Glenmora High School	33	36	25	6	≥30
040028	Oak Hill High School	24	46	18	12	≥50
040030	Peabody Magnet High School	2	20	31	47	≥100
040033	Pineville High School	21	24	30	25	≥300
040035	Plainview High School	23	54	23	≤1	≥10
040037	Rapides High School	21	54	14	11	≥50
040048	Tioga High School	31	37	19	13	≥180
040055	Northwood High School	13	44	34	9	≥30
041	Red River Parish	14	37	33	16	≥70
041002	Red River High School	14	37	33	16	≥70
042	Richland Parish	10	25	35	29	≥240
042001	Delhi High School	2	19	21	57	≥40
042006	Mangham High School	15	36	32	17	≥90
042008	Rayville High School	9	18	44	29	≥110
043	Sabine Parish	30	41	21	9	≥260
043001	Converse High School	19	41	27	14	≥30
043002	Ebarb School	11	28	39	22	≥10
043004	Florien High School	31	44	17	8	≥30
043006	Many High School	51	39	5	4	≥70
043008	Negreet High School	26	44	26	5	≥30
043010	Pleasant Hill High School	≤1	54	31	15	≥10
043012	Zwolle High School	24	39	27	10	≥50
044	St. Bernard Parish	44	35	14	7	≥460
044006	Chalmette High School	45	35	14	7	≥440
044019	C.F. Rowley Alternative School	15	40	30	15	≥20

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
045	St. Charles Parish	35	35	24	6	≥680
045003	Destrehan High School	33	33	28	6	≥330
045005	Hahnville High School	36	37	20	7	≥340
046	St. Helena Parish	5	41	34	21	≥100
046002	St. Helena College and Career Academy	5	41	34	21	≥100
047	St. James Parish	35	33	17	15	≥240
047004	Lutcher High School	34	28	18	20	≥140
047008	St. James High School	37	41	16	7	≥100
048	St. John the Baptist Parish	22	38	28	12	≥330
048001	East St. John High School	21	39	28	12	≥300
048013	West St. John High School	30	27	27	17	≥30
049	St. Landry Parish	20	30	34	16	≥270
049010	Eunice High School	NR	NR	NR	NR	NR
049032	Opelousas Senior High School	45	22	28	6	≥60
049051	North Central High School	NR	NR	NR	NR	NR
049052	Beau Chene High School	13	37	35	15	≥170
049053	Northwest High School	6	11	33	50	≥10
049056	Port Barre High School	NR	NR	NR	NR	NR
049058	Magnet Academy for Cultural Arts	NR	NR	NR	NR	NR
050	St. Martin Parish	13	28	38	21	≥550
050004	Breaux Bridge High School	10	25	41	24	≥230
050008	Cecilia High School	23	34	33	10	≥140
050017	St. Martinville Senior High School	9	27	37	26	≥180
051	St. Mary Parish	24	31	27	17	≥640
051006	Berwick High School	40	37	18	5	≥140
051007	Centerville High School	18	20	49	13	≥50
051012	Franklin Senior High School	9	31	35	26	≥110
051021	Morgan City High School	29	32	23	16	≥150
051024	Patterson High School	21	33	27	20	≥80
051039	West St. Mary High School	13	29	29	29	≥90
052	St. Tammany Parish	42	32	19	7	≥2530
052007	Boyett Junior High School	NR	NR	NR	NR	NR
052013	Covington High School	30	35	25	10	≥340
052026	Mandeville High School	59	28	9	4	≥420
052027	Mandeville Junior High School	NR	NR	NR	NR	NR
052029	Pearl River High School	20	42	29	9	≥160

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
052034	Creekside Junior High	NR	NR	NR	NR	NR
052035	Salmen High School	24	30	27	19	≥190
052037	Slidell High School	27	35	29	9	≥360
052038	Slidell Junior High School	NR	NR	NR	NR	NR
052039	Northshore High School	46	31	17	6	≥390
052052	Fontainebleau High School	52	26	16	6	≥380
052053	Fontainebleau Junior High School	NR	NR	NR	NR	NR
052061	Lakeshore High School	53	35	10	3	≥240
053	Tangipahoa Parish	24	30	27	19	≥1050
053002	Amite High School	3	18	37	41	≥120
053009	Hammond High Magnet School	19	34	32	16	≥200
053012	Independence High School	7	53	20	20	≥30
053015	Kentwood High Magnet School	11	32	29	29	≥30
053017	Loranger High School	34	33	23	10	≥140
053024	Ponchatoula High School	39	31	20	10	≥370
053029	Jewel M. Sumner High School	12	23	38	28	≥120
053052	Tangipahoa Alternative Solutions Program	≤1	5	11	84	≥10
054	Tensas Parish	16	24	30	30	≥50
054001	Tensas High School	16	24	30	30	≥50
055	Terrebonne Parish	44	33	16	7	≥860
055005	H. L. Bourgeois High School	49	33	15	3	≥280
055013	Ellender Memorial High School	32	39	16	12	≥170
055020	Houma Junior High School	90	10	≤1	≤1	≥30
055034	South Terrebonne High School	40	38	16	6	≥140
055036	Terrebonne High School	43	29	20	8	≥240
056	Union Parish	11	28	34	28	≥140
056002	Downsville Charter School	≤1	14	32	54	≥20
056004	Union Parish High School	13	31	35	21	≥120
057	Vermilion Parish	50	33	14	3	≥440
057001	Abbeville High School	45	33	20	2	≥80
057006	Erath High School	71	21	7	≤1	≥100
057008	Gueydan High School	28	55	10	7	≥20
057013	Kaplan High School	39	41	16	3	≥80
057016	North Vermilion High School	50	31	16	4	≥130
058	Vernon Parish	21	40	27	12	≥550
058001	Anacoco High School	34	34	27	5	≥40

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
058004	Hicks High School	54	35	12	≤1	≥20
058005	Hornbeck High School	14	55	24	7	≥20
058006	Leesville High School	18	40	29	13	≥200
058009	Pickering High School	22	38	23	18	≥110
058010	Pitkin High School	4	27	42	27	≥20
058012	Rosepine High School	25	44	22	9	≥90
058013	Simpson High School	4	33	48	15	≥20
059	Washington Parish	16	34	33	17	≥350
059006	Franklinton High School	18	38	29	14	≥190
059007	Mt. Hermon School	≤1	24	33	43	≥20
059008	Pine School	21	32	32	15	≥90
059011	Varnado High School	4	22	53	20	≥40
060	Webster Parish	19	34	29	19	≥430
060005	Doyline High School	21	42	25	13	≥20
060012	Minden High School	11	28	41	21	≥170
060018	Lakeside Junior-Senior High School	21	46	24	10	≥70
060019	North Webster High School	25	35	19	21	≥160
061	West Baton Rouge Parish	31	33	24	12	≥260
061001	Brusly High School	41	35	16	8	≥150
061008	Port Allen High School	17	31	34	18	≥100
062	West Carroll Parish	20	40	32	8	≥110
062001	Epps High School	9	18	55	18	≥20
062003	Forest School	45	36	18	≤1	≥10
062005	Kilbourne High School	9	59	27	5	≥20
062006	Oak Grove High School	24	42	27	7	≥50
063	West Feliciana Parish	47	30	17	6	≥160
063003	West Feliciana High School	47	30	17	6	≥160
064	Winn Parish	17	39	32	12	≥170
064001	Atlanta High School	19	38	24	19	≥20
064002	Calvin High School	10	52	29	10	≥20
064003	Dodson High School	7	50	43	≤1	≥20
064009	Winnfield High School	21	34	31	14	≥100
065	City of Monroe School District	15	35	32	17	≥480
065002	Carroll High School	≤1	29	47	23	≥90
065014	Neville High School	26	35	23	16	≥230
065018	Wossman High School	8	39	37	16	≥140

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Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
065023	Sherrouse School	NR	NR	NR	NR	NR
066	City of Bogalusa School District	2	17	51	30	≥80
066002	Bogalusa High School	2	17	51	30	≥80
067	Zachary Community School District	52	24	17	7	≥390
067002	Northwestern Middle School	NR	NR	NR	NR	NR
067004	Zachary High School	48	27	18	8	≥360
068	City of Baker School District	≤1	21	36	42	≥90
068002	Baker High School	≤1	21	36	42	≥90
069	Central Community School District	38	40	15	7	≥360
069003	Central Middle School	85	15	≤1	≤1	≥20
069004	Central High School	35	41	16	7	≥340
307001	Howard School	NR	NR	NR	NR	NR
101	Special School District	NR	NR	NR	NR	NR
101031	Renaissance Home for Youth	NR	NR	NR	NR	NR
302006	Louisiana School for Math Science & the	70	30	≤1	≤1	≥20
304	LA Schools for the Deaf and Visually Imp	NR	NR	NR	NR	NR
304001	Louisiana School for the Deaf	NR	NR	NR	NR	NR
304002	Louisiana School for the Visually Impair	NR	NR	NR	NR	NR
334001	New Orleans Center for Creative Arts	26	52	16	5	≥60
328002	Lake Charles College Prep	NR	NR	NR	NR	NR
333001	Avoyelles Public Charter School	63	33	3	≤1	≥60
336001	Delhi Charter School	19	35	38	8	≥50
337001	Belle Chasse Academy	NR	NR	NR	NR	NR
341001	D'Arbonne Woods Charter School	36	40	24	≤1	≥50
343001	Madison Preparatory Academy	18	55	22	6	≥90
343002	Louisiana Virtual Charter Academy	32	29	22	16	≥90
344001	International High School of New Orleans	8	42	34	16	≥210
345001	Louisiana Connections Academy	18	27	30	24	≥140
348001	New Orleans Military/Maritime Academy	25	44	23	8	≥140
349001	JS Clark Leadership Academy	NR	NR	NR	NR	NR
3A1001	JCFA-East	NR	NR	NR	NR	NR
3A4001	Delta Charter School MST	18	45	32	5	≥30
3A6001	Northshore Charter School	6	22	44	28	≥10
3A9001	Vision Academy	9	≤1	18	73	≥10
3B5001	Northeast Claiborne Charter	≤1	30	48	22	≥20
318001	LSU Laboratory School	72	17	9	2	≥110

NR - Fewer than 10 students or no results are reported.

The percentages of students across achievement levels may not total 100 due to rounding.

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
319001	Southern University Lab School	13	38	38	13	≥40
319002	Southern University Laboratory Virtual S	11	28	39	22	≥10
323002	Grambling State University Lab High Scho	≤1	10	65	25	≥20
A02002	Riverside Alternative High School	≤1	9	27	64	≥10
A02003	Southside Alternative High School	NR	NR	NR	NR	NR
001036	AMIkids Acadiana	NR	NR	NR	NR	NR
033010	Christian Acres Alternative School	NR	NR	NR	NR	NR
041008	Ware Youth Center	NR	NR	NR	NR	NR
053045	Florida Parishes Juvenile Detention Cntr	NR	NR	NR	NR	NR
RBR	Recovery School District—Baton Rouge	≤1	14	29	58	≥70
3B9001	Capitol High School	≤1	14	29	58	≥70
RNO	Recovery School District—New Orleans	21	33	25	22	≥1160
300003	Lake Area New Tech Early College High Sc	17	44	23	15	≥230
360001	The NET Charter High School	8	15	54	23	≥10
361001	Crescent Leadership Academy	≤1	7	26	67	≥20
362001	John McDonogh High School	NR	NR	NR	NR	NR
369002	ReNEW SciTech Academy at Laurel	NR	NR	NR	NR	NR
369004	ReNEW Accelerated High School City Park	11	17	28	44	≥10
369005	ReNEW Accelerated High School West Bank	NR	NR	NR	NR	NR
382001	Sci Academy	48	35	11	5	≥90
382002	G. W. Carver Collegiate Academy	22	48	23	6	≥60
382003	G. W. Carver Preparatory Academy	10	52	30	8	≥60
384001	Miller-McCoy Academy for Mathematics and	≤1	≤1	17	83	≥30
385002	Cohen College Prep	61	22	16	2	≥50
391001	Dr. Martin Luther King Charter School fo	21	45	22	12	≥50
395005	Lord Beaconsfield Landry-Oliver Perry Wa	27	28	26	20	≥200
395007	Algiers Technology Academy	24	31	29	16	≥50
397001	Sophie B. Wright Institute of Academic E	14	38	34	14	≥20
398005	KIPP Renaissance High School	22	43	29	6	≥80
399003	Joseph S. Clark Preparatory High School	≤1	15	28	57	≥140
500010	St. Frederick High School (C)	NR	NR	NR	NR	NR
501003	Holy Savior Menard Central High School	NR	NR	NR	NR	NR
502001	Ascension Diocesan Regional School (C)	≤1	30	60	10	≥10
502003	Catholic High of Pointe Coupee (C)	NR	NR	NR	NR	NR
502012	Redemptorist Diocesan Regional High Scho	≤1	17	25	58	≥10
502024	St. John High School (C)	NR	NR	NR	NR	NR

NR - Fewer than 10 students or no results are reported.

The percentages of students across achievement levels may not total 100 due to rounding.

Site Code	School Name	Excellent	Good	Fair	Needs Improvement	Total
		%	%	%	%	#
State	Louisiana Statewide	27	32	26	15	≥42980
502036	St. Michael the Archangel Diocesan Regio	NR	NR	NR	NR	NR
502039	St. Thomas Aquinas Diocesan Regional HS	NR	NR	NR	NR	NR
506061	St. Augustine Senior High School (C)	5	47	42	5	≥10
506066	St. Charles Catholic High School (C)	NR	NR	NR	NR	NR
506095	St. Mary's Academy (Girls) (C)	≤1	19	38	44	≥10
506122	St. Katharine Drexel Preparatory School	NR	NR	NR	NR	NR
571001	Lighthouse Christian Preparatory School	NR	NR	NR	NR	NR
616001	Lutheran High School (L)	≤1	17	33	50	≥10
619001	University Academy	22	34	29	15	≥40
652001	Riverside Academy	NR	NR	NR	NR	NR
667001	John Paul The Great Academy	NR	NR	NR	NR	NR
674001	Angles Academy	≤1	36	64	≤1	≥10
702001	Hosanna Christian Academy (AG)	NR	NR	NR	NR	NR
705001	Greater Baton Rouge Hope Academy	NR	NR	NR	NR	NR
719001	Evangel Christian Academy (AG)	NR	NR	NR	NR	NR
722001	Jehovah-Jireh Christian Academy	NR	NR	NR	NR	NR
735001	Northlake Christian High School	NR	NR	NR	NR	NR
785001	Westminster Christian Academy	NR	NR	NR	NR	NR
886001	Claiborne Christian School (CG)	36	45	15	3	≥30
898001	Louisiana New School Academy	NR	NR	NR	NR	NR
927001	Life of Christ Christian Academy/Alterna	NR	NR	NR	NR	NR
988001	Riverdale Christian Academy	NR	NR	NR	NR	NR
992001	Union Christian Academy	NR	NR	NR	NR	NR

NR - Fewer than 10 students or no results are reported.

The percentages of students across achievement levels may not total 100 due to rounding.

## End of Course (EOC) Assessment Results

The mathematics and English language arts end-of-course assessments measure Louisiana’s math and ELA standards. The chart below outlines Louisiana high school student performance for the last two years.

EOC Test	2014-2015				2013-2014			
	Excellent %	Good %	Fair %	Needs Improvement %	Excellent %	Good %	Fair %	Needs Improvement %
English II	26	46	21	7	24	48	21	7
English III	19	43	29	9	19	42	31	8
Algebra I	21	33	27	18	23	34	26	18
Geometry	27	32	26	15	26	29	28	17

Each EOC assessment also reports how students performed in each subcomponent of the test. Listed below is a comparison of student performance in 2014-2015 vs 2013-2014 in each subcomponent.

*\*\*Due to the fact that each subcomponent consists of a smaller number of questions, student performance may vary from year to year.*

- English II:
  - Writing/Language and Conventions: Up 1% from 2013-2014
  - Reading: Down 3% from 2013-2014
  - Research: Up 11% from 2013-2014
- English III:
  - Writing/Language and Conventions: Up 1% from 2013-2014
  - Reading: Down 4% from 2013-2014
  - Research: No Change from 2013-2014
- Algebra I:
  - Algebra: Down 9% from 2013-2014
  - Functions: Up 1% from 2013-2014
  - Number and Quantity/Statistics and Probability: Up 9% from 2013-2014
- Geometry:
  - Congruence: Down 13% from 2013-2014
  - Similarity, Right Triangles and Trigonometry: Up 6% from 2013-2014
  - Circles / Expressing Geometric Properties: Up 6% from 2013-2014
  - Geometric Measurement & Dimension / Modeling with Geometry: Up 10% from 2013-2014

This document provides an overview of statewide student performance within groups of standards. It then shows how to discern individual standards within each group and which types of test questions measure which standards.

**Background: Overall Statewide Student Results**

Grade	ELA					Math				
	% Advanced	% Mastery	% Basic	% Approaching Basic	% Unsatisfactory	% Advanced	% Mastery	% Basic	% Approaching Basic	% Unsatisfactory
03	2	35	26	21	16	6	31	30	22	11
04	4	36	34	19	8	2	31	31	26	10
05	1	32	34	24	9	3	25	31	32	9
06	3	35	36	19	7	3	23	33	32	10
07	5	29	32	22	12	2	20	36	29	13
08	4	36	30	19	11	4	28	23	25	20

**Background: Statewide Results by Groupings of Standards**

The PARCC assessments measure student skills using Louisiana’s standards in a way that does not isolate individual standards but instead measures groups of standards in combination with one another, as with any real-world task. The tasks require students to use multiple skills together to apply their knowledge and show their understanding of mathematics, reading, and writing. Thus, the questions on the assessments group standards together and thus results are reported on similar groupings of standards. This allows teachers and parents to better identify where students are struggling and how best to support them.

- English language arts groupings include:
  - Reading
    - Literary text
    - Information text
    - Vocabulary

- Writing
  - Written expression
  - Knowledge and use of language conventions
  
- Mathematics groupings include:
  - Major content
  - Additional and supporting content
  - Expressing mathematical reasoning
  - Modeling and application

Each group of standards is reported on three levels-Strong, Moderate, and Weak. Each level classifies a student's performance in relation to Level 3 and Level 4 expectations.



- Strong performance: well prepared for further studies
- Moderate performance: may need additional support to be fully prepared for further studies
- Weak performance: will need significant support to be prepared for further studies

To discern statewide student performance on individual standards, you can follow the steps listed below.

***Assessing Louisiana Student Skills Using English Language Arts Standards***

Step One: Identify statewide student performance by standards group below.

Grade	Literary Text			Informational Text			Vocabulary			Written Expression			Knowledge and Use of Language Expression		
	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak
03	42	21	37	39	28	34	47	18	35	35	23	42	41	35	24
04	43	28	29	47	22	31	45	30	25	50	20	30	60	19	20
05	42	31	27	36	36	28	46	28	26	37	19	44	42	38	20
06	42	33	26	39	33	28	47	25	28	41	30	29	46	30	24
07	43	26	30	43	26	31	41	32	27	32	37	31	47	20	33
08	41	31	29	42	28	30	42	29	30	48	28	24	48	28	25

Step Two: To see which specific standards are assessed in each of the above categories, review the PARCC English language arts evidence statements for each grade (see links below).

- Grade 3 Reading: <http://www.parcconline.org/files/82/ELA-Literacy%20Evidence%20Statement%20Tables:%20Reading%20Evidence%20tables/108/Grade3-ReadingEvidenceTables-December2014.pdf>
- Grade 4 Reading: <http://www.parcconline.org/files/82/ELA-Literacy%20Evidence%20Statement%20Tables:%20Reading%20Evidence%20tables/109/UpdatedGrade4ReadingEvidenceTables.pdf>
- Grade 5 Reading: <http://www.parcconline.org/files/82/ELA-Literacy%20Evidence%20Statement%20Tables:%20Reading%20Evidence%20tables/107/Grade5-ReadingEvidenceTables-December2014.pdf>
- Grade 6 Reading: <http://www.parcconline.org/files/82/ELA-Literacy%20Evidence%20Statement%20Tables:%20Reading%20Evidence%20tables/106/Grade6-ReadingEvidenceTables-December2014.pdf>

- Grade 7 Reading: <http://www.parcconline.org/files/82/ELA-Literacy%20Evidence%20Statement%20Tables:%20Reading%20Evidence%20tables/105/Grade7-ReadingEvidenceTables-December2014.pdf>
- Grade 8 Reading: <http://www.parcconline.org/files/82/ELA-Literacy%20Evidence%20Statement%20Tables:%20Reading%20Evidence%20tables/104/Grade8-ReadingEvidenceTables-December2014.pdf>
- Grade 3-5 writing: <http://www.parcconline.org/files/85/ELA-Literacy%20Evidence%20Statement%20Tables:%20Writing/115/Grades%203-5%20Writing%20Evidence%20Tables.pdf>
- Grade 6-8 writing: <http://www.parcconline.org/files/85/ELA-Literacy%20Evidence%20Statement%20Tables:%20Writing/114/Grades%206-8%20Writing%20Evidence%20Tables.pdf>

Step Three: To see which types of PARCC test questions are aligned to each group of standards, review the included practice tests and released questions from the spring 2015 assessment.

- PARCC Practice assessments and scoring guides: Each question shows an alignment to each group. Use the evidence charts above to identify specific standard alignment. <http://www.louisianabelieves.com/resources/library/practice-tests>
- Newly released PARCC assessments, scoring guides, and sample student work from the spring 2015 assessment. These resources include an alignment chart that shows alignment between test questions from the released sample and the main standard aligned to each question. Many questions are aligned to multiple standards, this illustrates the core standard for each question. <https://prc.parcconline.org/>

### **Mathematics Performance**

Step One: Identify statewide student performance by standards group below.

Grade	Major Content			Additional & Supporting Content			Expressing Mathematical Reasoning			Modeling & Application		
	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak	% Strong	% Moderate	% Weak
03	39	31	30	49	25	27	42	23	35	41	32	27
04	34	34	32	59	20	21	34	35	31	32	31	37
05	32	31	37	44	16	40	29	36	35	39	15	46
06	25	34	41	28	34	38	31	30	38	19	21	60



07	24	36	41	30	38	32	22	30	48	43	21	36
08	39	19	42	35	23	42	36	21	43	32	26	42

Step Two: To see which specific standards are assessed in each of the above categories, review the PARCC mathematics evidence statements for each grade (see links below).

- Grade 3:  
<http://www.parcconline.org/files/98/Mathematics%20Evidence%20Statement%20Tales%20and%20Evidence%20Statements%20by%20Grade/157/Grade3ES-Description-PBA-EOY12-7-14-2.pdf>
- Grade 4:  
<http://www.parcconline.org/files/98/Mathematics%20Evidence%20Statement%20Tales%20and%20Evidence%20Statements%20by%20Grade/156/Grade4ES-Description-PBA-EOY12-7-14-2.pdf>
- Grade 5:  
<http://www.parcconline.org/files/98/Mathematics%20Evidence%20Statement%20Tales%20and%20Evidence%20Statements%20by%20Grade/154/Grade5ESDescriptions-PBA-EOY-2-10-15-2.pdf>
- Grade 6:  
<http://www.parcconline.org/files/98/Mathematics%20Evidence%20Statement%20Tales%20and%20Evidence%20Statements%20by%20Grade/155/Grade6ES-Descriptions-PBA-EOY12-7-14-2.pdf>
- Grade 7:  
<http://www.parcconline.org/files/98/Mathematics%20Evidence%20Statement%20Tales%20and%20Evidence%20Statements%20by%20Grade/153/Grade7ES-Descriptions-PBA-EOY12-7-14-2.pdf>
- Grade 8:  
<http://www.parcconline.org/files/98/Mathematics%20Evidence%20Statement%20Tales%20and%20Evidence%20Statements%20by%20Grade/151/Grade8ES-Descriptions-PBA-EOY12-7-14-2.pdf>

Step Three: To see which types of PARCC test questions are aligned to each group of standards, review the included practice tests and released questions from the spring 2015 assessment.

- PARCC Practice assessments and scoring guides: Each question shows an alignment to each group. Use the evidence charts above to identify specific standard alignment. <http://www.louisianabelieves.com/resources/library/practice-tests>
- Newly released PARCC assessments, scoring guides, and sample student work from the spring 2015 assessment. These resources include an alignment chart that shows alignment between test questions from the released sample and the main standard aligned to each question. Many questions are aligned to multiple standards, this illustrates the core standard for each question. <https://prc.parcconline.org/>

**Grade: 3****Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.****Items designed to measure this claim may address the standards and evidences listed below:**

<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment The student's response:</b>
<b>RL 1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)<sup>1</sup></li> </ul>
<b>RL 2:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none"> <li>Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. (1)</li> <li>Provides a statement of the central message, lesson, or moral in a text. (2)</li> <li>Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text. (3)</li> </ul>
<b>RL 3:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> <li>Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1)</li> <li>Provides an explanation of how characters' actions contribute to the sequence of events. (2)</li> </ul>
<b>RL 5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> <li>Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.(1)</li> <li>Provides a description of how each successive part of a text builds on earlier sections. (2)</li> </ul>
<b>RL 7:</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<ul style="list-style-type: none"> <li>Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting). (1)</li> </ul>
<b>RL 9:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the <b>themes</b> of stories written by the same author about the same or similar characters (e.g., in books from a series). (1)</li> <li>Provides a comparison and contrast of the <b>settings</b> of stories written by the same author about the same or similar characters (e.g., in books from a series). (2)</li> <li>Provides a comparison and contrast of the <b>plots</b> of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)</li> </ul>

<sup>1</sup> This evidence combines grade 3 evidences RL1.1 and RL1.2 from Phases 1 and 2.

Grade: 3	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<b>RI 1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)<sup>2</sup></li> </ul>
<b>RI 2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>Provides a statement of the main idea of a text. (1)</li> <li>Provides a recounting of key details in a text. (2)</li> <li>Provides an explanation of how key details in a text support the main idea. (3)</li> </ul>
<b>RI 3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<ul style="list-style-type: none"> <li>Provides a description of the relationship between <b>a series of historical events</b>, using language that pertains to time, sequence and/or cause/effect. (1)</li> <li>Provides a description of the relationship <b>between scientific ideas or concepts</b>, using language that pertains to time, sequence and/or cause/effect. (2)</li> <li>Provides a description of the relationship <b>between steps in technical procedures in a text</b>, using language that pertains to time, sequence and/or cause/effect. (3)</li> </ul>
<b>RI 5:</b> Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> <li>Demonstrates use of <b>text features</b> to locate relevant information (e.g., key words, sidebars). (1)</li> <li>Demonstrates use of <b>search tools</b> to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)</li> </ul>
<b>RI 7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<ul style="list-style-type: none"> <li>Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, and how key events occur). (1)</li> </ul>
<b>RI 8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<ul style="list-style-type: none"> <li>Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (1)</li> </ul>
<b>RI 9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic. (1)</li> </ul>

<sup>2</sup> This evidence combines grade 3 evidences RI1.1 and RI1.2 from Phases 1 and 2.

Grade: 3	
Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<b>RI 4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. (1)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Distinguishes literal from nonliteral language. (2)</li> </ul>
<b>RI 4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (2)</li> </ul>
<b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (2)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root. (3)</li> </ul>
<b>L 5:</b> Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	<ul style="list-style-type: none"> <li>• Provides distinctions between the literal and nonliteral meanings of words and phrases. (1)</li> <li>• Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. <i>knew, believed, suspected, heard, wondered</i>). (2)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (3)</li> </ul>
<b>L 6:</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	<ul style="list-style-type: none"> <li>• Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (1)</li> </ul>

**Grade: 4**

**Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.**

**Items designed to measure this claim may address the standards and evidences listed below:**

<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment</b> <b>The student's response:</b>
<b>RL 1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"><li>• Provides references to details and/or examples in a text when explaining what <b>the text says explicitly</b> and/or when explaining <b>inferences drawn from the text.</b> (1)<sup>1</sup></li><li>•</li></ul>
<b>RL 2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"><li>• Provides a statement of a theme of a text. (1)</li><li>• Provides a summary of the text. (2)</li></ul>
<b>RL 3:</b> 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).	<ul style="list-style-type: none"><li>• Provides an in-depth description of a <b>character</b> in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (1)</li><li>• Provides an in-depth description of a <b>setting</b> in a story or drama, drawing on specific details in the text. (2)</li><li>• Provides an in-depth description of an <b>event</b> in a story or drama, drawing on specific details in the text. (3)</li></ul>
<b>RL 5:</b> 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.	<ul style="list-style-type: none"><li>• Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text. (1)</li></ul>
<b>RL 6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none"><li>• Provides a comparison and contrast of the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (1)</li></ul>
<b>RL 7:</b> 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.	<ul style="list-style-type: none"><li>• Provides a connection 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/or directions in the text. (1)</li></ul>
<b>RL 9:</b> 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.	<ul style="list-style-type: none"><li>• Provides a comparison and contrast of the treatment of similar <b>themes and/or topics</b> (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. (1)</li><li>• Provides a comparison and contrast of the treatment of <b>similar patterns of events</b> (e.g., the quest) in stories, myths, and traditional literature from different cultures. (2)</li></ul>

<sup>1</sup> This evidence combines grade 4 evidences RL1.1 and RL1.2 from Phase 1 and 2.

<b>Grade: 4</b>	
<b>Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment The student's response:</b>
<b>RI 1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>Provides references to details and/or examples in a text when explaining what <b>the text says explicitly</b> and/or text when explaining <b>inferences drawn from the text.</b> (1)<sup>2</sup></li> </ul>
<b>RI 2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>Provides a statement of the main idea of a text. (1)</li> <li>Provides an explanation of how the main idea is supported by key details. (2)</li> <li>Provides a summary of the text. (3)</li> </ul>
<b>RI 3:</b> 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.	<ul style="list-style-type: none"> <li>Provides an explanation of <b>events</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (1)</li> <li>Provides an explanation of <b>procedures</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (2)</li> <li>Provides an explanation of <b>ideas or concepts</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (3)</li> </ul>
<b>RI 5:</b> 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.	<ul style="list-style-type: none"> <li>Provides a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text. (1)</li> </ul>
<b>RI 6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the focus and information in a firsthand and secondhand account of the same event or topic. (1)<sup>3</sup></li> </ul>
<b>RI 7:</b> 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.	<ul style="list-style-type: none"> <li>Provides an interpretation of information presented <b>visually</b> (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). (1)</li> <li>Provides an interpretation of information presented <b>orally</b> (e.g., animations or interactive elements on Web pages). (2)</li> <li>Provides an interpretation of information presented <b>quantitatively</b> (e.g., in charts, graphs, diagrams, or interactive elements on Web pages). (3)</li> <li>Provides an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears. (4)</li> </ul>
<b>RI 8:</b> Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> <li>Provides an explanation of how an author uses <b>reasons</b> to support particular points in a text. (1)</li> <li>Provides an explanation of how an author uses <b>evidence</b> to support particular points in a text. (2)</li> </ul>
<b>RI 9:</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> <li>Provides a statement that integrates information from two texts on the same topic. (1)</li> </ul>

<sup>2</sup> This evidence combines grade 4 evidences RI1.1 and RI1.2 from Phases 1 and 2.

<sup>3</sup> This evidence combines grade 4 evidences RI6.1 and RI6.2 from Phases 1 and 2.

**Grade: 4**

**Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.**

**Items designed to measure this claim may address the standards and evidences listed below:**

<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment</b> <b>The student's response:</b>	
<b>RL 4:</b> 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).	<ul style="list-style-type: none"><li>• Demonstrates the ability to 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., <i>Herculean</i>). (1)</li></ul>	
<b>RI 4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area. (1)</li></ul>	
<b>L 4:</b> 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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text). (1)</li><li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (2)</li></ul>	
<b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. (1)</li><li>• Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs. (2)</li><li>• Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (3)</li></ul>	
<b>L 6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise	<ul style="list-style-type: none"><li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., <i>quizzed, whined, stammered</i>). (1)</li></ul>	



<p><b>L 6:</b> 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).</p>	<ul style="list-style-type: none"><li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., <i>quizzed, whined, stammered</i>). (1)</li></ul>
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**Grade: 5****Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.****Items designed to measure this claim may address the standards and evidences listed below:**

<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment</b> <b>The student's response:</b>
<b>RL 1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>• Demonstrates student's ability to quote or reference from a text when explaining what <b>the text says explicitly and/or</b> when explaining <b>inferences drawn from the text.</b> (1)<sup>1</sup></li> </ul>
<b>RL 2:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none"> <li>• Provides a statement of a theme of the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic. (1)</li> <li>• Provides a summary of the text. (2)</li> </ul>
<b>RL 3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none"> <li>• Provides a comparison and contrast of two or more <b>characters</b> in a story or drama, drawing on specific details in the text (e.g., how characters interact). (1)</li> <li>• Provides a comparison and contrast of two or more <b>settings</b> in a story or drama, drawing on specific details in the text. (2)</li> <li>• Provides a comparison and contrast of two or more <b>events</b> in a story or drama, drawing on specific details in the text. (3)</li> </ul>
<b>RL 5:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none"> <li>• Provides an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (1)</li> </ul>
<b>RL 6:</b> Describe how a narrator's or speaker's point of view influences how events are described.	<ul style="list-style-type: none"> <li>• Provides a description of how a narrator's or speaker's point of view influences how events are described. (1)</li> </ul>
<b>RL 7:</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<ul style="list-style-type: none"> <li>• Provides an analysis of how <b>visual elements</b> contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (1)</li> <li>• Provides an analysis of how a <b>multimedia presentation</b> contributes to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (2)</li> </ul>
<b>RL 9:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<ul style="list-style-type: none"> <li>• Provides a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (1)</li> </ul>

<sup>1</sup> This evidence combines grade 5 evidences RL1.1 and RL1.2 from Phases 1 and 2.

**Grade: 5**

**Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.**

**Items designed to measure this claim may address the standards and evidences listed below:**

<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment</b> <b>The student's response:</b>
<b>RI 1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"><li>• Demonstrates the ability to quote from a text when explaining what <b>the text says explicitly</b> and/or when explaining <b>inferences drawn from the text.</b> (1)<sup>2</sup></li></ul>
<b>RI 2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none"><li>• Provides a statement of two or more main ideas of a text. (1)</li><li>• Provides an explanation of how two or more main ideas are supported by key details. (2)</li><li>• Provides a summary of the text. (3)</li></ul>
<b>RI 3:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none"><li>• Provides an explanation of the relationships or interactions between two or more <b>individuals</b> in a historical, scientific, or technical text. (1)</li><li>• Provides an explanation of the relationships or interactions between two or more <b>events</b> in a historical, scientific, or technical text. (2)</li><li>• Provides an explanation of the relationships or interactions between two or more <b>ideas or concepts</b> in a historical, scientific, or technical text. (3)</li></ul>
<b>RI 5:</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	<ul style="list-style-type: none"><li>• Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (1)</li></ul>
<b>RI 6:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"><li>• Provides an analysis of multiple accounts of the same <b>event</b>, noting important similarities and/or differences in the point of view they represent. (1)</li><li>• Provides an analysis of multiple accounts of the same <b>topic</b>, noting important similarities and/or differences in the point of view they represent. (2)</li></ul>
<b>RI 7:</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<ul style="list-style-type: none"><li>• Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources. (1)</li></ul>
<b>RI 8:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<ul style="list-style-type: none"><li>• Provides an explanation of how an author uses <b>reasons</b> to support particular points in a text. (1)</li><li>• Provides an explanation of how an author uses <b>evidence</b> to support particular points in a text. (2)</li><li>• Identifies which reasons and/or evidence support which points. (3)</li></ul>
<b>RI 9:</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"><li>• Provides a statement that integrates information from several texts on the same topic. (1)</li></ul>

<sup>2</sup> This evidence combines grade 5 evidences RI1.1 and RI1.2 from Phases 1 and 2.

**Grade: 5**

**Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.**

**Items designed to measure this claim may address the standards and evidences listed below:**

<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment</b> <b>The student's response:</b>
<p><b>RL 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<ul style="list-style-type: none"><li>• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li></ul>
<p><b>RI 4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine the meaning of <b>general academic words or phrases</b> in a text relevant to grade 5 topics or subject area. (1)</li><li>• Demonstrates the ability to determine the meaning of <b>domain-specific words or phrases</b> in a text relevant to grade 5 topics or subject area. (2)</li></ul>
<p><b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (1)</li><li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (2)</li></ul>
<p><b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<ul style="list-style-type: none"><li>• Demonstrates the ability to determine the meaning of <b>simple similes and metaphors in context</b>. (1)</li><li>• Demonstrates the ability to determine the meaning of <b>common idioms, adages, and proverbs</b>. (2)</li><li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (3)</li></ul>
<p><b>L 6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<ul style="list-style-type: none"><li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (1)</li></ul>

Grade: 6	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<b>RL 1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Provides textual evidence to support analysis of what <b>the text says explicitly</b> and/or <b>inferences drawn from the text</b>. (1)<sup>1</sup></li> </ul>
<b>RL 2:</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> <li>Provides a statement of a theme or central idea of a text. (1)</li> <li>Provides a description of how the theme or central idea is conveyed through particular details. (2)</li> <li>Provides a summary of the text distinct from personal opinions or judgments. (3)</li> </ul>
<b>RL 3:</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none"> <li>Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. (1)</li> <li>Provides a description of how the characters respond or change as the plot moves toward a resolution. (2)</li> </ul>
<b>RL 5:</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<ul style="list-style-type: none"> <li>Provides an analysis of how a particular sentence, chapter, scene, or stanza <b>fits into the overall structure of a text</b>. (1)</li> <li>Provides an analysis of how a particular sentence, chapter, scene, or stanza <b>contributes to the development of the theme, setting, or plot</b>. (2)</li> </ul>
<b>RL 6:</b> Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> <li>Provides an explanation of how an author develops the point of view of the narrator or speaker in a text. (1)</li> </ul>
<b>RL 7:</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching. (1)</li> </ul>
<b>RL 9:</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (1)</li> </ul>

<sup>1</sup> This evidence combines grade 6 evidences RL1.1 and RL1.2 from Phases 1 and 2.

Grade: 6	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<p><b>RI 1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RST 1:</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>For RI 1, provides textual evidence to support analysis of what <b>the text says explicitly</b> and/or <b>inferences drawn from the text</b>. (1)<sup>2</sup></li> <li>For RST1 and RH1, provides textual evidence to support an analysis of <b>science and/or technical texts or historical primary and/or secondary sources</b>. (3)</li> </ul>
<p><b>RI 2:</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RST 2:</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<ul style="list-style-type: none"> <li>Provides a statement of the central idea(s) of a text. (1)</li> <li>Provides a statement of how the central idea is conveyed through particular details. (2)</li> <li>Provides an objective summary of the text distinct from personal opinions or judgments. (3)</li> <li>For RST 2, determines the central ideas or conclusions of a text. (4)</li> <li>For RH 2, determines the central ideas of a primary or secondary source. (5)</li> </ul>
<p><b>RI 3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>RST 3:</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p><b>RH 3:</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<ul style="list-style-type: none"> <li>For RI3, analyze in detail how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text (e.g., through examples or anecdotes). (1)<sup>3</sup></li> <li>For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (4)</li> <li>For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies. (5)</li> </ul>
<p><b>RI 5:</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b>RST 5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p><b>RH 5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<ul style="list-style-type: none"> <li>For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section <b>fits into</b> the overall structure of a text. (1)</li> <li>For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section <b>contributes to</b> the development of the ideas. (2)</li> <li>For RST 5, provides an analysis of the structure an author uses to organize a text, including how major sections contribute to the whole and to an understanding of the topic. (3)</li> <li>For RH 5, provides a description of how a text presents information (e.g. sequentially, comparatively, causally). (4)</li> </ul>
<p><b>RI 6:</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>RST 6:</b> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p><b>RH 6:</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded</p>	<ul style="list-style-type: none"> <li>For RI6, provides a <b>statement</b> of an <b>author's point of view</b> in a text. (1)</li> <li>For RI6, provides a <b>statement</b> of an <b>author's purpose</b> in a text. (2)</li> <li>For RI6, provides an <b>explanation</b> of how the author's point of view or purpose is conveyed in the text. (3)</li> <li>For RST 6, provides an <b>analysis</b> of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (4)</li> </ul>

<sup>2</sup> This evidence combines grade 6 evidences RI1.1 and RI1.2 from Phases 1 and 2.

<sup>3</sup> This evidence combines grade 6 evidences RI3.1, RI3.2 and RI3.3 from Phases 1 and 2.

<p>language, inclusion or avoidance of particular facts).</p>	<ul style="list-style-type: none"> <li>• For RH 6, provides an <b>identification</b> of aspects of a text that reveal an <b>author's point of view</b> (e.g. loaded language, inclusion or avoidance of particular facts). (5)</li> <li>• For RH 6, provides an <b>identification</b> of aspects of a text that reveal an <b>author's purpose</b> (e.g. loaded language, inclusion or avoidance of particular facts). (6)</li> </ul>
<p><b>RI 7:</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  <b>RST 7:</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).  <b>RH 7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<ul style="list-style-type: none"> <li>• For RI7, demonstrates a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g. visually, quantitatively) as well as in words. (1)</li> <li>• For RST 7, provides an integration of <b>quantitative or technical information</b> expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (2)</li> <li>• For RH 7, provides an integration of <b>visual information</b> (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (3)</li> </ul>
<p><b>RI 8:</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  <b>RST 8:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.  <b>RH 8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<ul style="list-style-type: none"> <li>• For RI8, provides a <b>tracing</b> of the argument and/or specific claims in a text. (1)</li> <li>• For RI8, provides an <b>evaluation</b> of the argument and/or specific claims in a text. (2)</li> <li>• For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported. (3)</li> <li>• For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text. (4)</li> <li>• For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text. (5)</li> </ul>
<p><b>RI9:</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  <b>RST 9:</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.  <b>RH9:</b> Analyze the relationship between a primary and secondary source on the same topic.</p>	<ul style="list-style-type: none"> <li>• For RI9, provides a comparison and contrast of one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (1)</li> <li>• For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (2)</li> <li>• For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic. (3)</li> </ul>

<b>Grade: 6</b>	
<b>Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment (The student's response):</b>
<p><b>RL 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the <b>meaning</b> of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone. (1)</li> </ul>
<p><b>RI 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><b>RH 4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>RST 4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the <b>meaning</b> of words and phrases as they are used in a text (e.g., figurative, connotative, technical). (1)</li> <li>• For RST 4, demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>. (2)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (3)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to determine the meaning of domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (4)</li> </ul>
<p><b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (2)</li> </ul>



<p><b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p>	<ul style="list-style-type: none"> <li>• Demonstrates ability to determine the <b>connotations (associations) of words with similar denotations (definitions)</b> (e.g., stingy, scrimping, economical, unwhasteful, thrifty). (1)</li> <li>• Demonstrates ability to <b>interpret figures of speech in context</b>. (2)</li> <li>• Demonstrates the ability to determine <b>the relationship between particular words</b>. (3)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (4)</li> </ul>
<p><b>L 6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1)</li> </ul>

Grade: 7	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<b>RL 1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Provides citation of several pieces of textual evidence to support analysis of what <b>the text says explicitly</b> and/or <b>inferences drawn from the text</b>. (1)<sup>1</sup></li> </ul>
<b>RL 2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Provides a statement of a theme or central idea of a text. (1)</li> <li>Provides an analysis of the development of the theme or central idea over the course of the text. (2)</li> <li>Provides an objective summary of the text. (3)</li> </ul>
<b>RL 3:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<ul style="list-style-type: none"> <li>Provides an analysis of how particular elements of a story or drama interact. (1)</li> </ul>
<b>RL 5:</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<ul style="list-style-type: none"> <li>Provides an analysis of how a drama's or poem's form or structure contributes to meaning. (1)</li> </ul>
<b>RL 6:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<ul style="list-style-type: none"> <li>Provides an analysis of how an author develops and contrasts the points of view of different characters or narrators in a text. (1)</li> </ul>
<b>RL 7:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of a written story, drama, or poem to its audio, filmed, staged, or multimedia version, including an analysis of the effects of techniques unique to each medium. (1)</li> </ul>
<b>RL 9:</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of a fictional portrayal of a <b>time</b> and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (1)</li> <li>Provides a comparison and contrast of a fictional portrayal of a <b>place</b> and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (2)</li> <li>Provides a comparison and contrast of a fictional portrayal of a <b>character</b> and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (3)</li> </ul>

<sup>1</sup> This evidence combines grade 7 evidences RL1.1 and RL1.2 from Phases 1 and 2.

Grade: 7	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<p><b>RI 1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RST 1:</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>For RI 1, provides several pieces of textual evidence to support analysis of what <b>the text says explicitly</b> and/or <b>inferences drawn from the text.</b> (1)<sup>2</sup></li> <li>For RST 1 and RH 1, provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources. (3)</li> </ul>
<p><b>RI 2:</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><b>RST 2:</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<ul style="list-style-type: none"> <li>Provides a statement of central idea(s) of a text. (1)</li> <li>Provides an analysis of the development of central idea(s) over the course of the text (2)</li> <li>Provides an objective summary of a text. (3)</li> <li>For RST 2, determines the central ideas or conclusions of a text. (4)</li> <li>For RH2, determines the central ideas or information of a primary or secondary source.</li> </ul>
<p><b>RI 3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>RST 3:</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p><b>RH 3:</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<ul style="list-style-type: none"> <li>For RI 3, provides an analysis of the interactions between individuals, events, and/or ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (1)</li> <li>For RST 3, demonstrates the ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (2)</li> <li>For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies. (3)</li> </ul>
<p><b>RI 5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>RST 5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p><b>RH 5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<ul style="list-style-type: none"> <li>For RI 5, provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and <b>to the development of the ideas.</b> (1)</li> <li>For RST 5, provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and <b>to an understanding of the topic.</b> (2)</li> <li>For RH 5, provides a description of how a text presents information (e.g., sequentially, comparatively, causally). (3)</li> </ul>
<p><b>RI 6:</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><b>RST 6:</b> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p><b>RH 6:</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<ul style="list-style-type: none"> <li>For RI 6, provides a statement of an <b>author's point of view</b> in a text. (1)</li> <li>For RI 6, provides a statement of an <b>author's purpose</b> in a text. (2)</li> <li>For RI 6, provides an analysis of how the author distinguishes his or her position from that of others. (3)</li> <li>For RST 6, provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (4)</li> </ul>

<sup>2</sup> This evidence combines grade 7 evidences RI1.1 and RI1.2 from Phases 1 and 2.

	<ul style="list-style-type: none"> <li>• For RH 6, provides an <b>identification</b> of aspects of a text that reveal an <b>author’s point of view</b> (e.g. loaded language, inclusion or avoidance of particular facts). (5)</li> <li>• For RH 6, provides an <b>identification</b> of aspects of a text that reveal an <b>author’s purpose</b> (e.g. loaded language, inclusion or avoidance of particular facts). (6)</li> </ul>
<p><b>RI 7:</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><b>RST 7:</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>RH 7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<ul style="list-style-type: none"> <li>• For RI 7, provides a comparison and contrast of a text to an audio, video, or multimedia version of the text. (1)</li> <li>• For RI 7, provides an analysis of each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (2)</li> <li>• For RST 7, provides an integration of <b>quantitative</b> information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (3)</li> <li>• For RST 7, demonstrates an integration of <b>technical</b> information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (4)</li> <li>• For RH 7, provides integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (5)</li> </ul>
<p><b>RI 8:</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>RST 8:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><b>RH 8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<ul style="list-style-type: none"> <li>• For RI 8, demonstrates the ability to trace an argument and specific claims in a text. (1)</li> <li>• For RI 8, provides an evaluation of whether the reasoning is sound in an argument. (2)</li> <li>• For RI 8, provides an evaluation of whether the evidence is relevant and sufficient to support the claims. (3)</li> <li>• For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text. (4)</li> <li>• For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text. (5)</li> </ul>
<p><b>RI9:</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><b>RST 9:</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p><b>RH 9:</b> Analyze the relationship between a primary and secondary source on the same topic.</p>	<ul style="list-style-type: none"> <li>• For RI 9, provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by <b>emphasizing different evidence</b>. (1)</li> <li>• For RI 9, provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by <b>advancing different interpretations of facts</b>. (2)</li> <li>• For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (3)</li> <li>• For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic. (4)</li> </ul>

<b>Grade: 7</b>	
<b>Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment (The student's response):</b>
<p><b>RL 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the <b>meaning</b> of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (1)</li> </ul>
<p><b>RI 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RH4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>RST 4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6 - 8 texts and topics.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the <b>meaning</b> of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. (1)</li> <li>• For RST 4, demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>. (2)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to determine the meaning of vocabulary specific to domains related to history/social studies. (3)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to determine the meaning of domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (4)</li> </ul>
<p><b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (2)</li> </ul>
<p><b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (1)</li> <li>• Demonstrates ability to interpret figures of speech in context. (2)</li> <li>• Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy). (3)</li> </ul>

**L 6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1)

Grade: 8	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment
	The student's response:
<b>RL 1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Provides textual evidence that most strongly supports analysis of what <b>the text says explicitly and/or inferences drawn from the text.</b> (1)<sup>1</sup></li> </ul>
<b>RL 2:</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Provides a statement of a theme or central idea of a text, based on textual evidence. (1)</li> <li>Provides an analysis of the development of the theme or central idea over the course of the text. (2)</li> <li>Provides an analysis of how the theme or central idea relates to the characters, setting, and/or plot. (3)</li> <li>Provides an objective summary of a text. (4)</li> </ul>
<b>RL 3:</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<ul style="list-style-type: none"> <li>Provides an analysis of how particular lines of dialogue or incidents in a story or drama <b>propel the action.</b> (1)</li> <li>Provides an analysis of how particular lines of dialogue or incidents in a story or drama <b>provoke a decision.</b> (2)</li> <li>Provides an analysis of how particular lines of dialogue or incidents in a story or drama <b>reveal aspects of a character.</b> (3)</li> </ul>
<b>RL 5:</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the structure of two or more texts. (1)</li> <li>Provides an analysis of how the differing structure of each text contributes to its meaning and style. (2)</li> </ul>
<b>RL 6:</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<ul style="list-style-type: none"> <li>Provides an analysis of how one or more differences in the points of view of the characters and the audience and/or reader (e.g. through the use of dramatic irony) create such effects as suspense or humor. (1)</li> </ul>
<b>RL 7:</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<ul style="list-style-type: none"> <li>Provides an analysis of the extent to which a filmed production of a story or drama stays faithful to or departs from the text or script, including an evaluation of the choices made by the director or actors. (1)</li> </ul>
<b>RL 9:</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<ul style="list-style-type: none"> <li>Provides an analysis of how a modern work of fiction draws on themes, patterns of events, and/or character types, including describing how the material is rendered new. (1)</li> </ul>

<sup>1</sup> This evidence combines grade 8 evidences RL1.1 and RL1.2 from Phases 1 and 2.



Grade: 8	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<p><b>RI 1:</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RST 1:</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>For RI 1, provides textual evidence that most strongly supports analysis of what <b>the text says explicitly</b> and/or <b>inferences drawn from the text</b>. (1)<sup>2</sup></li> <li>For RST and RH, provides textual evidence to support an analysis of science and/or technical texts or to support analysis of primary and/or secondary sources. (3)</li> </ul>
<p><b>RI 2:</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>RST 2:</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<ul style="list-style-type: none"> <li>Provides a statement of a central idea of a text. (1)</li> <li>Provides an analysis of the development of a central idea over the course of the text, including its relationship to supporting ideas. (2)</li> <li>Provides an objective summary of a text. (3)</li> <li>For RST 2, determines the central ideas or conclusions of a text. (4)</li> <li>For RH 2, determines the central ideas or information of a primary or secondary source. (5)</li> </ul>
<p><b>RI 3:</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>RST 3:</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p><b>RH 3:</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<ul style="list-style-type: none"> <li>For RI 3, provides an analysis of how a text makes connections among and distinctions between <b>individuals</b> (e.g., through comparisons, analogies, or categories). (1)</li> <li>For RI 3, provides an analysis of how a text makes connections among and distinctions between <b>ideas</b> (e.g., through comparisons, analogies, or categories). (2)</li> <li>For RI 3, provides an analysis of how a text makes connections among and distinctions between <b>events</b> (e.g., through comparisons, analogies, or categories). (3)</li> <li>For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (4)</li> <li>For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies. (5)</li> </ul>
<p><b>RI 5:</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><b>RST 5:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p><b>RH 5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<ul style="list-style-type: none"> <li>For RI 5, provides a detailed analysis of the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (1)</li> <li>For RST 5, provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. (2)</li> <li>For RH 5, provides a description of how a text presents information (e.g., sequentially, comparatively, causally). (3)</li> </ul>
<p><b>RI 6:</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>RST 6:</b> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in text</p> <p><b>.RH 6:</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<ul style="list-style-type: none"> <li>For RI 6, provides a statement of an <b>author's point of view</b> in a text. (1)</li> <li>For RI 6, provides a statement of an <b>author's purpose</b> in a text. (2)</li> <li>For RI 6, provides an analysis of how the author acknowledges and responds to conflicting evidence and/or viewpoints. (3)</li> <li>For RST 6, provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (4)</li> <li>For RH 6, provides an <b>identification</b> of aspects of a text that reveal an <b>author's point of view</b> (e.g. loaded language, inclusion or avoidance of particular facts). (5)</li> <li>For RH 6, provides an <b>identification</b> of aspects of a text that reveal an <b>author's purpose</b> (e.g. loaded language, inclusion or avoidance of particular facts). (6)</li> </ul>



<p><b>RI 7:</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><b>RST 7:</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>RH 7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<ul style="list-style-type: none"> <li>• For RI 7, provides an evaluation of the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea. (1)</li> <li>• For RST 7, provides an integration of <b>quantitative</b> information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (2)</li> <li>• For RST 7, provides an integration of <b>technical</b> information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (3)</li> <li>• For RH 7, provides integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (4)</li> </ul>
<p><b>RI 8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><b>RST 8:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><b>RH 8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<ul style="list-style-type: none"> <li>• For RI 8, provides a delineation of the argument and specific claims in a text. (1)</li> <li>• For RI 8, provides an assessment of whether the reasoning of the argument is sound. (2)</li> <li>• For RI 8, provides an evaluation of whether the evidence is relevant and sufficient to support the claims. (3)</li> <li>• For RI 8, demonstrates recognition of when irrelevant evidence is introduced. (4)</li> <li>• For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text. (5)</li> <li>• For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text. (6)</li> </ul>
<p><b>RI 9:</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>RST 9:</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p><b>RH 9:</b> Analyze the relationship between a primary and secondary source on the same topic.</p>	<ul style="list-style-type: none"> <li>• For RI 9, provides an analysis of a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (1)</li> <li>• For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (2)</li> <li>• For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic. (3)</li> </ul>

<sup>2</sup> This evidence combines grade 8 evidences RI1.1 and RI1.2 from Phases 1 and 2.

Grade: 8	
Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<p><b>RL 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the <b>meaning</b> of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone, including analogies or allusions to other texts. (1)</li> </ul>
<p><b>RI 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>RH 4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>RST 4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the <b>meaning</b> of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone, including analogies or allusions to other texts. (1)</li> <li>• For RST 4, demonstrates the ability to determine the symbols, key terms, and <b>other domain-specific words and phrases</b> that are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>. (2)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to determine the meaning of vocabulary specific to domains related to history/social studies. (3)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to determine the meaning of domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</li> </ul>
<p><b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (2)</li> </ul>
<p><b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>). (1)</li> <li>• Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context. (2)</li> <li>• Demonstrates the ability to determine the relationship between particular words. (3)</li> </ul>

<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	
<p><b>L 6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"><li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1)</li></ul>

Grade: 3	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, <u>supporting a point of view with reasons.</u></p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons.</u></li> <li>Provide reasons that support the opinion.</li> <li>Use linking words <u>and phrases</u> (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and shows effective development of the topic and/or narrative elements<sup>1</sup> by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts <u>to examine a topic and convey ideas and information clearly.</u></p> <ol style="list-style-type: none"> <li>Introduce a topic and <u>group related information together; include illustrations when useful to aiding comprehension.</u></li> <li><u>Develop the topic with</u> facts, definitions, and <u>details.</u></li> <li><u>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</u></li> <li>Provide a concluding statement or section.</li> </ol>	
<p><b>W3</b></p> <p>Write narratives <u>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u></p> <ol style="list-style-type: none"> <li><u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u></li> <li><u>Use dialogue and descriptions</u> of actions, thoughts, and feelings <u>to develop experiences and events or show the response of characters to situations.</u></li> <li>Use temporal words <u>and phrases</u> to signal event order.</li> <li>Provide a sense of closure.</li> </ol>	

<sup>1</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

W4	<p><u>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u> (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
W5	<p>With guidance and support from peers and adults, <u>develop and</u> strengthen writing as needed by <u>planning, revising, and editing.</u> (<u>Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.</u>)</p>	
W6	<p>With guidance and support from adults, use <u>technology</u> to produce and publish writing (<u>using keyboarding skills</u>) as well as <u>to interact and</u> collaborate with others.</p>	
W7	<p><u>Conduct short</u> research projects <u>that build knowledge about a topic.</u></p>	
W8	<p>Recall information from experiences or gather information from <u>print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>	
W9	<p>(Begins in grade 4)</p>	
W10	<p><u>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</u></p>	

Grade: 4	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons <u>and information</u>.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text <u>clearly</u>, state an opinion, and create an organizational structure <u>in which related ideas are grouped to support the writer’s purpose</u>.</li> <li>Provide reasons that are <u>supported by facts and details</u>.</li> <li>Link opinion and reasons using words and phrases (e.g., <u>for instance, in order to, in addition</u>).</li> <li>Provide a concluding statement or section <u>related to the opinion presented</u>.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements<sup>2</sup> by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic <u>clearly</u> and group related information <u>in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia</u> when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, <u>concrete details, quotations, or other information and examples related to the topic</u>.</li> <li>Link ideas within categories of information using words and phrases (e.g., <u>another, for example, also, because</u>).</li> <li><u>Use precise language and domain-specific vocabulary to inform about or explain the topic</u>.</li> <li>Provide a concluding statement or section <u>related to the information or explanation presented</u>.</li> </ol>	

<sup>2</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

W3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li><u>Orient the reader by</u> establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use <u>a variety of transitional</u> words and phrases <u>to manage the sequence of events</u>.</li> <li><u>Use concrete words and phrases and sensory details to convey experiences and events precisely</u>.</li> <li>Provide <u>a conclusion that follows from the narrated experiences or events</u>.</li> </ol>	
W4	<p>Produce <u>clear and coherent</u> writing in which the development and organization are appropriate to task, purpose, <u>and audience</u>. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
W5	<p>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 <u>up to and including grade 4</u> on pages 28 and 29.)</p>	
W6	<p>With some guidance and support from adults, use technology, <u>including the Internet</u>, to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</u>.</p>	
W7	<p>Conduct short research projects that build knowledge <u>through investigation of different aspects of a topic</u>.</p>	
W8	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and <u>categorize information</u>, and <u>provide a list of sources</u>.</p>	
W9	<p><u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u>.</p> <ol style="list-style-type: none"> <li><u>Apply grade 4 Reading standards to literature (e.g., “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].”)</u>.</li> <li><u>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)</u>.</li> </ol>	
W10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	

Grade: 5	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are <u>logically</u> grouped to support the writer’s purpose.</li> <li>Provide <u>logically ordered</u> reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, <u>and clauses</u> (e.g., <u>consequently, specifically</u>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements<sup>3</sup> by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, <u>provide a general observation and focus</u>, and group related information <u>logically</u>; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within <u>and across</u> categories of information using words, phrases, <u>and clauses</u> (e.g., <u>in contrast, especially</u>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	

<sup>3</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.



<p><b>W3</b></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use <u>narrative techniques</u>, such as dialogue, description, <u>and pacing</u>, to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words, phrases, <u>and clauses</u> to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	
<p><b>W4</b></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
<p><b>W5</b></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, <u>or trying a new approach</u>. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 5</u> on pages 28 and 29.)</p>	
<p><b>W6</b></p>	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of <u>two pages</u> in a single sitting.</p>	
<p><b>W7</b></p>	<p>Conduct short research projects that <u>use several sources</u> to build knowledge through investigation of different aspects of a topic.</p>	
<p><b>W8</b></p>	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; <u>summarize or paraphrase information in notes and finished work</u>, and provide a list of sources.</p>	
<p><b>W9</b></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <u>grade 5</u> Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>Apply <u>grade 5</u> Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text,</li> </ol>	

	identifying which reasons and evidence support which point[s]”).	
<b>W10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

<b>Grade: 6</b>	
<b>Claim: Writing: Students write effectively when using and/or analyzing sources.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12</b>	
<b>Standards:</b>	<b>Evidences:</b>
<p><b>W1</b></p> <p>Write <u>arguments to support claims with clear reasons and relevant evidence</u>.</p> <ol style="list-style-type: none"> <li>Introduce <u>claim(s)</u> and <u>organize the reasons and evidence clearly</u>.</li> <li><u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</u>.</li> <li><u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</u>.</li> <li><u>Establish and maintain a formal style</u>.</li> <li>Provide a concluding statement or section <u>that follows from the argument presented</u>.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>1</sup> by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates purposeful coherence, clarity, and cohesion<sup>2</sup> and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone<sup>3</sup>, and/or domain-specific vocabulary.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, <u>concepts</u>, and information <u>through the selection, organization, and analysis of relevant content</u>.</p> <ol style="list-style-type: none"> <li>Introduce a topic; <u>organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</u>.</li> <li>Develop the topic with <u>relevant</u> facts, definitions, concrete details, quotations, or other information and examples.</li> <li><u>Use appropriate transitions to clarify the relationships among ideas and concepts</u>.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li><u>Establish and maintain a formal style</u>.</li> <li>Provide a concluding statement or section <u>that follows from the information or explanation presented</u>.</li> </ol>	
<p>Write narratives to develop real or imagined experiences or</p>	

<sup>1</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

<sup>2</sup> The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing and elucidated in the scoring guide for each PCR.

<sup>3</sup> Tone is not assessed in grade 6.

<p><b>W3</b></p>	<p>events using effective technique, <u>relevant</u> descriptive details, and <u>well-structured</u> event sequences.</p> <ol style="list-style-type: none"> <li><u>Engage and</u> orient the reader by establishing a <u>context</u> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally <u>and logically</u>.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, <u>and/or characters</u>.</li> <li>Use a variety of transition words, phrases, and clauses <u>to convey sequence and signal shifts from one time frame or setting to another</u>.</li> <li>Use <u>precise</u> words and phrases, <u>relevant descriptive details</u>, and <u>sensory language</u> to convey experiences and events.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p>effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
<p><b>W4</b></p>	<p>Produce clear and coherent writing in which the development, organization, <u>and style</u> are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
<p><b>W5</b></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 6 on page 52</u>.)</p>	
<p><b>W6</b></p>	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of <u>three pages</u> in a single sitting.</p>	
<p><b>W7</b></p>	<p>Conduct short research projects <u>to answer a question, drawing on</u> several sources <u>and refocusing the inquiry when appropriate</u>.</p>	
<p><b>W8</b></p>	<p>Gather relevant information from <u>multiple</u> print and digital sources; <u>assess the credibility of each source; and quote</u> or paraphrase <u>the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</u>.</p>	
<p><b>W9</b></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <u>grade 6 Reading standards</u> to literature (e.g., “Compare and contrast <u>texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics</u>”).</li> <li>Apply <u>grade 6 Reading standards</u> to literary nonfiction (e.g., “<u>Trace and evaluate the argument and specific claims in a text, distinguishing claims</u></li> </ol>	

	<u>that are supported by reasons and evidence from claims that are not”</u> ).	
<b>W10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

Grade: 7	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), <u>acknowledge alternate or opposing claims</u>, and organize the reasons and evidence <u>logically</u>.</li> <li>Support claim(s) with <u>logical reasoning</u> and relevant evidence, using <u>accurate</u>, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to <u>create cohesion and</u> clarify the relationships among claim(s), reasons, <u>and evidence</u>.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from <u>and supports</u> the argument presented.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>4</sup> by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates purposeful coherence, clarity, and cohesion<sup>5</sup> and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone<sup>6</sup>, and/or domain-specific vocabulary.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic <u>clearly, previewing what is to follow</u>; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to <u>create cohesion and</u> clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from <u>and supports</u> the information or explanation presented.</li> </ol>	
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive</p>	

<sup>4</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

<sup>2</sup> The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing and elucidated in the scoring guide for each PCR.

<sup>3</sup> Tone is not assessed in grade 6.

<p><b>W3</b></p>	<p>details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context <u>and point of view</u> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language <u>to capture the action and</u> convey experiences and events.</li> <li>Provide a conclusion that follows from <u>and reflects on</u> the narrated experiences or events.</li> </ol>	<p>grammar and usage, meaning is clear throughout the response.</p>
<p><b>W4</b></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
<p><b>W5</b></p>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <u>focusing on how well purpose and audience have been addressed</u>. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 7</u> on page 52.)</p>	
<p><b>W6</b></p>	<p>Use technology, including the Internet, to produce and publish writing <u>and link to and cite sources as well as</u> to interact and collaborate with others, <u>including linking to and citing sources</u>.</p>	
<p><b>W7</b></p>	<p>Conduct short research projects to answer a question, drawing on several sources and <u>generating additional related, focused questions for further research and investigation</u>.</p>	
<p><b>W8</b></p>	<p>Gather relevant information from multiple print and digital sources, <u>using search terms effectively</u>; assess the credibility <u>and accuracy</u> of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism <u>and following a standard format for citation</u>.</p>	
<p><b>W9</b></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <u>grade 7 Reading standards</u> to literature (e.g., “Compare and contrast <u>a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</u>”).</li> <li>Apply <u>grade 7 Reading standards</u> to literary nonfiction (e.g. “Trace and evaluate the argument</li> </ol>	

	and specific claims in a text, <u>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</u> ”).	
<b>W10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	



Grade: 8	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p><b>W1</b></p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge <b>and distinguish the claim(s) from</b> alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <b>counterclaims</b>, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>7</sup> by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates purposeful coherence, clarity, and cohesion<sup>8</sup> and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone<sup>9</sup>, and/or domain-specific vocabulary.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information <b>into broader categories</b>; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, <b>well-chosen</b> facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate <b>and varied</b> transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>	
<p><b>W3</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive</p>	

<sup>7</sup> Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters’ motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

<sup>2</sup> The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing and elucidated in the scoring guide for each PCR.

<sup>3</sup> Tone is not assessed in grade 6.

	<p>details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, description, <u>and reflection</u>, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, <u>and show the relationships among experiences and events</u>.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>	<p>grammar and usage, meaning is clear throughout the response.</p>
<b>W4</b>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
<b>W5</b>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 8</u> on page 52.)</p>	
<b>W6</b>	<p>Use technology, including the Internet, to produce and publish writing <u>and present the relationships between information and ideas efficiently</u> as well as to interact and collaborate with others.</p>	
<b>W7</b>	<p>Conduct short research projects to answer a question (<u>including a self-generated question</u>), drawing on several sources and generating additional related, focused questions that allow for <u>multiple avenues of exploration</u>.</p>	
<b>W8</b>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	
<b>W9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <u>grade 8 Reading standards</u> to literature (e.g., <u>“Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is</u></li> </ol>	

	<p><u>rendered new</u>").</p> <p>b. Apply <u>grade 8 Reading standards</u> to literary nonfiction (e.g., "<u>Delineate</u> and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; <u>recognize when irrelevant evidence is introduced</u>").</p>	
<b>W10</b>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	



# **Evidence Statement Tables**

## **Grade 3 Mathematics**

# Evidence Statement Keys

Evidence statements describe the knowledge and skills that an assessment item/task elicits from students. These are derived directly from the Common Core State Standards for Mathematics (the standards), and they highlight the advances of the standards, especially around their focused coherent nature. The evidence statement keys for grades 3 through 8 will begin with the grade number. High school evidence statement keys will begin with “HS” or with the label for a conceptual category. Together, the five different types of evidence statements described below provide the foundation for ensuring that PARCC assesses the full range and depth of the standards which can be downloaded from <http://www.corestandards.org/Math/>.

An Evidence Statement might:

**1. Use exact standard language** – For example:

- 8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .* This example uses the exact language as standard 8.EE.1

**2. Be derived by focusing on specific parts of a standard** – For example: 8.F.5-1 and 8.F.5-2 were derived from splitting standard 8.F.5:

- 8.F.5-1 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear).
- 8.F.5-2 Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Together these two evidence statements are standard 8.F.5:

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or 2 decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

**3. Be integrative (Int)** – Integrative evidence statements allow for the testing of more than one of the standards on a single item/task without going beyond the standards to create new requirements. An integrative evidence statement might be integrated across all content within a grade/course, all standards in a high school conceptual category, all standards in a domain, or all standards in a cluster. For example:

- **Grade/Course** – **4.Int.2<sup>§</sup>** (Integrated across Grade 4)
- **Conceptual Category** – **F.Int.1<sup>§</sup>** (Integrated across the Functions Conceptual Category)
- **Domain** – **4.NBT.Int.1<sup>§</sup>** (Integrated across the Number and Operations in Base Ten Domain)
- **Cluster** – **3.NF.A.Int.1<sup>§</sup>** (Integrated across the Number and Operations – Fractions Domain, Cluster A )

**4. Focus on mathematical reasoning**– A reasoning evidence statement (keyed with C) will state the type of reasoning that an item/task will require and the content scope from the standard that the item/task will require the student to reason about. For example:

- 3.C.2<sup>§</sup> -- Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.
  - Content Scope: Knowledge and skills are articulated in 3.OA.6
- 7.C.6.1<sup>§</sup> – Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.
  - Content Scope: Knowledge and skills are articulated in 7.RP.2

**Note:** When the focus of the evidence statement is on reasoning, the evidence statement may also require the student to reason about securely held knowledge from a previous grade.

**5. Focus on mathematical modeling** – A modeling evidence statement (keyed with D) will state the type of modeling that an item/task will require and the content scope from the standard that the item/task will require the student to model about. For example:

- 4.D.2<sup>§</sup> – Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4 requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.8,3.NBT, and/or 3.MD.

**Note:** The example 4.D.2 is of an evidence statement in which an item/task aligned to the evidence statement will require the student to model on grade level, using securely held knowledge from a previous grade.

- HS.D.5<sup>§</sup> - Given an equation or system of equations, reason about the number or nature of the solutions.
  - Content scope: A-REI.11, involving any of the function types measured in the standards.

<sup>§</sup> The numbers at the end of the integrated, modeling and reasoning Evidence Statement keys are added for assessment clarification and tracking purposes. For example, 4.Int.2 is the second integrated Evidence Statement in Grade 4.

# Grade 3 Evidence Statements Listing by Type I, Type II, and Type III

The PARCC Evidence Statements for Grade 3 Mathematics are provided starting on the next page. The list has been organized to indicate whether items designed are aligned to an Evidence Statement used for Type I items, Type II items (reasoning), or Type III items (modeling).

Evidence Statements are presented in the order shown below and are color coded:

**Peach** – Evidence Statement is applicable to Type I items.

**Lavender** – Evidence Statement is applicable to the Type II items.

**Aqua** – Evidence Statement is applicable to the Type III items.

## Grade 3 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	3.OA.1	Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i>	<ul style="list-style-type: none"> <li>i) Tasks involve interpreting rather than calculating products in terms of equal groups, arrays, area, and/or measurement quantities. (See CCSSM, Table 2, Common multiplication and division situations, p. 89.) For example, “the total number of books if 5 shelves each have 7 books” can be represented by the expression <math>5 \times 7</math> rather than “Marcie placed 7 books on each of 5 shelves. How many books does she have?”</li> <li>ii) Tasks do not require students to interpret products in terms of repeated addition, skip-counting, or jumps on the number line.</li> <li>iii) The italicized example refers to describing a real-world context, but describing a context is not the only way to meet the standard. For example, another way to meet the standard would be to identify contexts in which a total can be expressed as a specified product.</li> </ul>	MP.2, MP.4
A	3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i>	<ul style="list-style-type: none"> <li>i) Tasks involve interpreting rather than calculating quotients in terms of equal groups, arrays, area, and/or measurement quantities. (See CCSSM, Table 2, Common multiplication and division situations, p. 89.) For example, “35 books are placed equally on 7 shelves” can be represented by the expression <math>35 \div 5</math> rather than “Marcie has 35 books. She placed the same number on each of 7 shelves. How many books did she place on each shelf?”</li> <li>ii) Tasks do not require students to interpret quotients in terms of repeated subtraction, skip-counting, or jumps on the number line.</li> <li>iii) The italicized example refers to describing a real-world context, but describing a context is not the only way to meet the standard. For example, another way to meet the standard would be to identify contexts in which a number of objects can be expressed as a specified quotient.</li> <li>iv) Half the tasks require interpreting quotients as a number of objects in each share and half require interpreting quotients as a number of equal shares.</li> </ul>	MP.2, MP.4
A	3.OA.3-1	Use multiplication within 100 (both factors less than or equal to 10) to solve word problems in situations involving equal groups, arrays, or area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	<ul style="list-style-type: none"> <li>i) All products come from the harder three quadrants of the times table (<math>a \times b</math> where <math>a &gt; 5</math> and/or <math>b &gt; 5</math>).</li> <li>ii) 75% of tasks involve multiplying to find the total number (equal groups, arrays); 25% involve multiplying to find the area.</li> <li>iii) For more information see CCSS Table 2, Common multiplication and division situations, p. 89 and the <a href="#">OA Progression</a>.</li> </ul>	MP.1, MP.4



## Grade 3 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	3.OA.3-2	Use multiplication within 100 (both factors less than or equal to 10) to solve word problems in situations involving measurement quantities other than area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	i) All products come from the harder three quadrants of the times table ( $a \times b$ where $a > 5$ and/or $b > 5$ ). ii) Tasks involve multiplying to find a total measure (other than area). iii) For more information see CCSS Table 2, Common multiplication and division situations, p. 89 and the <a href="#">OA Progression</a> .	MP.1, MP.4
A	3.OA.3-3	Use division within 100 (quotients related to products having both factors less than or equal to 10) to solve word problems in situations involving equal groups, arrays, or area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	i) All quotients are related to products from the harder three quadrants of the times table ( $a \times b$ where $a > 5$ and/or $b > 5$ ). ii) Tasks using this Evidence Statement will be created equally among the following: <ul style="list-style-type: none"> <li>• dividing to find the number in each equal group or in each equal row/column of an array;</li> <li>• dividing to find the number of equal groups or the number of equal rows/columns of an array; and</li> <li>• dividing an area by a side length to find an unknown side length.</li> </ul> iii) For more information see CCSS Table 2, Common multiplication and division situations p. 89 and the <a href="#">OA Progression</a> .	MP.1, MP.4
A	3.OA.3-4	Use division within 100 (quotients related to products having both factors less than or equal to 10) to solve word problems in situations involving measurement quantities other than area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	i) All quotients are related to products from the harder three quadrants of the times table ( $a \times b$ where $a > 5$ and/or $b > 5$ ). ii) Half the tasks involve finding the number of equal pieces and half involve finding the measure of each piece. iii) For more information see CCSS Table 2, Common multiplication and division situations, p. 89 and the <a href="#">OA Progression</a> .	MP.1, MP.4
A	3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \square \div 3</math>, <math>6 \times 6 = ?</math>.</i>	i) Tasks do not have a context. ii) Only the answer is required. iii) All products and related quotients are from the harder three quadrants of the times table ( $a \times b$ where $a > 5$ and/or $b > 5$ ).	-
A	3.OA.6	Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i>	i) All products and related quotients are from the harder three quadrants of the times table ( $a \times b$ where $a > 5$ and/or $b > 5$ ).	-

## Grade 3 Evidence Statements

Type I   
 Type II   
 Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	3.OA.7-1	Fluently multiply and divide within 25. By end of grade 3, know from memory all products of two one-digit numbers.	i) Tasks do not have a context. ii) Only the answer is required. iii) Tasks require finding products and related quotients accurately. For example, each 1-point task might require four or more computations, two or more multiplication and two or more division. iv) Tasks are not timed.	-
A	3.OA.7-2	Fluently multiply and divide within 100. By the end of Grade 3, know from memory all products of two one-digit numbers.	i) Tasks do not have a context. ii) Only the answer is required. iii) Tasks require finding of products and related quotients accurately. For example, each 1-point task might require four or more computations, two or more multiplication and two or more division. iv) 75% of tasks are from the harder three quadrants of the times table ( $a \times b$ where $a > 5$ and/or $b > 5$ ). v) Tasks are not timed.	-
A	3.OA.8	Solve two-step word problems using the four operations. 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.	i) Tasks do not require a student to write a single equation with a letter standing for the unknown quantity in a two-step problem, and then solve that equation. ii) Tasks may require students to write an equation as part of their work to find a solution, but students are not required to use a letter for the unknown. iii) Addition, subtraction, multiplication and division situations in these problems may involve any of the basic situation types with unknowns in various positions (see CCSSM, Table 1, Common addition and subtraction situations, p. 88; CCSSM, Table 2, Common multiplication and division situations, p. 89; and the document for the <a href="#">OA Progression</a> ).	MP.1, MP.4
B	3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	i) Tasks have no context. ii) Tasks are not timed	-
B	3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.	i) Tasks have no context.	MP.7
A	3.NF.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .	i) Tasks do not involve the number line. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8.	MP.2

## Grade 3 Evidence Statements

Type I   
 Type II   
 Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction $a/b$ on a number line diagram by marking off $a$ lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.	i) Fractions may be greater than 1. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) Fractions equal whole numbers in 20% of these tasks. iv) iii) Tasks have “thin context” <sup>2</sup> or no context. v) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8.	MP.5
A	3.NF.3a-1	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size.	i) Tasks do not involve the number line. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. iv) The explanation aspect of 3.NF.3 is not assessed here.	MP.5
A	3.NF.3a-2	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same point on a number line.	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.	MP.5
A	3.NF.3b-1	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$ , $4/6 = 2/3$ .	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.	MP.7
A	3.NF.3c	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i>	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) The explanation aspect of 3.NF.3 is not assessed here.	MP.3, MP.5, MP.7
A	3.NF.3d	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5. iii) Justifying is not assessed here. For this aspect of 3.NF.3d, see 3.C.3-1 and 3.C.4-4. iv) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.	MP.7

## Grade 3 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	3.NF.A.Int.1	In a contextual situation involving a whole number and two fractions not equal to a whole number, represent all three numbers on a number line diagram, then choose the fraction closest in value to the whole number.	<ul style="list-style-type: none"> <li>i) Fractions equivalent to whole numbers are limited to 0 through 5.</li> <li>ii) Fraction denominators are limited to 2, 3, 4, 6 and 8.</li> </ul>	MP.2, MP.4, MP.5
A	3.MD.1-1	Tell and write time to the nearest minute and measure time intervals in minutes.	<ul style="list-style-type: none"> <li>i) Time intervals are limited to 60 minutes</li> <li>ii) No more than 20% of items require determining a time interval from clock readings having different hour values.</li> <li>iii) Acceptable interval: Start time 1:20, end time 2:10 – time interval is 50 minutes. Unacceptable interval: Start time 1:20, end time 2:30 – time interval exceeds 60 minutes.</li> </ul>	-
A	3.MD.1-2	Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	<ul style="list-style-type: none"> <li>i) Only the answer is required.</li> <li>ii) Tasks do not involve reading start/stop times from a clock nor calculating elapsed time.</li> </ul>	MP.1, MP.2, MP.4, MP.5
A	3.MD.2-1	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).	<ul style="list-style-type: none"> <li>i) Estimates are the result of reading a scale.</li> </ul>	-
A	3.MD.2-2	Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	<ul style="list-style-type: none"> <li>i) Only the answer is required (methods, representations, etc. are not assessed here).</li> <li>ii) Units of grams (g), kilograms (kg), and liters (l).</li> </ul>	MP.1, MP.2, MP.4, MP.5
A	3.MD.2-3	Measure or estimate liquid volumes or masses of objects using standard units of grams (g), kilograms (kg), and liters (l), then use the estimated value(s) to estimate the answer to a one-step word problem by using addition, subtraction, multiplication, or division.  Content Scope: 3.MD.2	-	MP.5, MP.6 (in the case of measuring)
B	3.MD.3-1	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	<ul style="list-style-type: none"> <li>i) Tasks involve no more than 10 items in 2-5 categories.</li> <li>ii) Categorical data should not take the form of a category that could be represented numerically (e.g. ages of students).</li> <li>iii) Tasks do not require students to create the entire graph, but might ask students to complete a graph or otherwise demonstrate knowledge of its creation.</li> </ul>	MP.2

## Grade 3 Evidence Statements

Type I   
 Type II   
 Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
B	3.MD.3-3	Solve a put-together problem using information presented in a scaled bar graph, then use the result to answer a “how many more” or “how many less” problem using information presented in the scaled bar graph.  Content Scope: 3.MD.3	i) Tasks do not require computations beyond the grade 3 expectations.	MP.4
B	3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	-	MP.2, MP.5
A	3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.	-	MP.7
A	3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	-	MP.7
A	3.MD.7b-1	Relate area to the operations of multiplication and addition. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems.	i) Products are limited to the 10x10 multiplication table. ii) This ES is different from 3.OA.3-1 in the following ways: <ul style="list-style-type: none"> <li>3.MD.7b-1 emphasizes application/skill while the emphasis of 3.OA.3-1 is on demonstration of understanding of multiplication using not only area but also equal groups and arrays by modeling.</li> <li>3.MD.7b-1 permits mathematical problems while 3.OA.3-1 is restricted to word problems.</li> <li>3.MD.7b-1 allows for factors less than or equal to 5 while the factors used in 3.OA.3-1 are restricted to the harder three quadrants.</li> </ul>	MP.4, MP.5

## Grade 3 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	3.MD.7d	Relate area to the operations of multiplication and addition. d. Recognize area as additive. Find areas of rectilinear <sup>3</sup> figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	-	MP.7
B	3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	-	MP.2, MP.4, MP.5
B	3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	-	-
B	3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>	-	-
A	3.Int.1	Given a two-step problem situation with the four operations, round the values in the problem, then use the rounded values to produce an approximate solution.  Content Scope: 3.OA.8, 3.NBT.1, 3.NBT.2, 3.NBT.3	<ul style="list-style-type: none"> <li>i) Tasks must be aligned to the first standard and 1 or more of the subsequent standards listed in the content scope.</li> <li>ii) Tasks do not require computations beyond the grade 3 expectations.</li> <li>iii) Tasks do not require a student to write a single equation with a letter standing for the unknown quantity in a two-step problem, and then solve that equation.</li> <li>iv) Tasks may require students to write an equation as part of their work to find a solution, but students are not required to use a letter for the unknown.</li> <li>v) Addition, subtraction, multiplication and division situations in these problems may involve any of the basic situation types with unknowns in various positions (see CCSSM, Table 1, Common addition and subtraction situations, p. 88; CCSSM, Table 2, Common multiplication and division situations, p. 89; and the Progression document for the <a href="#">OA Progression</a>).</li> </ul>	MP.4, MP.6

## Grade 3 Evidence Statements

Type I
Type II
Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	3.Int.2	<p>Solve two-step word problems using the four operations requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT.</p> <p style="text-align: center;">Content Scope: 3.OA.8, 3.NBT.2, and 3.NBT.3</p>	<p>i) Tasks must be aligned to the first standard and 1 or more of the subsequent standards listed in the content scope.</p> <p>ii) Tasks do not require a student to write a single equation with a letter standing for the unknown quantity in a two-step problem, and then solve that equation.</p> <p>iii) Tasks may require students to write an equation as part of their work to find a solution, but students are not required to use a letter for the unknown.</p> <p>iv) Addition, subtraction, multiplication and division situations in these problems may involve any of the basic situation types with unknowns in various positions (see CCSSM, Table 1, Common addition and subtraction situations, p. 88; CCSSM, Table 2, Common multiplication and division situations, p. 89; and the Progression document for the <a href="#">OA Progression</a>).</p> <p>Substantial (def.) – Values should be towards the higher end of the numbers identified in the standards.</p>	MP.1, MP.4
A	3.Int.3	<p>Solve real world and mathematical problems involving perimeters of polygons requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT.</p> <p style="text-align: center;">Content Scope: 3.MD.8, 3.NBT.2, and 3.NBT.3</p>	<p>i) Tasks must be aligned to the first standard and 1 or more of the subsequent standards listed in the content scope.</p> <p>Substantial (def.) – Values should be towards the higher end of the numbers identified in the standards.</p>	MP.1 (if the problem has a real world context), MP.4
A	3.Int.4	<p>Use information presented in a scaled bar graph to solve a two-step “how many more” or “how many less” problem requiring a substantial addition, subtraction, or multiplication step, drawing on knowledge and skills articulated in 3.NBT.</p> <p style="text-align: center;">Content Scope: 3.MD.3, 3.NBT.2, and 3.NBT.3</p>	<p>i) Tasks must be aligned to the first standard and 1 or more of the subsequent standards listed in the content scope.</p> <p>Substantial (def.) – Values should be towards the higher end of the numbers identified in the standards.</p>	MP.1, MP.2, MP.4
A	3.Int.5	<p>Add, subtract, or multiply to solve a one-step word problem involving masses or volumes that are given in the same units, where a substantial addition, subtraction, or multiplication step is required drawing on knowledge and skills articulated in 3.NBT, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.7.</p> <p style="text-align: center;">Content Scope: 3.MD.2, 3.NBT.2, and 3.NBT.3</p>	<p>i) Tasks must be aligned to the first standard and 1 or more of the subsequent standards listed in the content scope.</p> <p>Substantial (def.) – Values should be towards the higher end of the numbers identified in the standards.</p>	MP.1, MP.2, MP.4

## Grade 3 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement (ES) Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	3.C.1-1	Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 3.OA.5	<ul style="list-style-type: none"> <li>i) Students need not use technical terms such as <i>commutative</i>, <i>associative</i>, <i>distributive</i>, or <i>property</i>.</li> <li>ii) Products and related quotients are limited to the 10x10 multiplication table</li> <li>iii) These tasks may not exceed the content limits of grade 3. For example, <math>2 \times 4 \times 5</math>, would be acceptable as students can use the associative property to rewrite the expression as <math>8 \times 5</math> which falls within the content limits of grade 3. The problem <math>7 \times 4 \times 5</math> would exceed the content limits of grade 3 because any use of the associative property would result in a 2-digit multiplier.</li> </ul>	MP.3, MP.6, MP.7
C	3.C.1-2	Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 3.OA.9	<ul style="list-style-type: none"> <li>i) Students need not use technical terms such as <i>commutative</i>, <i>associative</i>, <i>distributive</i>, or <i>property</i>.</li> </ul>	MP.3, MP.6, MP.7, MP.8
C	3.C.1-3	Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 3.MD.7	<ul style="list-style-type: none"> <li>i) Tasks may include those with and without real-world contexts.</li> <li>ii) Students need not use technical terms such as <i>commutative</i>, <i>associative</i>, <i>distributive</i>, or <i>property</i>.</li> </ul>	MP.3, MP.5, MP.6, MP.7
C	3.C.2	Base explanations/reasoning on the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 3.OA.6	<ul style="list-style-type: none"> <li>i) Products and related quotients are limited to the 10 x 10 multiplication table.</li> </ul>	MP.3, MP.6, MP.7
C	3.C.3-1	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 3.NF.3b, 3.NF.3d	<ul style="list-style-type: none"> <li>i) Tasks may present realistic or quasi-realistic images of a contextual situation (e.g., a drawing of a partially filled graduated cylinder). However, tasks do not provide the sort of abstract drawings that help the student to represent the situation mathematically (e.g., a number line diagram or other visual fraction model).</li> <li>ii) Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.</li> <li>iii) For fractions equal to a whole number, values are limited to 0 through 5.</li> </ul>	MP.3 MP.5 MP.6



## Grade 3 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement (ES) Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	3.C.3-2	<p>Base explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response).</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 3.MD.5, 3.MD.6, 3.MD.7</p>	<ul style="list-style-type: none"> <li>i) Tasks may include those with and without real-world contexts.</li> <li>ii) Tasks with a context may present realistic or quasi-realistic images of a contextual situation (e.g., a drawing of a meadow). However, tasks do not provide the sort of abstract drawings that help the student to represent the situation mathematically (e.g., a tiling of the meadow).</li> </ul>	MP.3, MP.5, MP.6
C	3.C.4-1	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 3.OA.5</p>	<ul style="list-style-type: none"> <li>i) Students need not use technical terms such as commutative, associative, distributive, or property.</li> <li>ii) Products and related quotients are limited to the 10x10 multiplication table.</li> </ul>	MP.3, MP.6, MP.7
C	3.C.4-2	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 3.OA.6</p>	<ul style="list-style-type: none"> <li>i) Products and related quotients are limited to the 10x10 multiplication table.</li> </ul>	MP.3, MP.6
C	3.C.4-3	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 3.OA.8</p>	<ul style="list-style-type: none"> <li>i) Tasks do not require a student to write a single equation with a letter standing for the unknown quantity in a two-step problem, and then solve that equation.</li> <li>ii) Tasks may require students to write an equation as part of their work to find a solution, but students are not required to use a letter for the unknown.</li> <li>iii) Addition, subtraction, multiplication and division situations in these problems may involve any of the basic situation types with unknowns in various positions (see CCSSM, Table 1, Common addition and subtraction situations, p. 88; CCSSM, Table 2, Common multiplication and division situations, p. 89; and the Progression document for the <a href="#">OA Progression</a>).</li> </ul>	MP.3, MP.5, MP.6
C	3.C.4-4	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 3.NF.3b, 3.NF.3d</p>	<ul style="list-style-type: none"> <li>i) Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.</li> <li>ii) For fractions equal to a whole number, values are limited to 0 through 5.</li> </ul>	MP.3, MP.5, MP.6

## Grade 3 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement (ES) Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	3.C.4-5	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)  Content Scope: Knowledge and skills articulated in 3.MD.7	i) Tasks may include those with and without real-world contexts.	MP.3, MP.5, MP.6
C	3.C.4-6	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)  Content Scope: Knowledge and skills articulated in 3.OA.9	-	MP.3, MP.6, MP.8
C	3.C.4-7	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)  Content Scope: Knowledge and skills articulated in 2.NBT	i) Tasks may have scaffolding <sup>1</sup> , if necessary, in order to yield a degree of difficulty appropriate to Grade 3.	MP.3, MP.6
C	3.C.5-1	Present solutions to two-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$ , even if the final answer is correct), or identify or describe errors in solutions to two-step problems and present corrected solutions.  Content Scope: Knowledge and skills articulated in 3.OA.8	i) Tasks do not require a student to write a single equation with a letter standing for the unknown quantity in a two-step problem, and then solve that equation. ii) Tasks may require students to write an equation as part of their work to find a solution, but students are not required to use a letter for the unknown. iii) Addition, subtraction, multiplication and division situations in these problems may involve any of the basic situation types with unknowns in various positions (see CCSSM, Table 1, Common addition and subtraction situations, p. 88; CCSSM, Table 2, Common multiplication and division situations, p. 89; and the Progression document for the <a href="#">OA Progression</a> ).	MP.2, MP.3, MP.5, MP.6
C	3.C.5-2	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$ , even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.  Content Scope: Knowledge and skills articulated in 3.MD.7b, 3.MD.7d	i) Tasks may include those with and without real-world contexts. ii) Multi-step problems have at least 3 steps.	MP.2, MP.3, MP.5, MP.6
C	3.C.6-1	Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response)  Content scope: Knowledge and skills articulated in 3.NF.2	i) Tasks are limited to fractions with denominators 2, 3, 4, 6, and 8. ii) Fractions equivalent to whole numbers are limited to 0 through 5.	MP.3, MP.5, MP.6

## Grade 3 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement (ES) Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	3.C.6-2	Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response)  Content scope: Knowledge and skills articulated in 3.MD.1	-	MP.3, MP.5, MP.6
D	3.D.1	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in Type I Evidence Statements.	i) Tasks may have scaffolding. ii) Multi-step problems must have at least 3 steps.	MP.4
D	3.D.2	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 3, requiring application of knowledge and skills articulated in 2.OA.A, 2.OA.B, 2.NBT, and/or 2.MD.B.	i) Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to Grade 3. ii) Multi-step problems must have at least 3 steps.	MP.4

<sup>1</sup> Scaffolding in a task provides the student with an entry point into a pathway for solving a problem. In unscaffolded tasks, the student determines his/her own pathway and process. Both scaffolded and unscaffolded tasks will be included in reasoning and modeling items.

<sup>2</sup> “Thin context” is a sentence or phrase that establishes a concrete referent for the quantity/quantities in the problem, in such a way as to provide meaningful avenues for mathematical intuition to operate, yet without requiring any sort of further analysis of the context. For example, a task could provide a reason for being given a set of fractional measurements such as, “The fractions represent lengths of ribbon.”

<sup>3</sup> A rectilinear figure is a polygon in which all angles measure 90 or 270 degrees.



# **Evidence Statement Tables**

## **Grade 4 Mathematics**

# Evidence Statement Keys

Evidence statements describe the knowledge and skills that an assessment item/task elicits from students. These are derived directly from the Common Core State Standards for Mathematics (the standards), and they highlight the advances of the standards, especially around their focused coherent nature. The evidence statement keys for grades 3 through 8 will begin with the grade number. High school evidence statement keys will begin with “HS” or with the label for a conceptual category. Together, the five different types of evidence statements described below provide the foundation for ensuring that PARCC assesses the full range and depth of the standards which can be downloaded from <http://www.corestandards.org/Math/>.

An Evidence Statement might:

**1. Use exact standard language** – For example:

- 8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .* This example uses the exact language as standard 8.EE.1

**2. Be derived by focusing on specific parts of a standard** – For example: 8.F.5-1 and 8.F.5-2 were derived from splitting standard 8.F.5:

- 8.F.5-1 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear).
- 8.F.5-2 Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Together these two evidence statements are standard 8.F.5:

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or 2 decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

**3. Be integrative (Int)** – Integrative evidence statements allow for the testing of more than one of the standards on a single item/task without going beyond the standards to create new requirements. An integrative evidence statement might be integrated across all content within a grade/course, all standards in a high school conceptual category, all standards in a domain, or all standards in a cluster. For example:

- **Grade/Course** – **4.Int.2<sup>§</sup>** (Integrated across Grade 4)
- **Conceptual Category** – **F.Int.1<sup>§</sup>** (Integrated across the Functions Conceptual Category)
- **Domain** – **4.NBT.Int.1<sup>§</sup>** (Integrated across the Number and Operations in Base Ten Domain)
- **Cluster** – **3.NF.A.Int.1<sup>§</sup>** (Integrated across the Number and Operations – Fractions Domain, Cluster A )

**4. Focus on mathematical reasoning**– A reasoning evidence statement (keyed with C) will state the type of reasoning that an item/task will require and the content scope from the standard that the item/task will require the student to reason about. For example:

- 3.C.2<sup>§</sup> -- Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.
  - Content Scope: Knowledge and skills are articulated in 3.OA.6
- 7.C.6.1<sup>§</sup> – Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.
  - Content Scope: Knowledge and skills are articulated in 7.RP.2

**Note:** When the focus of the evidence statement is on reasoning, the evidence statement may also require the student to reason about securely held knowledge from a previous grade.

**5. Focus on mathematical modeling** – A modeling evidence statement (keyed with D) will state the type of modeling that an item/task will require and the content scope from the standard that the item/task will require the student to model about. For example:

- 4.D.2<sup>§</sup> – Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4 requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.8, 3.NBT, and/or 3.MD.

**Note:** The example 4.D.2 is of an evidence statement in which an item/task aligned to the evidence statement will require the student to model on grade level, using securely held knowledge from a previous grade.

- HS.D.5<sup>§</sup> - Given an equation or system of equations, reason about the number or nature of the solutions.
  - Content scope: A-REI.11, involving any of the function types measured in the standards.

<sup>§</sup> The numbers at the end of the integrated, modeling and reasoning Evidence Statement keys are added for assessment clarification and tracking purposes. For example, 4.Int.2 is the second integrated Evidence Statement in Grade 4.

# Grade 4 Evidence Statements Listing by Type I, Type II, and Type III

The PARCC Evidence Statements for Grade 4 Mathematics are provided starting on the next page. The list has been organized to indicate whether items designed are aligned to an Evidence Statement used for Type I items, Type II items (reasoning), or Type III items (modeling).

Evidence Statements are presented in the order shown below and are color coded:

**Peach** – Evidence Statement is applicable to Type I items.

**Lavender** – Evidence Statement is applicable to the Type II items.

**Aqua** – Evidence Statement is applicable to the Type III items.

## Grade 4 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	4.OA.1-1	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.	i) Tasks have “thin context” <sup>i</sup> or no context.	MP.2, MP.4
A	4.OA.1-2	Represent verbal statements of multiplicative comparisons as multiplication equations.	i) Tasks have “thin context” or no context.	MP.2, MP.4
A	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.	i) See the <a href="#">OA Progression</a> document, especially p. 29 and Table 2, Common Multiplication and Division situations on page 89 of CCSSM. ii) Tasks sample equally the situations in the <b>third row</b> of Table 2 on page 89 of CCSSM	MP.1, MP.4, MP.5
A	4.OA.3-1	Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations.	i) Assessing reasonableness of answer is not assessed here. ii) Tasks do not involve interpreting remainders.	MP.1, MP.2, MP.7
A	4.OA.3-2	Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, in which remainders must be interpreted.	i) Assessing reasonableness of answer is not assessed here. ii) Tasks involve interpreting remainders. iii) See p. 30 of the <a href="#">OA Progression</a> document. iv) Multi-step problems must have at least 3 steps.	MP.1, MP.2, MP.4, MP.7
B	4.OA.4-1	Find all factor pairs for a whole number in the range 1–100.	-	MP.7



Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
B	4.OA.4-2	Recognize that a whole number is a multiple of each of its factors.	-	MP.2
B	4.OA.4-3	Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.	-	MP.8
B	4.OA.4-4	Determine whether a given whole number in the range 1–100 is prime or composite.	-	MP.7, MP.8
B	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. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	<ul style="list-style-type: none"> <li>i) Tasks do not require students to determine a rule; the rule is given.</li> <li>ii) 75% of patterns should be number patterns.</li> </ul>	MP.8
A	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. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i>	-	MP.7
A	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.	i.) Tasks assess conceptual understanding, e.g. by including a mixture of expanded form, number names, and base ten numerals within items.	MP.7
A	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	i) Grade 4 expectations are limited to whole numbers less than or equal to 1,000,000.	MP.7

## Grade 4 Evidence Statements

Type I
Type II
Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	4.NBT.4-1	Fluently add multi-digit whole numbers using the standard algorithm.	<ul style="list-style-type: none"> <li>i) The given addends are such as to require an efficient/standard algorithm (e.g., <math>7263 + 4875</math>). Addends in the task do not suggest any obvious ad hoc or mental strategy (as would be present for example in a case such as <math>16,999 + 3,501</math>).</li> <li>ii) Tasks do not have a context.</li> <li>iii) Grade 4 expectations in CCSSM are limited to whole numbers less than or equal to 1,000,000; for purposes of assessment, both of the given numbers should have 4 digits.</li> <li>iv) Tasks are not timed.</li> </ul>	-
A	4.NBT.4.2	Fluently subtract multi-digit whole numbers using the standard algorithm.	<ul style="list-style-type: none"> <li>i) The given subtrahend and minuend are such as to require an efficient/standard algorithm (e.g., <math>7263 - 4875</math> or <math>7406 - 4637</math>). The subtrahend and minuend do not suggest any obvious <i>ad hoc</i> or mental strategy (as would be present for example in a case such as <math>7300 - 6301</math>).</li> <li>ii) Tasks do not have a context.</li> <li>iii) Grade 4 expectations in CCSSM are limited to whole numbers less than or equal to 1,000,000; for purposes of assessment, both of the given numbers should have 4 digits.</li> <li>iv) Tasks are not timed.</li> </ul>	-
A	4.NBT.5-1	Multiply a whole number of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) For the illustrate/explain aspect of 4.NBT.5, see 4.C.1-1</li> </ul>	MP.7
A	4.NBT.5-2	Multiply two two-digit numbers, using strategies based on place value and the properties of operations.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) For the illustrate/explain aspect of 4.NBT.5, see 4.C.1.1</li> </ul>	MP.7
A	4.NBT.6-1	Find whole-number quotients and remainders with three-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Tasks may include remainders of 0 in no more than 20% of the tasks.</li> <li>iii) For the illustrate/explain aspect of 4.NBT.6, see 4.C.1-2 and 4.C.2</li> </ul>	MP.7, MP.8
A	4.NBT.6-2	Find whole-number quotients and remainders with 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.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Tasks may include remainders of 0 in no more than 20% of the tasks.</li> <li>iii) For the illustrate/explain aspect of 4.NBT.6, see 4.C.1-2 and 4.C.2</li> </ul>	MP.7, MP.8

## Grade 4 Evidence Statements

Type I
Type II
Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	4.NBT.Int.1	Perform computations by applying conceptual understanding of place value, rather than by applying multi-digit algorithms.	i) Tasks do not have a context.	MP.1, MP.7
A	4.NF.1-2	Use the principle $a/b = (nxa)/(nxb)$ to recognize and generate equivalent fractions.	i) The explanation aspect of 4.NF.1 is not assessed here. ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. iii) Tasks may include fractions that equal whole numbers. Whole numbers are limited to 0 through 5.	MP.7
A	4.NF.2-1	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or by comparing to a benchmark fraction such as $1/2$ . Record the results of comparisons with symbols $<$ , $=$ , or $>$ .	i) Only the answer is required. ii) Tasks require the student to choose the comparison strategy autonomously. iii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. iv) Tasks may include fractions that equal whole numbers. Whole numbers are limited to 0 through 5.	MP.6, MP.7
A	4.NF.A.Int.1	Apply conceptual understanding of fraction equivalence and ordering to solve simple word problems requiring fraction comparison.  Content Scope: 4.NF.A	i) Tasks have “thin context.” ii) Tasks do not require adding, subtracting, multiplying, or dividing fractions. iii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy. iv) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. v) Tasks may include fractions that equal whole numbers. Whole numbers are limited to 0 through 5.	MP.1, MP.4, MP.5
A	4.NF.3a	Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ . a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	i) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	MP.2, MP.7, MP.8
A	4.NF.3b-1	Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ . b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$ ; $3/8 = 1/8 + 2/8$ ; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ .	i) Only the answer is required. ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. iii) Tasks may include fractions that equal whole numbers. Whole numbers are limited to 0 through 5.	MP.7, MP.8

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	4.NF.3c	Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ . 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.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Denominators are limited to grade 3 possibilities (2, 3, 4, 6, 8) so as to keep computational difficulty lower.</li> </ul>	MP.7
A	4.NF.3d	Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ . 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.	<ul style="list-style-type: none"> <li>i) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> <li>ii) Addition and subtraction situations are limited to the dark- or medium-shaded types in Table 2, p. 9 of the <a href="#">OA Progression</a> document; these situations are sampled equally.</li> <li>iii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> </ul>	MP.1, MP.4, MP.5
A	4.NF.4a	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction $a/b$ as a multiple of $1/b$ . For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$ , recording the conclusion by the equation $5/4 = 5 \times (1/4)$ .	<ul style="list-style-type: none"> <li>i) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> </ul>	MP.5, MP.7
A	4.NF.4b-1	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. b. Understand a multiple of $a/b$ as a multiple of $1/b$ . For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$ .	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> <li>iii) Results may equal fractions greater than 1 (including fractions equal to whole numbers limited to 0 through 5).</li> <li>iv) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> </ul>	MP.5, MP.7
A	4.NF.4b-2	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. b. Use the understanding that a multiple of $a/b$ is a multiple of $1/b$ to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6/5$ . (In general, $n \times (a/b) = (nxa)/b$ .)	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> <li>iii) Tasks involve expressing <math>a/b</math> as a multiple of <math>a/b</math> as a fraction.</li> <li>iv) Results may equal fractions greater than 1 (including fractions equal to whole numbers limited to 0 through 5).</li> <li>v) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> </ul>	MP.5, MP.7

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	4.NF.4c	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 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. <i>For example, if each person at a party will eat <math>\frac{3}{8}</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i>	<ul style="list-style-type: none"> <li>i) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> <li>ii) Situations are limited to those in which the product is unknown (situations do not include unknown factors).</li> <li>iii) Situations involve a whole number of fractional quantities—not a fraction of a whole-number quantity.</li> <li>iv) Results may equal fractions greater than 1 (including fractions equal to whole numbers).</li> <li>v) Results may equal fractions greater than 1 (including fractions equal to whole numbers limited to 0 through 5).</li> <li>vi) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> </ul>	MP.1, MP.4, MP.5
A	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. <i>For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math></i>	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> </ul>	MP.7
A	4.NF.6	Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>	<ul style="list-style-type: none"> <li>i) Measuring to the nearest mm or cm is equivalent to measuring on the number line.</li> </ul>	MP.7
A	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.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Justifying conclusions is not assessed here.</li> <li>iii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> </ul>	MP.5, MP.7
A	4.NF.Int.1	Solve one-step word problems requiring integration of knowledge and skills articulated in 4.NF.  Content Scope: 4.NF	<ul style="list-style-type: none"> <li>i) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> </ul>	MP.1, MP.4
A	4.NF.Int.2	Solve one-step addition word problems.  Content Scope: 4.NF.5, 4.NF.6	<ul style="list-style-type: none"> <li>i) Tasks are one of two kinds: Add To with result unknown, or Put Together with result unknown.</li> <li>ii) See Table 2, p. 9 of the OA Progression document; these situations are sampled equally.</li> </ul>	MP.1

## Grade 4 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
B	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. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>	-	MP.5, MP.8
B	4.MD.2-1	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, in 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.	<ul style="list-style-type: none"> <li>i) Situations involve whole number measurements and require expressing measurements given in a larger unit in terms of a smaller unit.</li> <li>ii) Tasks may present number line diagrams featuring a measurement scale.</li> <li>iii) Tasks may include measuring distances to the nearest cm or mm.</li> <li>iv) Units of mass are limited to grams and kilograms.</li> </ul>	MP.4, MP.5
B	4.MD.2-2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, in problems involving simple fractions. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	<ul style="list-style-type: none"> <li>i) Situations involve two measurements given in the same units, one a whole-number measurement and the other a non-whole-number measurement (given as a fraction).</li> <li>ii) Tasks may present number line diagrams featuring a measurement scale.</li> <li>iii) Tasks may include measuring distances to the nearest cm or mm.</li> <li>iv) Units of mass are limited to grams and kilograms.</li> <li>v) Tasks will not include division of fractions.</li> </ul>	MP.4, MP.5
B	4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>	-	MP.2, MP.5
B	4.MD.4-1	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ).	<ul style="list-style-type: none"> <li>i) Tasks may include mixed numbers with stated denominators.</li> <li>ii) Fractions equivalent to whole numbers are limited to 0 through 5.</li> </ul>	MP.5

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
B	4.MD.4-2	Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	-	MP.4, MP.5
B	4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.	-	MP.2
B	4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	-	MP.2, MP.5
B	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.	-	MP.1, MP.7
B	4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	-	MP.5
B	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.	i) A trapezoid is defined as "A quadrilateral with at least one pair of parallel sides." ii) Tasks may include terminology: <i>equilateral, isosceles, scalene, acute, right, and obtuse.</i>	MP.7

## Grade 4 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
B	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.	-	-
A	4.Int.2	Solve one-step word problems involving multiplying two two-digit numbers.	<ul style="list-style-type: none"> <li>i) The given numbers are such as to require a general strategy based on place value and the properties of operations (e.g., <math>63 \times 44</math>).</li> <li>ii) Word problems shall include a variety of grade-level appropriate applications and contexts.</li> </ul>	MP.1, MP.7
A	4.Int.3	Solve one-step word problems involving multiplying a four-digit number by a one-digit number.	<ul style="list-style-type: none"> <li>i) The given numbers are such as to require a general strategy based on place value and the properties of operations (e.g., <math>2392 \times 8</math>).</li> <li>ii) Word problems shall include a variety of grade-level appropriate applications and contexts.</li> </ul>	MP.1, MP.7
A	4.Int.4	Solve one-step word problems involving dividing a four-digit number by a one-digit number.	<ul style="list-style-type: none"> <li>i) The given numbers are such as to require a general strategy based on place value and the properties of operations (e.g., <math>2328 \div 8</math>).</li> <li>ii) Quotients are whole numbers (i.e., there are no remainders).</li> <li>iii) Word problems shall include a variety of grade-level appropriate applications and contexts.</li> </ul>	MP.1, MP.7
A	4.Int.5	<p>Solve multi-step word problems posed with whole numbers and involving computations best performed by applying conceptual understanding of place value, perhaps involving rounding.</p> <p style="text-align: center;">Content Scope: 4.OA.3, 4.NBT</p>	<ul style="list-style-type: none"> <li>i) Multi-step problems must have at least 3 steps.</li> <li>ii) Tasks must be aligned to the first standard and 1 or more of the subsequent standards listed in the content scope.</li> </ul>	MP.1, MP.2, MP.7
A	4.Int.6	<p>Solve real-world and mathematical problems about perimeter involving grade-level addition and subtraction of fractions, such as finding an unknown side of a rectangle.</p> <p style="text-align: center;">Content Scope: 4.NF.3, 4.MD.3</p>	<ul style="list-style-type: none"> <li>i) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> <li>ii) Tasks must be aligned to both standards listed in the content scope.</li> </ul>	MP.1, MP.2, MP.5



## Grade 4 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	4.Int.7	Solve one-step word problems involving adding or subtracting two four-digit numbers.	<ul style="list-style-type: none"> <li>i) The given numbers are such as to require an efficient/standard algorithm (e.g., <math>7263 + 4875</math>, <math>7263 - 4875</math>, <math>7406 - 4637</math>). The given numbers do not suggest any obvious ad hoc or mental strategy (as would be present, for example, in a case such as <math>6,999 + 3,501</math> or <math>7300 - 6301</math>).</li> <li>ii) Word problems shall include a variety of grade-level appropriate applications and contexts.</li> </ul>	-
A	4.Int.8	Solve addition and subtraction word problems involving three four-digit addends, or two four-digit addends and a four-digit subtrahend.	<ul style="list-style-type: none"> <li>i) The given numbers are such as to require an efficient/standard algorithm (e.g., <math>7263 + 4875</math>, <math>7263 - 4875</math>, <math>7406 - 4637</math>). The given numbers do not suggest any obvious ad hoc or mental strategy (as would be present, for example, in a case such as <math>6,999 + 3,501</math> or <math>7300 - 6301</math>).</li> </ul>	-

## Grade 4 Evidence Statements

Type I
Type II
Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	4.C.1-1	Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 4.NBT.5	<ul style="list-style-type: none"> <li>i) Students need not use technical terms such as <i>commutative</i>, <i>associative</i>, <i>distributive</i>, or <i>property</i>.</li> <li>ii) Tasks do not have a context.</li> <li>iii) Unneeded parentheses should not be used. For example, use <math>4 + 3 \times 2</math> rather than <math>4 + (3 \times 2)</math>.</li> </ul>	MP.3, MP.6, MP.7
C	4.C.1-2	Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 4.NBT.6	<ul style="list-style-type: none"> <li>i) Students need not use technical terms such as <i>commutative</i>, <i>associative</i>, <i>distributive</i>, or <i>property</i>.</li> <li>ii) Tasks do not have a context.</li> <li>iii) Unneeded parentheses should not be used. For example, use <math>4 + 3 \times 2</math> rather than <math>4 + (3 \times 2)</math>.</li> </ul>	MP.3, MP.6, MP.7, MP.8
C	4.C.2	Base explanations/reasoning on the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 4.NBT.6	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> </ul>	MP.3, MP.6, MP.7
C	4.C.3	Reason about the place value system itself. Content Scope: Knowledge and skills articulated in 4.NBT.A	<ul style="list-style-type: none"> <li>i) Tasks have “thin context”<sup>1</sup> or no context.</li> </ul>	MP.3, MP.6, MP.7
C	4.C.4-1	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 4.NF.A	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> </ul>	MP.3, MP.5, MP.6
C	4.C.4-2	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 4.NF.3a, 4.NF.3b	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> <li>iii) Tasks may include fractions that equal whole numbers. Whole numbers are limited to 0 through 5.</li> </ul>	MP.3, MP.5, MP.6

## Grade 4 Evidence Statements

**Type I**

**Type II**

**Type III**

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	4.C.4-3	<p>Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.NF.4a</p>	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> <li>iii) Tasks may include whole numbers. Whole numbers are limited to 0 through 5.</li> </ul>	MP.3, MP.5, MP.6
C	4.C.4-4	<p>Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.NF.4b</p>	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> </ul>	MP.2, MP.3, MP.5, MP.6
C	4.C.4-5	<p>Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.NF.C</p>	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> </ul>	MP.2, MP.3, MP.5, MP.6
C	4.C.5-1	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.OA.3</p>	<ul style="list-style-type: none"> <li>i) Reasoning in these tasks centers on interpretation of remainders.</li> </ul>	MP.1, MP.2, MP.3, MP.6, MP.7
C	4.C.5-2	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.NF.1</p>	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> <li>iii) Tasks may include fractions that equal whole numbers. Whole numbers are limited to 0 through 5.</li> </ul>	MP.3, MP.6, MP.7
C	4.C.5-3	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.NF.2</p>	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.</li> <li>iii) Tasks may include fractions that equal whole numbers. Whole numbers are limited to 0 through 5.</li> </ul>	MP.3, MP.6, MP.7

## Grade 4 Evidence Statements

Type I
Type II
Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	4.C.5-4	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)  Content Scope: Knowledge and skills articulated in 4.NF.B	i) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. ii) Results may equal fractions greater than 1 (including fractions equal to whole numbers limited to 0 through 5).	MP.3, MP.5, MP.6
C	4.C.5-5	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)  Content Scope: Knowledge and skills articulated in 4.NF.C	i) Tasks have “thin context” or no context. ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	MP.3, MP.5, MP.6
C	4.C.5-6	Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)  Content Scope: Knowledge and skills articulated in 3.OA.B, 3.NF, 3.MD.C	i) Tasks may have scaffolding <sup>2</sup> if necessary in order to yield a degree of difficulty appropriate to Grade 4.	MP.3, MP.6
C	4.C.6-1	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$ , even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.  Content Scope: Knowledge and skills articulated in 4.OA.3	i) Tasks may involve interpreting remainders. ii) Multi-step problems must have at least 3 steps.	MP.1, MP.2, MP.3, MP.5, MP.6, MP.7
C	4.C.6-2	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$ , even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.  Content Scope: Knowledge and skills articulated in 4.NF.3c	i) Tasks have “thin context” or no context. ii) Denominators are limited to grade 3 possibilities (2, 3, 4, 6, 8) so as to keep computational difficulty lower. iii) Multi-step problems must have at least 3 steps	MP.2, MP.3, MP.6, MP.7

## Grade 4 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	4.C.6-3	<p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as <math>1 + 4 = 5 + 7 = 12</math>, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.NF.3d, 4.NF.4c</p>	<ul style="list-style-type: none"> <li>i) Denominators are limited to grade 3 possibilities (2, 3, 4, 6, 8) so as to keep computational difficulty lower.</li> <li>ii) Multi-step problems must have at least 3 steps</li> </ul>	MP.2, MP.3, MP.5, MP.6
C	4.C.7-1	<p>Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.NF.1</p>	<ul style="list-style-type: none"> <li>i) Fractions equivalent to whole numbers are limited to 0 through 5.</li> </ul>	MP.3, MP.5, MP.6
C	4.C.7-2	<p>Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.NF.2</p>	<ul style="list-style-type: none"> <li>i) Fractions equivalent to whole numbers are limited to 0 through 5.</li> </ul>	MP.3, MP.5, MP.6
C	4.C.7-3	<p>Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.NF.3a</p>	-	MP.3, MP.5, MP.6
C	4.C.7-4	<p>Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.NF.4a, 4.NF.4b</p>	-	MP.3, MP.5, MP.6

## Grade 4 Evidence Statements

Type I
Type II
Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
D	4.D.1	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated in Type I Evidence Statements.	<ul style="list-style-type: none"> <li>i) Tasks may have scaffolding.</li> <li>ii) Multi-step problems must have at least 3 steps.</li> </ul>	MP.4
D	4.D.2	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4, requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.8, 3.NBT, and/or 3.MD.	<ul style="list-style-type: none"> <li>i) Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to Grade 4.</li> <li>ii) Multi-step problems must have at least 3 steps.</li> <li>iii) Tasks do not require a student to write a single equation with a letter standing for the unknown quantity in a two-step problem, and then solve that equation.</li> <li>iv) Tasks may require students to write an equation as part of their work to find a solution, but students are not required to use a letter for the unknown.</li> <li>v) Addition, subtraction, multiplication and division situations in these problems may involve any of the basic situation types with unknowns in various positions (see CCSSM, Table 1, Common addition and subtraction, p. 88; CCSSM, Table 2, Common multiplication and division situations, p. 89; and the <a href="#">OA Progression</a> document.</li> </ul>	MP.4

<sup>1</sup> “Thin context” is a sentence or phrase that establishes a concrete referent for the quantity/quantities in the problem, in such a way as to provide meaningful avenues for mathematical intuition to operate, yet without requiring any sort of further analysis of the context. For example, a task could provide a reason for being given a set of fractional measurements such as, “The fractions represent lengths of ribbon.”

<sup>2</sup> Scaffolding in a task provides the student with an entry point into a pathway for solving a problem. In unscaffolded tasks, the student determines his/her own pathway and process. Both scaffolded and unscaffolded tasks will be included in reasoning and modeling items



# **Evidence Statement Tables**

## **Grade 5 Mathematics**

# Evidence Statement Keys

Evidence statements describe the knowledge and skills that an assessment item/task elicits from students. These are derived directly from the Common Core State Standards for Mathematics (the standards), and they highlight the advances of the standards, especially around their focused coherent nature. The evidence statement keys for grades 3 through 8 will begin with the grade number. High school evidence statement keys will begin with “HS” or with the label for a conceptual category. Together, the five different types of evidence statements described below provide the foundation for ensuring that PARCC assesses the full range and depth of the standards which can be downloaded from <http://www.corestandards.org/Math/>.

An Evidence Statement might:

**1. Use exact standard language** – For example:

- 8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .* This example uses the exact language as standard 8.EE.1

**2. Be derived by focusing on specific parts of a standard** – For example: 8.F.5-1 and 8.F.5-2 were derived from splitting standard 8.F.5:

- 8.F.5-1 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear).
- 8.F.5-2 Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Together these two evidence statements are standard 8.F.5:

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or 2 decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

**3. Be integrative (Int)** – Integrative evidence statements allow for the testing of more than one of the standards on a single item/task without going beyond the standards to create new requirements. An integrative evidence statement might be integrated across all content within a grade/course, all standards in a high school conceptual category, all standards in a domain, or all standards in a cluster. For example:

- **Grade/Course** – **4.Int.2<sup>s</sup>** (Integrated across Grade 4)
- **Conceptual Category** – **F.Int.1<sup>s</sup>** (Integrated across the Functions Conceptual Category)
- **Domain** – **4.NBT.Int.1<sup>s</sup>** (Integrated across the Number and Operations in Base Ten Domain)
- **Cluster** – **3.NF.A.Int.1<sup>s</sup>** (Integrated across the Number and Operations – Fractions Domain, Cluster A )



**4. Focus on mathematical reasoning**— A reasoning evidence statement (keyed with C) will state the type of reasoning that an item/task will require and the content scope from the standard that the item/task will require the student to reason about. For example:

- 3.C.2<sup>§</sup> -- Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.
  - Content Scope: Knowledge and skills are articulated in 3.OA.6
- 7.C.6.1<sup>§</sup> – Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.
  - Content Scope: Knowledge and skills are articulated in 7.RP.2

**Note:** When the focus of the evidence statement is on reasoning, the evidence statement may also require the student to reason about securely held knowledge from a previous grade.

**5. Focus on mathematical modeling** – A modeling evidence statement (keyed with D) will state the type of modeling that an item/task will require and the content scope from the standard that the item/task will require the student to model about. For example:

- 4.D.2<sup>§</sup> – Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4 requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.8, 3.NBT, and/or 3.MD.

**Note:** The example 4.D.2 is of an evidence statement in which an item/task aligned to the evidence statement will require the student to model on grade level, using securely held knowledge from a previous grade.

- HS.D.5<sup>§</sup> - Given an equation or system of equations, reason about the number or nature of the solutions.
  - Content scope: A-REI.11, involving any of the function types measured in the standards.

<sup>§</sup> The numbers at the end of the integrated, modeling and reasoning Evidence Statement keys are added for assessment clarification and tracking purposes. For example, 4.Int.2 is the second integrated Evidence Statement in Grade 4.

# Grade 5 Evidence Statements Listing by Type I, Type II, and Type III

The PARCC Evidence Statements for Grade 5 Mathematics are provided starting on the next page. The list has been organized to indicate whether items designed are aligned to an Evidence Statement used for Type I items, Type II items (reasoning), or Type III items (modeling).

Evidence Statements are presented in the order shown below and are color coded:

**Peach** – Evidence Statement is applicable to the Type I items.

**Lavender** – Evidence Statement is applicable to the Type II items.

**Aqua** – Evidence Statement is applicable to the Type III items.

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
B	5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	i) Expressions have depth no greater than two, e.g., $3 \times [5 + (8 \div 2)]$ is acceptable but $3 \times [5 + (8 \div \{4-2\})]$ is not.	MP.7
B	5.OA.2-1	Write simple expressions that record calculations with numbers. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>.</i>	-	MP.7
B	5.OA.2-2	Interpret numerical expressions without evaluating them. <i>For example, recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math> without having to calculate the indicated sum or product.</i>	-	MP.7
B	5.OA.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	-	MP.3, MP.8
A	5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	i) Tasks have “thin context” <sup>2</sup> or no context. ii) Tasks involve the decimal point in a substantial way (e.g., by involving a comparison of a tenths digit to a thousandths digit or a tenths digit to a tens digit).	MP.2, MP.7
A	5.NBT.2-2	Use whole-number exponents to denote powers of 10.	i) For the explain aspect of 5.NBT.2, see 5.C.3	MP.7
A	5.NBT.3a	Read, write and compare decimals to the thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	i) Tasks have “thin context” or no context. ii) Tasks assess conceptual understanding, e.g., by including a mixture (both within and between items) of expanded form, number names, and base ten numerals.	MP.7

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	5.NBT.3b	Read, write and compare decimals to the thousandths. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Tasks assess conceptual understanding, e.g., by including a mixture (both within and between items) of expanded form, number names, and base ten numerals.</li> </ul>	MP.7
A	5.NBT.4	Use place value understanding to round decimals to any place.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> </ul>	MP.2
A	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	<ul style="list-style-type: none"> <li>i) Tasks assess accuracy. The given factors are such as to require an efficient/standard algorithm (e.g., <math>26 \times 4871</math>).</li> <li>ii) Factors in the task do not suggest any obvious ad hoc or mental strategy (as would be present for example in a case such as <math>7250 \times 40</math>).</li> <li>iii) Tasks do not have a context.</li> <li>iv) For purposes of assessment, the possibilities are 1-digit x 2-digit, 1-digit x 3-digit, 2-digit x 3-digit, or 2-digit x 4-digit</li> <li>v) Tasks are not timed.</li> </ul>	-
A	5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-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.	<ul style="list-style-type: none"> <li>i) For the illustrate/explain aspect of 5.NBT.6, see 5.C.1-1, 5.C.2-1, and 5.C.4-3</li> <li>ii) Tasks involve 3- or 4-digit dividends and one- or two-digit divisors.</li> </ul>	MP.1, MP.5
A	5.NBT.7-1	Add two decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Only the sum is required. For the explain aspect of 5.NBT.7-1, see 5.C.1-2, 5.C.2-2, and 5.C.4-4 explanations are not assessed here.</li> <li>iii) Prompts may include visual models, but prompts must also present the addends as numbers, and the answer sought is a number, not a picture.</li> <li>iv) Each addend is greater than or equal to 0.01 and less than or equal to 99.99.</li> <li>v) 20% of cases involve a whole number—either the sum is a whole number, or else one of the addends is a whole number presented without a decimal point. (The addends cannot both be whole numbers.)</li> </ul>	MP.5

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	5.NBT.7-2	Subtract two decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Only the difference is required. For the explain aspect of 5.NBT.7-2, see 5.C.1-2, 5.C.2-2, and 5.C.4-4.</li> <li>iii) Prompts may include visual models, but prompts must also present the subtrahend and minuend as numbers, and the answer sought is a number, not a picture.</li> <li>iv) The subtrahend and minuend are each greater than or equal to 0.01 and less than or equal to 99.99. Positive differences only. (Every included subtraction problem is an unknown-addend problem included in 5.NBT.7-1.)</li> <li>v) 20% of cases involve a whole number—either the difference is a whole number, or the subtrahend is a whole number presented without a decimal point, or the minuend is a whole number presented without a decimal point. (The subtrahend and minuend cannot both be whole numbers.)</li> </ul>	MP.5, MP. 7
A	5.NBT.7-3	Multiply tenths with tenths or tenths with hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Only the product is required. For the explain aspect of 5.NBT.7-3, see 5.C.1-2, 5.C.2-2, and 5.C.4-4.</li> <li>iii) Prompts may include visual models, but prompts must also present the factors as numbers, and the answer sought is a number, not a picture.</li> <li>iv) Each factor is greater than or equal to 0.01 and less than or equal to 99.99. The product must not have any non-zero digits beyond the thousandths place. (For example, <math>1.67 \times 0.34 = 0.5678</math> is excluded because the product has an 8 beyond the thousandths place; cf. 5.NBT.3, and see p. 17 of the <a href="#">Number and Operations in Base Ten</a> Progression document.)</li> <li>v) Problems are 2-digit x 2-digit or 1-digit by 3- or 4-digit. (For example, <math>7.8 \times 5.3</math> or <math>0.3 \times 18.24</math>.)</li> <li>vi) 20% of cases involve a whole number—either the product is a whole number, or else one factor is a whole number presented without a decimal point. (Both factors cannot both be whole numbers.)</li> </ul>	MP.5, MP.7

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	5.NBT.7-4	Divide in problems involving tenths and/or hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Only the quotient is required. For the explain aspect of 5.NBT.7-4, see 5.C.1-2, 5.C.2-2, and 5.C.4-4.</li> <li>iii) Prompts may include visual models, but prompts must also present the dividend and divisor as numbers, and the answer sought is a number, not a picture.</li> <li>iv) Divisors are of the form <math>XY</math>, <math>X0</math>, <math>X</math>, <math>X.Y</math>, <math>0.XY</math>, <math>0.X</math>, or <math>0.0X</math> (cf. 5.NBT.6), where <math>X</math> and <math>Y</math> represent non-zero digits. Dividends are of the form <math>XY</math>, <math>X0</math>, <math>X</math>, <math>XYZ.W</math>, <math>XY0.Z</math>, <math>X00.Y</math>, <math>XY.Z</math>, <math>X0.Y</math>, <math>X.YZ</math>, <math>X.Y</math>, <math>X.0Y</math>, <math>0.XY</math>, or <math>0.0X</math>, where <math>X</math>, <math>Y</math>, <math>Z</math>, and <math>W</math> represent non-zero digits.</li> <li>v) Quotients are either whole numbers or else decimals terminating at the tenths or hundredths place. (Every included division problem is an unknown-factor problem included in 5.NBT.7-3.)</li> <li>vi) 20% of cases involve a whole number—either the quotient is a whole number, or the dividend is a whole number presented without a decimal point, or the divisor is a whole number presented without a decimal point. (If the quotient is a whole number, then neither the divisor nor the dividend can be a whole number.)</li> </ul>	MP.5, MP.7
A	5.NBT.A.Int.1	Demonstrate understanding of the place value system by combining or synthesizing knowledge and skills articulated in 5.NBT.A.	-	MP.1, MP.7
A	5.NBT.Int.1	Perform exact or approximate multiplications and/or divisions that are best done mentally by applying concepts of place value, rather than by applying multi-digit algorithms or written strategies.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> </ul>	MP.1, MP.7
A	5.NF.1-1	Add two fractions with unlike denominators, or subtract two fractions with unlike denominators, by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad+bc)/bd</math>.)</i>	<ul style="list-style-type: none"> <li>i) Tasks have no context.</li> <li>ii) Tasks ask for the answer or ask for an intermediate step that shows evidence of using equivalent fractions as a strategy.</li> <li>iii) Tasks do not include mixed numbers.</li> <li>iv) Tasks may involve fractions greater than 1 (including fractions equal to whole numbers).</li> <li>v) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> </ul>	MP.6, MP.7

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	5.NF.1-2	Add three fractions with no two denominators equal by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum of fractions with like denominators. <i>For example, <math>\frac{1}{2} + \frac{1}{3} + \frac{1}{4} = (\frac{3}{6} + \frac{2}{6}) + \frac{1}{4} = \frac{5}{6} + \frac{1}{4} = \frac{10}{12} + \frac{3}{12} = \frac{13}{12}</math> or alternatively <math>\frac{1}{2} + \frac{1}{3} + \frac{1}{4} = \frac{6}{12} + \frac{4}{12} + \frac{3}{12} = \frac{13}{12}</math>.</i>	<ul style="list-style-type: none"> <li>i) Tasks have no context.</li> <li>ii) Tasks ask for the answer or ask for an intermediate step that shows evidence of using equivalent fractions as a strategy.</li> <li>iii) Tasks do not include mixed numbers.</li> <li>iv) Tasks may involve fractions greater than 1.</li> <li>v) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> </ul>	MP.6, MP.7
A	5.NF.1-3	Compute the result of adding two fractions and subtracting a third, where no two denominators are equal, by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>\frac{1}{2} + \frac{1}{3} - \frac{1}{4}</math> or <math>\frac{7}{8} - \frac{1}{3} + \frac{1}{2}</math>.</i>	<ul style="list-style-type: none"> <li>i) Tasks have no context.</li> <li>ii) Tasks ask for the answer or ask for an intermediate step that shows evidence of using equivalent fractions as a strategy.</li> <li>iii) Subtraction may be either the first or second operation. The fraction being subtracted must be less than both the other two.</li> <li>iv) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> </ul>	MP.6, MP.7
A	5.NF.1-4	Add two mixed numbers with unlike denominators, expressing the result as a mixed number, by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum with like denominators. <i>For example, <math>3\frac{1}{2} + 2\frac{2}{3} = (3 + 2) + (\frac{1}{2} + \frac{2}{3}) = 5 + (\frac{3}{6} + \frac{4}{6}) = 5 + \frac{7}{6} = 5 + 1 + \frac{1}{6} = 6\frac{1}{6}</math>.</i>	<ul style="list-style-type: none"> <li>i) Tasks have no context.</li> <li>ii) Tasks ask for the answer or ask for an intermediate step that shows evidence of using equivalent fractions as a strategy.</li> <li>iii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> </ul>	MP.6, MP.7
A	5.NF.1-5	Subtract two mixed numbers with unlike denominators, expressing the result as a mixed number, by replacing given fractions with equivalent fractions in such a way as to produce an equivalent difference with like denominators.	<ul style="list-style-type: none"> <li>i) Tasks have no context.</li> <li>ii) Tasks ask for the answer or ask for an intermediate step that shows evidence of using equivalent fractions as a strategy.</li> <li>iii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> </ul>	MP.6, MP.7

## Grade 5 Evidence Statements

Type I
Type II
Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	5.NF.2-1	Solve word problems involving addition and subtraction of fractions referring to the same whole, in cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.	<ul style="list-style-type: none"> <li>i) The situation types are those shown in Table 2, p. 9 of the <a href="#">OA Progression</a> document, sampled equally.</li> <li>ii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> <li>iii) Tasks may involve fractions greater than one, including mixed numbers.</li> </ul>	MP.1, MP.4, MP.5
A	5.NF.2-2	Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers to word problems involving addition and subtraction of fractions referring to the same whole in cases of unlike denominators. <i>For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</i>	<ul style="list-style-type: none"> <li>i) The situation types are those shown in Table 2, p. 9 of the <a href="#">OA Progression</a> document, sampled equally.</li> <li>ii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> <li>iii) Tasks may involve fractions greater than one, including mixed numbers.</li> </ul>	MP.2, MP.5, MP.7
A	5.NF.A.Int.1	Solve word problems involving knowledge and skills articulated in 5.NF.A.	<ul style="list-style-type: none"> <li>i) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> </ul>	MP.1, MP.4, MP.5
A	5.NF.3-1	Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ).	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> </ul>	MP.2
A	5.NF.3-2	Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>	<ul style="list-style-type: none"> <li>i) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> <li>ii) Note that one of the italicized examples in standard 5.NF.3 is a two-prompt problem.</li> </ul>	MP.1, MP.4, MP.5



## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	5.NF.4a-1	<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. For a whole number <math>q</math>, interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p>	<ul style="list-style-type: none"> <li>i) Tasks require finding a fractional part of a whole number quantity.</li> <li>ii) The result is equal to a whole number in 20% of tasks; these are practice-forward for MP.7.</li> <li>iii) Tasks have “thin context” or no context.</li> </ul>	MP.7
A	5.NF.4a-2	<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. For a fraction <math>q</math>, interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. <i>For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p>	<ul style="list-style-type: none"> <li>iv) Tasks have “thin context” or no context.</li> <li>v) Tasks require finding a product of two fractions (neither of the factors equal to a whole number).</li> <li>vi) The result is equal to a whole number in 20% of tasks; these are practice-forward for MP.7.</li> </ul>	MP.7
A	5.NF.4b-1	<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>b. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>	<ul style="list-style-type: none"> <li>i) 50% of the tasks present students with the rectangle dimensions and ask students to find the area; 50% of the tasks give the fractions and the product and ask students to show a rectangle to model the problem.</li> </ul>	MP.2, MP.5
A	5.NF.5a	<p>Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p>	<ul style="list-style-type: none"> <li>i) Insofar as possible, tasks are designed to be completed without performing the indicated multiplication.</li> <li>ii) Products involve at least one factor that is a fraction or mixed number.</li> </ul>	MP.7, MP.8

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	5.NF.6-1	Solve real world problems involving multiplication of fractions, e.g., by using visual fraction models or equations to represent the problem.	<ul style="list-style-type: none"> <li>i) Tasks do not involve mixed numbers.</li> <li>ii) Situations include area and comparison/times as much, with product unknown. (See Table 2, Common multiplication and division situations, p. 89 of CCSS.)</li> <li>iii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> </ul>	MP.1, MP.4, MP.5
A	5.NF.6-2	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	<ul style="list-style-type: none"> <li>i) Tasks present one or both factors in the form of a mixed number.</li> <li>ii) Situations include area and comparison/times as much, with product unknown.</li> <li>iii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.</li> </ul>	MP.1, MP.2, MP.5
A	5.NF.7a	<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.</i></p>	-	MP.5, MP.7
A	5.NF.7b	<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. <i>For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</i></p>	-	MP.5, MP.7

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	i) Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	5.NF.7c	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?</i>	ii) Tasks involve equal group (partition) situations with part size unknown and number of parts unknown. (See Table 2, Common multiplication and division situations, CCSS p 89) iii) Prompts do not provide visual fraction models; students may at their discretion draw visual fraction models as a strategy.	MP.2, MP.5, MP.7
B	5.MD.1-1	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m).	-	MP.5, MP.6
B	5.MD.1-2	Solve multi-step, real world problems requiring conversion among different-sized standard measurement units within a given measurement system.	i) Multi-step problems must have at least 3 steps.	MP.1, MP.6
B	5.MD.2-2	Use operations on fractions for this grade (knowledge and skills articulated in 5.NF) to solve problems involving information in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	i) Tasks requiring students to produce a line plot should only involve fractions 1/2, 1/4, or 1/8.	MP.5
A	5.MD.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	i) Measures may include those in whole cubic cm or cubic cm.	MP.7
A	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	i) Tasks assess conceptual understanding of volume (see 5.MD.3) as applied to a specific situation—not applying a volume formula.	MP.7

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	i) Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
A	5.MD.5b	<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>b. Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p>	<p>ii) Tasks are with and without contexts.</p> <p>iii) 50% of tasks involve use of <math>V = l \times w \times h</math> and 50% of tasks involve use of <math>V = B \times h</math>.</p> <p>iv) Tasks may require students to measure to find edge lengths to the nearest cm, mm or in.</p>	MP.5, MP.7
A	5.MD.5c	<p>Relate the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p>i) Tasks require students to solve a contextual problem by applying the indicated concepts and skills.</p>	MP.2, MP.5
B	5.G.1	<p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p>	<p>i) Tasks assess student understanding of the coordinate plane as a representation scheme, with essential features as articulated in standard 5.G.1.</p> <p>ii) It is appropriate for tasks involving only plotting of points to be aligned to this evidence statement.</p> <p>iii) Coordinates must be whole numbers only.</p>	MP.2, MP.5
B	5.G.2	<p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>	-	MP.1, MP.5
B	5.G.3	<p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p>	<p>i) A trapezoid is defined as “A quadrilateral with at least one pair of parallel sides.”</p>	MP.5, MP.7
B	5.G.4	<p>Classify two-dimensional figures in a hierarchy based on properties.</p>	<p>i) A trapezoid is defined as “A quadrilateral with at least one pair of parallel sides.”</p>	MP.5, MP.7

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	v) Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
B	5.Int.1	Solve one-step word problems involving multiplying multi-digit whole numbers.	<ul style="list-style-type: none"> <li>i) The given factors are such as to require an efficient/standard algorithm (e.g., <math>726 \times 4871</math>). Factors in the task do not suggest any obvious ad hoc or mental strategy (as would be present for example in a case such as <math>7250 \times 400</math>).</li> <li>ii) For purposes of assessment, the possibilities for multiplication are 1-digit x 2-digit, 1-digit x 3-digit, 2-digit x 3-digit, 2-digit x 4-digit, or 3-digit x 3-digit.</li> <li>iii) Word problems shall include a variety of grade-level appropriate applications and contexts.</li> </ul>	MP.1, MP.7
B	5.Int.2	Solve word problems involving multiplication of three two-digit numbers.	<ul style="list-style-type: none"> <li>i) The given factors are such as to require an efficient/standard algorithm (e.g., <math>76 \times 48 \times 39</math>). Factors in the task do not suggest any obvious ad hoc or mental strategy (as would be present for example in a case such as <math>50 \times 20 \times 15</math>).</li> <li>ii) Word problems shall include a variety of grade-level appropriate applications and contexts.</li> </ul>	MP 1, MP 7

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	5.C.1-1	Base explanations/reasoning on place value and/or understanding of operations. Content Scope: Knowledge and skills articulated in 5.NBT.6	i) Tasks do not have a context.	MP.3, MP.5, MP.6, MP.7
C	5.C.1-2	Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 5.NBT.7	i) Tasks do not have a context. ii) Students need not use technical terms such as <i>commutative</i> , <i>associative</i> , <i>distributive</i> , or <i>property</i> . iii) Unneeded parentheses should not be used. For example, use $4 + 3 \times 2$ rather than $4 + (3 \times 2)$ .	MP.3, MP.6, MP.7, MP.8
C	5.C.1-3	Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 5.MD.5a	i) Students need not use technical terms such as <i>commutative</i> , <i>associative</i> , <i>distributive</i> , or <i>property</i> .	MP.2, MP.3, MP.6, MP.7
C	5.C.2-1	Base explanations/reasoning on the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 5.NBT.6	-	MP.3, MP.5, MP.6, MP.7
C	5.C.2-2	Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 5.NBT.7	-	MP.3, MP.6, MP.7
C	5.C.2-3	Base explanations/reasoning on the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 5.NF.3, 5.NF.4a	-	MP.2, MP.3, MP.6, MP.7
C	5.C.2-4	Base explanations/reasoning on the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 5.NF.7	-	MP.3, MP.5, MP.6, MP.7

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	5.C.3	Reason about the place value system itself. Content Scope: Knowledge and skills articulated in 5.NBT.A	i) Tasks do not involve reasoning about place value in service of some other goal (e.g., to multiply multi-digit numbers). Rather, tasks involve reasoning directly about the place value system, in ways consistent with the indicated content scope.	MP.3, MP.6, MP.7
C	5.C.4-1	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 5.NF.2	-	MP.3, MP.5, MP.6
C	5.C.4-2	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 5.NF.4b	-	MP.2, MP.3, MP.5, MP.6
C	5.C.4-3	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 5.NBT.6	-	MP.3, MP.5, MP.6
C	5.C.4-4	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 5.NBT.7	-	MP.3, MP.5, MP.6
C	5.C.5-1	Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 5.NF.2	-	MP.2, MP.3, MP.5, MP.6, MP.7
C	5.C.5-2	Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 5.NF.4a	-	MP.3, MP.6, MP.7

## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	5.C.5-3	<p>Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response).</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 5.NF.7a, 5.NF.7b</p>	-	MP.3, MP.5, MP.6, MP.7
C	5.C.6	<p>Base explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response).</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 5.MD.C</p>	-	MP.3, MP.5, MP.6
C	5.C.7-1	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 5.NF.5b</p>	-	MP.3, MP.6, MP.7, MP.8
C	5.C.7-2	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 5.NF.2</p>	-	MP.3, MP.6, MP.7
C	5.C.7-3	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 5.NF.1</p>	-	MP.3, MP.6



## Grade 5 Evidence Statements

Type I

Type II

Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
C	5.C.7-4	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 4.NBT, 4.NF.A, 4.NF.B</p>	<p>i) Tasks may have scaffolding <sup>1</sup>, if necessary, in order to yield a degree of difficulty appropriate to Grade 5.</p>	MP.3, MP.6
C	5.C.8-2	<p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as <math>1 + 4 = 5 + 7 = 12</math>, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 5.MD.5c</p>	<p>i) Multi-step problems must have at least 3 steps.</p>	MP.3, MP.5, MP.6

## Grade 5 Evidence Statements

Type I
Type II
Type III

Sub-Claim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to Mathematical Practices
D	5.D.1	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in Type I Evidence Statements.	<ul style="list-style-type: none"> <li>i) Tasks may have scaffolding.</li> <li>ii) Multi-step problems must have at least 3 steps.</li> <li>iii) For purposes of assessment, the possibilities for multiplication are 1-digit x 2-digit, 1-digit x 3-digit, 2-digit x 3-digit, 2-digit x 4-digit, or 3-digit x 3-digit.</li> </ul>	MP.4
D	5.D.2	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in 4.OA, 4.NBT, 4.NF, 4.MD	<ul style="list-style-type: none"> <li>i) Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to Grade 5.</li> <li>ii) Multi-step problems must have at least 3 steps.</li> </ul>	MP.4

<sup>1</sup> Scaffolding in a task provides the student with an entry point into a pathway for solving a problem. In unscaffolded tasks, the student determines his/her own pathway and process. Both scaffolded and unscaffolded tasks will be included in reasoning and modeling items.

<sup>2</sup> “Thin context” is a sentence or phrase that establishes a concrete referent for the quantity/quantities in the problem, in such a way as to provide meaningful avenues for mathematical intuition to operate, yet without requiring any sort of further analysis of the context. For example, a task could provide a reason for being given a set of fractional measurements such as, “The fractions represent lengths of ribbon.”



# **Evidence Statement Tables**

## **Grade 6 Mathematics**

# Evidence Statement Keys

Evidence statements describe the knowledge and skills that an assessment item/task elicits from students. These are derived directly from the Common Core State Standards for Mathematics (the standards), and they highlight the advances of the standards, especially around their focused coherent nature. The evidence statement keys for grades 3 through 8 will begin with the grade number. High school evidence statement keys will begin with “HS” or with the label for a conceptual category. Together, the five different types of evidence statements described below provide the foundation for ensuring that PARCC assesses the full range and depth of the standards which can be downloaded from <http://www.corestandards.org/Math/>.

An Evidence Statement might:

**1. Use exact standard language** – For example:

- 8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .* This example uses the exact language as standard 8.EE.1

**2. Be derived by focusing on specific parts of a standard** – For example: 8.F.5-1 and 8.F.5-2 were derived from splitting standard 8.F.5:

- 8.F.5-1 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear).
- 8.F.5-2 Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Together these two evidence statements are standard 8.F.5:

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or 2 decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

**3. Be integrative (Int)** – Integrative evidence statements allow for the testing of more than one of the standards on a single item/task without going beyond the standards to create new requirements. An integrative evidence statement might be integrated across all content within a grade/course, all standards in a high school conceptual category, all standards in a domain, or all standards in a cluster. For example:

- **Grade/Course** – **4.Int.2<sup>§</sup>** (Integrated across Grade 4)
- **Conceptual Category** – **F.Int.1<sup>§</sup>** (Integrated across the Functions Conceptual Category)
- **Domain** – **4.NBT.Int.1<sup>§</sup>** (Integrated across the Number and Operations in Base Ten Domain)
- **Cluster** – **3.NF.A.Int.1<sup>§</sup>** (Integrated across the Number and Operations – Fractions Domain, Cluster A )

**4. Focus on mathematical reasoning**– A reasoning evidence statement (keyed with C) will state the type of reasoning that an item/task will require and the content scope from the standard that the item/task will require the student to reason about. For example:

- 3.C.2<sup>§</sup> -- Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.
  - Content Scope: Knowledge and skills are articulated in 3.OA.6
- 7.C.6.1<sup>§</sup> – Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.
  - Content Scope: Knowledge and skills are articulated in 7.RP.2

**Note:** When the focus of the evidence statement is on reasoning, the evidence statement may also require the student to reason about securely held knowledge from a previous grade.

**5. Focus on mathematical modeling** – A modeling evidence statement (keyed with D) will state the type of modeling that an item/task will require and the content scope from the standard that the item/task will require the student to model about. For example:

- 4.D.2<sup>§</sup> – Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4 requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.8, 3.NBT, and/or 3.MD.

**Note:** The example 4.D.2 is of an evidence statement in which an item/task aligned to the evidence statement will require the student to model on grade level, using securely held knowledge from a previous grade.

- HS.D.5<sup>§</sup> - Given an equation or system of equations, reason about the number or nature of the solutions.
  - Content scope: A-REI.11, involving any of the function types measured in the standards.

<sup>§</sup> The numbers at the end of the integrated, modeling and reasoning Evidence Statement keys are added for assessment clarification and tracking purposes. For example, 4.Int.2 is the second integrated Evidence Statement in Grade 4.

# Grade 6 Evidence Statements Listing by Type I, Type II, and Type III

The PARCC Evidence Statements for Grade 6 Mathematics are provided starting on the next page. The list has been organized to indicate whether items designed are aligned to an Evidence Statement used for Type I items, Type II items (reasoning), or Type III items (modeling).

Evidence Statements are presented in the order shown below and are color coded:

**Peach** – Evidence Statement is applicable to Type I items.

**Lavender** – Evidence Statement is applicable to Type II items.

**Aqua** – Evidence Statement is applicable to the Type III items.

## Grade 6 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
A	6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>	i) Expectations for ratios in this grade are limited to ratios of non-complex fractions. The initial numerator and denominator should be whole numbers.	MP.2	No
A	6.RP.2	Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i>	i) Expectations for unit rates in this grade are limited to non-complex fractions. The initial numerator and denominator should be whole numbers.	MP.2	No
A	6.RP.3a	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	i) Expectations for ratios in this grade are limited to ratios of non-complex fractions. The initial numerator and denominator should be whole numbers	MP.2 MP.4 MP.5 MP.7 MP.8	Yes
A	6.RP.3b	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>	i) Expectations for unit rates in this grade are limited to non-complex fractions. The initial numerator and denominator should be whole numbers.	MP.2 MP.5 MP.8	Yes
A	6.RP.3c-1	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity);	i) Tasks may or may not contain context. ii) Expectations for ratios in this grade are limited to ratios of non-complex fractions. The initial numerator and denominator should be whole numbers.	MP.2 MP.5 MP.7 MP.8	Yes
A	6.RP.3c-2	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. c. Solve problems involving finding the whole, given a part and the percent.	i) Expectations for ratios in this grade are limited to ratios of non-complex fractions. The initial numerator and denominator should be whole numbers.	MP.2 MP.5 MP.7 MP.8	Yes

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A	6.RP.3d	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.  d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	<ul style="list-style-type: none"> <li>i) Tasks may or may not contain context.</li> <li>ii) Tasks require students to multiply and/or divide dimensioned quantities.</li> <li>iii) Half of the tasks require students to correctly express the units of the result.</li> <li>iv) Expectations for ratios in this grade are limited to ratios of non-complex fractions. The initial numerator and denominator should be whole numbers.</li> </ul>	MP.2 MP.5 MP.6 MP.7 MP.8	Yes
A	6.NS.1-2	Solve word problems involving division of fractions by fractions, <i>For example, How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?</i>	<ul style="list-style-type: none"> <li>i) Only the answer is required. For the explanations and representations aspect of 6.NS.1-2, see 6.C.2 and 6.C.3.</li> <li>ii) Note that the italicized examples correspond to three meanings/uses of division: (1) equal sharing; (2) measurement; (3) unknown factor. These meanings/uses of division should be sampled equally.</li> <li>iii) Tasks may involve fractions and mixed numbers but not decimals.</li> </ul>	MP.4	No
B	6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.	<ul style="list-style-type: none"> <li>i) The given dividend and divisor require an efficient/standard algorithm (e.g., <math>40584 \div 76</math>).</li> <li>ii) Tasks do not have a context.</li> <li>iii) Only the answer is required.</li> <li>iv) Tasks have a maximum of five-digit dividends and a maximum of two-digit divisors.</li> <li>v) Tasks may or may not have a remainder. Students understand that remainders can be written as fractions or decimals.</li> </ul>	-	No
B	6.NS.3-1	Fluently add multi-digit decimals using the standard algorithm.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Only the sum is required</li> <li>iii) The given addends require an efficient/standard algorithm (e.g., <math>72.63 + 4.875</math>).</li> <li>iv) Each addend is greater than or equal to 0.001 and less than or equal to 99.999.</li> </ul>	-	No
B	6.NS.3-2	Fluently subtract multi-digit decimals using the standard algorithm.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Only the difference is required.</li> <li>iii) The given subtrahend and minuend require an efficient/standard algorithm (e.g., <math>177.3 - 72.635</math>).</li> <li>iv) The subtrahend and minuend are each greater than or equal to 0.001 and less than or equal to 99.999. Positive differences only.</li> </ul>	-	No



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B	6.NS.3-3	Fluently multiply multi-digit decimals using the standard algorithm.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Only the product is required.</li> <li>iii) The given factors require an efficient/standard algorithm (e.g., <math>72.3 \times 4.87</math>).</li> <li>iv) For purposes of assessment, the possibilities are 1-digit x 2-digit, 1-digit x 3-digit, 2-digit x 3-digit, 2-digit x 4-digit, or 2-digit x 5-digit.</li> </ul>	-	No
B	6.NS.3-4	Fluently divide multi-digit decimals using the standard algorithm.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Only the quotient is required.</li> <li>iii) The given dividend and divisor require an efficient/standard algorithm (e.g., <math>177.3 \div 0.36</math>).</li> <li>iv) Tasks are either 4-digit <math>\div</math> 2-digit or 3-digit <math>\div</math> 3-digit. (For example, <math>14.28 \div 0.68</math> or <math>2.39 \div 0.684</math>).</li> <li>v) Every quotient is a whole number or a decimal terminating at the tenths, hundredths, or thousandths place.</li> </ul>	-	No
B	6.NS.4-1	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> </ul>	-	No
B	6.NS.4-2	Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i>	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Tasks require writing or finding the equivalent expression with the greatest common factor.</li> </ul>	MP.7	No
A	6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	<ul style="list-style-type: none"> <li>i) Tasks do not require students to perform any computations.</li> <li>ii) Students may be asked to recognize the meaning of 0 in the situation, but will not be asked to explain.</li> </ul>	MP.2 MP.5	No
A	6.NS.6a	<p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.</p>	<ul style="list-style-type: none"> <li>i) Tasks have “thin context”<sup>2</sup> or no context.</li> </ul>	MP.5 MP.8	No

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A	6.NS.6b-1	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Students need not recognize or use traditional notation for quadrants (such as I, II, III, IV).</li> <li>iii) Coordinates are not limited to integers.</li> </ul>	MP.5	No
A	6.NS.6b-2	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. b. Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Students need not recognize or use traditional notation for quadrants (such as I, II, III, IV).</li> <li>iii) Coordinates are not limited to integers.</li> </ul>	MP.5 MP.8	No
A	6.NS.6c-1	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Coordinates are not limited to integers.</li> </ul>	MP.5	No
A	6.NS.6c-2	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. c. Find and position pairs of integers and other rational numbers on a coordinate plane.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Students need not recognize or use traditional notation for quadrants (such as I, II, III, IV).</li> <li>iii) Coordinates are not limited to integers.</li> </ul>	MP.5	No
A	6.NS.7a	Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i>	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Tasks are not limited to integers.</li> </ul>	MP.2 MP.5	No

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A	6.NS.7b	Understand ordering and absolute value of rational numbers. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3^{\circ}\text{C} &gt; -7^{\circ}\text{C}</math> to express the fact that <math>-3^{\circ}\text{C}</math> is warmer than <math>-7^{\circ}\text{C}</math>.</i>	<ul style="list-style-type: none"> <li>i) Tasks are not limited to integers.</li> <li>ii) For the explain aspect of 6.NS.7b, see 6.C.4.</li> </ul>	MP.2 MP.3 MP.5	No
A	6.NS.7c-1	Understand ordering and absolute value of rational numbers. c. Understand the absolute value of a rational number as its distance from 0 on the number line.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Tasks are not limited to integers.</li> </ul>	MP.2 MP.5	No
A	6.NS.7c-2	Understand ordering and absolute value of rational numbers. c. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i>	<ul style="list-style-type: none"> <li>i) Tasks have a context.</li> <li>ii) Tasks are not limited to integers.</li> </ul>	MP.2	No
A	6.NS.7d	Understand ordering and absolute value of rational numbers. d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</i>	<ul style="list-style-type: none"> <li>i) Tasks may or may not contain context.</li> <li>ii) Tasks are not limited to integers.</li> <li>iii) Prompts do not present students with a number line diagram, but students may draw a number line diagram as a strategy.</li> </ul>	MP.2 MP.5	No
A	6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	<ul style="list-style-type: none"> <li>i) Tasks may or may not contain context.</li> <li>ii) Finding distances is limited to points with integer coordinates.</li> </ul>	MP.1 MP.2 MP.5	No

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A	6.EE.1-1	Write numerical expressions involving whole-number exponents.	<ul style="list-style-type: none"> <li>i) Tasks involve expressing <math>b</math>-fold products <math>a \cdot a \cdot \dots \cdot a</math> in the form <math>a^b</math>, where <math>a</math> and <math>b</math> are non-zero whole numbers</li> <li>ii) Tasks do not require use of the laws of exponents</li> </ul>	MP. 8	No
A	6.EE.1-2	Evaluate numerical expressions involving whole-number exponents.	<ul style="list-style-type: none"> <li>i) Tasks may involve simple fractions raised to small whole-number powers, e.g. <math>(1/2)^3</math>, <math>(2/3)^2</math>.</li> <li>ii) Tasks may involve nonnegative decimals raised to whole-number powers.</li> <li>iii) Tasks do not have a context.</li> </ul>	MP.8	Yes
A	6.EE.2a	Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract <math>y</math> from 5" as <math>5 - y</math>.</i>	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Numerical values in these expressions may include whole numbers, fractions, and decimals.</li> </ul>	MP.8	Yes
A	6.EE.2b	Write, read, and evaluate expressions in which letters stand for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i>	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Numerical values in these expressions may include whole numbers, fractions, and decimals.</li> </ul>	MP.7	Yes
A	6.EE.2c-1	Write, read, and evaluate expressions in which letters stand for numbers. c. Evaluate expressions at specific values of their variables. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Numerical values in these expressions may include whole numbers, fractions, and decimals.</li> <li>iii) Task will not require operations on negative numbers.</li> </ul>	MP.7	Yes
A	6.EE.2c-2	Write, read, and evaluate expressions in which letters stand for numbers. c. Evaluate expressions that arise from formulas used in real-world problems at specific values of their variables. <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i>	<ul style="list-style-type: none"> <li>i) Tasks are simple applications of formulas that are provided in the prompt.</li> <li>ii) Tasks do not require the student to manipulate the formula or isolate variables to solve an equation.</li> <li>iii) Tasks have "thin context" or no context.</li> <li>iv) Numerical values in these expressions may include whole numbers, fractions, and decimals.</li> <li>v) Task will not require operations on negative numbers.</li> </ul>	MP.7	Yes

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A	6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i>	-	MP.7	No
A	6.EE.5-1	Understand solving an equation as a process of answering a question: which values from a specified set, if any, make the equation true?	-	MP.5 MP.6	Yes
A	6.EE.5-2	Use substitution to determine whether a given number in a specified set makes an inequality true.	i) Most of tasks involve values from an infinite set of nonnegative numbers (e.g., even numbers; whole numbers; fractions). Some tasks involve values from a finite set of nonnegative numbers (e.g., {2, 5, 7, 9}).	MP.5 MP.6	Yes
A	6.EE.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	i) Tasks may require students to write an expression to represent a real-world or mathematical problem. Tasks do not require students to find a solution. ii) Tasks may require students to interpret a variable as a specific unknown number, or, as a number that could represent any number in a specified set.	MP.2 MP.6 MP.7	No
A	6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers.	i) Tasks are algebraic, not arithmetic. See <a href="#">Progression for Expressions and Equations</a> , pp. 3,4. ii) Half of the tasks involve whole-number values of $p$ and $q$ ; and half of the tasks involve fraction or decimal values of $p$ and $q$ . iii) Fractions and decimals should not appear together in the same problem. iv) These tasks only involve equations with addition and multiplication. v) A valid equation and the correct answer are both required for full credit.	MP.1 MP.2, MP.6 MP.7	Yes
A	6.EE.8	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	i) Values of $c$ are not limited to integers. ii) Tasks involve $<$ and $>$ , not $\leq$ and $\geq$ .	MP.2 MP.6 MP.7	No

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A	6.EE.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i>	i) Tasks that involve writing an equation should not go beyond the equation types described in 6.EE.7 ( $x+p = q$ and $px = q$ where $p$ , $q$ , and $x$ are all nonnegative rational numbers).	MP.2 MP.4 MP.6 MP.8	Yes
B	6.G.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	-	MP.1 MP.2 MP.5 MP.7	Yes
B	6.G.2-1	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.	ii) Tasks do not have a context. iii) Tasks require focusing on the connection between packing the solid figure and computing the volume.	MP.2	No
B	6.G.2-2	Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	i) Tasks focus on using the formulas in problem-solving contexts.	MP.1 MP.4 MP.5	Yes
B	6.G.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	-	MP.1 MP.5	Yes
B	6.G.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	-	MP.1 MP.4 MP.5	Yes

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B	6.SP.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i>	i) Tasks do not assess mode and range.	-	No
B	6.SP.2	Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.	i) Tasks might present several distributions graphically and ask which two have nearly the same center, nearly the same spread, or nearly the same overall shape. ii) Tasks do not assess mode and range.	MP.4	No
B	6.SP.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	i) Tasks might ask students to rate statements True/False/Not Enough Information, such as, “The average height of trees in Watson Park is 65 feet. Are there any trees in Watson Park taller than 65 feet?” ii) Tasks do not assess mode and range.	MP.4	No
B	6.SP.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	i) Tasks ask students to identify which display corresponds to a given set of data. ii) Tasks do not assess mode and range.	MP.2 MP.5	No
B	6.SP.5	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	i) Tasks have a text-based and a graphics-based overview of a numerical data set. ii) Tasks require students to identify/select from unambiguously true or false statements such as, “About half of the values are greater than the average”; “If this point were deleted from the data set, the median would not change”; etc. iii) Tasks do not assess mode and range.	MP.4	Yes
B	6.Int.1	Solve two-step word problems requiring operations on multi-digit whole numbers or decimals.	i) Operations are no more complex than those specified for 6.NS.2, 6.NS.3-1, 6.NS.3-2, 6.NS.3-3, and 6.NS.3-4 with the exception of 3-digit x 3-digit. ii) For purposes of assessment, the possibilities for multiplication are 1-digit x 2-digit, 1-digit x 3-digit, 2-digit x 3-digit, 2-digit x 4-digit, 2-digit x 5-digit, or 3-digit x 3-digit (For example, 7.68 x 15.3 or 0.35 x 18.241.)	MP.1	No

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C	6.C.1.1	Base explanations/reasoning on the properties of operations. Content Scope: Knowledge and skills articulated in 6.EE.3, 6.EE.4	i) Tasks should not require students to identify or name properties	MP.3 MP.6 MP.7	Yes
C	6.C.2	Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division. Content Scope: Knowledge and skills articulated in 6.NS.1	-	MP.2 MP.3 MP.4 MP.6	Yes
C	6.C.3	Base arithmetic explanations/reasoning on concrete referents such as diagrams (whether provided in the prompt or constructed by the student in her response), connecting the diagrams to a written (symbolic) method. Content Scope: Knowledge and skills articulated in 6.NS.1	-	MP.2 MP.3, MP.4 MP.5 MP.6	Yes
C	6.C.4	Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 6.NS.6, 6.NS.7	-	MP.3 MP.5, MP.6	Yes
C	6.C.5	Base explanations/reasoning on a coordinate plane diagram (whether provided in the prompt or constructed by the student in her response). Content Scope: Knowledge and skills articulated in 6.NS.6, 6.NS.8	-	MP.3 MP.4, MP.5 MP.6	Yes
C	6.C.6	Given an equation, present the solution steps as a logical argument that concludes with a solution. Content Scope: Knowledge and skills articulated in 6.EE.B	i) Tasks do not require students to write an equation or inequality.	MP.3 MP.6	Yes
C	6.C.7	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 6.EE.4	-	MP.3 MP.6	Yes
C	6.C.8.1	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$ , even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 6.RP.A	i) Expectations for ratios in this grade are limited to ratios of non-complex fractions. The initial numerator and denominator should be whole numbers.	MP.2 MP.3 MP.6	Yes



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Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
C	6.C.8.2	<p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as <math>1 + 4 = 5 + 7 = 12</math>, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 6.EE.9</p>	<p>i) Tasks that involve writing an equation should not go beyond the equation types described in 6.EE.7 (<math>x+p=q</math> and <math>px=q</math> where <math>p</math>, <math>q</math>, and <math>x</math> are all nonnegative rational numbers).</p>	MP.2 MP.3 MP.6	Yes
C	6.C.9	<p>Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 5.NBT, 5.MD.C.</p>	<p>i) Tasks may have scaffolding<sup>1</sup>, if necessary, in order to yield a degree of difficulty appropriate to Grade 6.</p>	MP.3 MP.6	Yes

## Grade 6 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
D	6.D.1	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in Type I Evidence Statements.	i) Tasks may have scaffolding, if necessary, in order yield a degree of difficulty appropriate to Grade 6.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes
D	6.D.2	Solve multi-step contextual problems with degree of difficulty appropriate to Grade 6, requiring application of knowledge and skills articulated in 5.NBT.B, 5.NF, 5.MD, and 5.G.A.	ii) Tasks may have scaffolding, if necessary, in order yield a degree of difficulty appropriate to Grade 6.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes
D	6.D.3	Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity.  Content Scope: Knowledge and skills articulated in Type I Evidence Statements.	iii) Tasks may have scaffolding, if necessary, in order yield a degree of difficulty appropriate to Grade 6.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes

<sup>1</sup> Scaffolding in a task provides the student with an entry point into a pathway for solving a problem. In unscaffolded tasks, the student determines his/her own pathway and process. Both scaffolded and unscaffolded tasks will be included in reasoning and modeling items.

<sup>2</sup> “Thin context” is a sentence or phrase that establishes a concrete referent for the quantity/quantities in the problem, in such a way as to provide meaningful avenues for mathematical intuition to operate, yet without requiring any sort of further analysis of the context. For example, a task could provide a reason for the use of scientific notation such as, “The number represents the distance between two planets.”



# **Evidence Statement Tables**

## **Grade 7 Mathematics**

# Evidence Statement Keys

Evidence statements describe the knowledge and skills that an assessment item/task elicits from students. These are derived directly from the Common Core State Standards for Mathematics (the standards), and they highlight the advances of the standards, especially around their focused coherent nature. The evidence statement keys for grades 3 through 8 will begin with the grade number. High school evidence statement keys will begin with “HS” or with the label for a conceptual category. Together, the five different types of evidence statements described below provide the foundation for ensuring that PARCC assesses the full range and depth of the standards which can be downloaded from <http://www.corestandards.org/Math/>.

An Evidence Statement might:

**1. Use exact standard language** – For example:

- 8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .* This example uses the exact language as standard 8.EE.1

**2. Be derived by focusing on specific parts of a standard** – For example: 8.F.5-1 and 8.F.5-2 were derived from splitting standard 8.F.5:

- 8.F.5-1 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear).
- 8.F.5-2 Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Together these two evidence statements are standard 8.F.5:

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or 2 decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

**3. Be integrative (Int)** – Integrative evidence statements allow for the testing of more than one of the standards on a single item/task without going beyond the standards to create new requirements. An integrative evidence statement might be integrated across all content within a grade/course, all standards in a high school conceptual category, all standards in a domain, or all standards in a cluster. For example:

- **Grade/Course** – **4.Int.2<sup>S</sup>** (Integrated across Grade 4)
- **Conceptual Category** – **F.Int.1<sup>S</sup>** (Integrated across the Functions Conceptual Category)
- **Domain** – **4.NBT.Int.1<sup>S</sup>** (Integrated across the Number and Operations in Base Ten Domain)
- **Cluster** – **3.NF.A.Int.1<sup>S</sup>** (Integrated across the Number and Operations – Fractions Domain, Cluster A )

**4. Focus on mathematical reasoning**– A reasoning evidence statement (keyed with C) will state the type of reasoning that an item/task will require and the content scope from the standard that the item/task will require the student to reason about. For example:

- 3.C.2<sup>§</sup> -- Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.
  - Content Scope: Knowledge and skills are articulated in 3.OA.6
- 7.C.6.1<sup>§</sup> – Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.
  - Content Scope: Knowledge and skills are articulated in 7.RP.2

**Note:** When the focus of the evidence statement is on reasoning, the evidence statement may also require the student to reason about securely held knowledge from a previous grade.

**5. Focus on mathematical modeling** – A modeling evidence statement (keyed with D) will state the type of modeling that an item/task will require and the content scope from the standard that the item/task will require the student to model about. For example:

- 4.D.2<sup>§</sup> – Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4 requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.8,3.NBT, and/or 3.MD.

**Note:** The example 4.D.2 is of an evidence statement in which an item/task aligned to the evidence statement will require the student to model on grade level, using securely held knowledge from a previous grade.

- HS.D.5<sup>§</sup> - Given an equation or system of equations, reason about the number or nature of the solutions.
  - Content scope: A-REI.11, involving any of the function types measured in the standards.

<sup>§</sup> The numbers at the end of the integrated, modeling and reasoning Evidence Statement keys are added for assessment clarification and tracking purposes. For example, 4.Int.2 is the second integrated Evidence Statement in Grade 4.

# Grade 7 Evidence Statements

## Listing by Type I, Type II, and Type III

The PARCC Evidence Statements for Grade 7 Mathematics are provided starting on the next page. The list has been organized to indicate whether items designed are aligned to an Evidence Statement used for Type I items, Type II items (reasoning), or Type III items (modeling).

Evidence Statements are presented in the order shown below and are color coded:

**Peach** – Evidence Statement is applicable to Type I items.

**Lavender** – Evidence Statement is applicable to Type II items.

**Aqua** – Evidence Statement is applicable to Type III item

## Grade 7 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
A	7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i>	<ul style="list-style-type: none"> <li>i) Tasks have a real-world context.</li> <li>ii) Tasks do not assess unit conversions.</li> </ul>	MP.2 MP.4 MP.6	Yes
A	7.RP.2a	Recognize and represent proportional relationships between quantities: a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context”<sup>2</sup> or no context.</li> <li>ii) Tasks are not limited to ratios of whole numbers.</li> <li>iii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality.</li> </ul>	MP.2 MP.5	Yes
A	7.RP.2b	Recognize and represent proportional relationships between quantities: b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	<ul style="list-style-type: none"> <li>i) Tasks may or may not have a context.</li> <li>ii) Tasks sample equally across the listed representations (graphs, equations, diagrams, and verbal descriptions).</li> <li>iii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality.</li> </ul>	MP.2 MP.5 MP.8	No
A	7.RP.2c	Recognize and represent proportional relationships between quantities: c. Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i>	<ul style="list-style-type: none"> <li>i) Tasks have a context.</li> <li>ii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality.</li> </ul>	MP.2 MP.8	No
A	7.RP.2d	Recognize and represent proportional relationships between quantities. d. Explain what a point $(x, y)$ on the graph of a proportional relationships means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate.	<ul style="list-style-type: none"> <li>i) Tasks require students to interpret a point <math>(x, y)</math> on the graph of a proportional relationship in terms of the situation. For the explain aspect of 7.RP.2d, see 7.C.6.1.</li> <li>ii) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality</li> </ul>	MP.2 MP.4	No

## Grade 7 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
A	7.RP.3-1	Use proportional relationships to solve multistep ratio problems.	i) Tasks will include proportional relationships that only involve positive numbers.	MP.1 MP.2 MP.6	Yes
A	7.RP.3-2	Use proportional relationships to solve multistep percent problems. <i>Examples: simple interest, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>	-	MP.1 MP.2 MP.5 MP.6	Yes
A	7.NS.1a	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.  a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>	-	MP.5	No
A	7.NS.1b-1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.  b. Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative.	i) Tasks do not have a context. ii) Tasks are not limited to integers. iii) Tasks involve a number line. iv) Tasks do not require students to show in general that a number and its opposite have a sum of 0; for this aspect of 7.NS.1b-1, see 7.C.1.1 and 7.C.2.	MP.5 MP.7	No
A	7.NS.1b-2	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.  b. Interpret sums of rational numbers by describing real-world contexts.	i) Tasks require students to produce or recognize real-world contexts that correspond to given sums of rational numbers. ii) Tasks are not limited to integers. iii) Tasks do not require students to show in general that a number and its opposite have a sum of 0; for this aspect of 7.NS.1b-1, see 7.C.1.1 and 7.C.2.	MP.2 MP.3 MP.5	No



## Grade 7 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
A	7.NS.1c-1	<p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>. Apply this principle in real-world contexts.</p>	<ul style="list-style-type: none"> <li>i) Tasks may or may not have a context.</li> <li>ii) Tasks are not limited to integers.</li> <li>iii) Contextual tasks might, for example, require students to create or identify a situation described by a specific equation of the general form <math>p - q = p + (-q)</math> such as <math>3 - 5 = 3 + (-5)</math>.</li> <li>iv) Non-contextual tasks are not computation tasks but rather require students to demonstrate conceptual understanding, for example, by identifying a difference that is equivalent to a given difference. For example, given the difference <math>-1/3 - (1/5 + 5/8)</math>, the student might be asked to recognize the equivalent expression <math>-1/3 + -(1/5 + 5/8)</math>.</li> </ul>	MP.2 MP.7 MP.5	No
A	7.NS.1d	<p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>d. Apply properties of operations as strategies to add and subtract rational numbers</p>	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Tasks are not limited to integers.</li> <li>iii) Tasks may involve sums and differences of 2 or 3 rational numbers.</li> <li>iv) Tasks require students to demonstrate conceptual understanding, for example, by producing or recognizing an expression equivalent to a given sum or difference. For example, given the sum <math>-8.1 + 7.4</math>, the student might be asked to recognize or produce the equivalent expression <math>-(8.1 - 7.4)</math>.</li> </ul>	MP.7 MP.5	No
A	7.NS.2a-1	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as <math>(-1)(-1) = 1</math> and the rules for multiplying signed numbers.</p>	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Tasks require students to demonstrate conceptual understanding, for example by providing students with a numerical expression and requiring students to produce or recognize an equivalent expression using properties of operations. For example, given the expression <math>(-3)(6 + -4 + -3)</math>, the student might be asked to recognize that the given expression is equivalent to <math>(-3)(6 + -4) + (-3)(-3)</math>.</li> </ul>	MP.7	No
A	7.NS.2a-2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Interpret products of rational numbers by describing real-world contexts.</p>	-	MP.2 MP.4	No

## Grade 7 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
A	7.NS.2b-1	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>.</p>	<p>i) Tasks do not have a context.</p> <p>ii) Tasks require students to demonstrate conceptual understanding, for example, by providing students with a numerical expression and requiring students to produce or recognize an equivalent expression.</p>	MP.7	No
A	7.NS.2b-2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>c. Interpret quotients of rational numbers by describing real-world contexts.</p>	-	MP.2 MP.4	No
A	7.NS.2c	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p>	<p>i) Tasks do not have a context.</p> <p>ii) Tasks are not limited to integers.</p> <p>iii) Tasks may involve products and quotients of 2 or 3 rational numbers.</p> <p>iv) Tasks require students to compute a product or quotient, or demonstrate conceptual understanding, for example, by producing or recognizing an expression equivalent to a given expression. For example, given the expression <math>(-8)(6)/(-3)</math>, the student might be asked to recognize or produce the equivalent expression <math>-(8/3)(-6)</math>.</p>	MP.7	No
A	7.NS.3	Solve real-world and mathematical problems involving the four operations with rational numbers.	<p>i) Tasks are one-step word problems.</p> <p>ii) Tasks sample equally between addition/subtraction and multiplication/division.</p> <p>iii) Tasks involve at least one negative number.</p> <p>iv) Tasks are not limited to integers.</p>	MP.1 MP.4	No
A	7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	<p>i) Tasks are not limited to integer coefficients.</p> <p>ii) Tasks may involve issues of strategy, e.g., by providing a factored expression such as <math>y(3+x+k)</math> and a fully expanded expression <math>3y + xy + ky</math>, and requiring students to produce or identify a new expression equivalent to both (such as <math>y(3+x) + yk</math>).</p>	MP.7	No
A	7.EE.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."	-	MP.7	No

## Grade 7 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
A	7.EE.3	<i>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>	-	MP.5	Yes
A	7.EE.4a-1	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.  a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers.	i) Comparison of an algebraic solution to an arithmetic solution is not assessed here; for this aspect of 7.EE.4a, see 7.C.5.	MP.1 MP.2 MP.6 MP.7	1 point items – no 2 point items - yes
A	7.EE.4a-2	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.  a. Fluently solve equations of the form $px + q = r$ and $p(x+q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers.	i) Each task requires students to solve two equations (one of each of the given two forms). Only the answer is required. ii) Comparison of an algebraic solution to an arithmetic solution is not assessed here; for this aspect of 7.EE.4a, see 7.C.5.	MP.6 MP.7	No
A	7.EE.4b	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.  b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.	i) Tasks may involve $<$ , $>$ , $\leq$ or $\geq$ .	MP.1 MP.2 MP.5 MP.6 MP.7	No

## Grade 7 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
B	7.G.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	i) Tasks may or may not have context.	MP.2 MP.5	Yes
B	7.G.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	i) Tasks do not have a context. ii) Most of tasks should focus on the drawing component of this evidence statement.	MP.3 MP.5 MP.6	Yes
B	7.G.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	i) Tasks have “thin context” or no context.	MP.5	Yes
B	7.G.4-1	Know the formulas for the area and circumference of a circle and use them to solve problems.	i) Tasks may or may not have context. ii) Tasks may require answers to be written in terms of $\pi$ .	MP.4 MP.5	Yes
B	7.G.4-2	Give an informal derivation of the relationship between the circumference and area of a circle	i) Tasks require students to identify or produce a logical conclusion about the relationship between the circumference and the area of a circle.	MP.2 MP.5	Yes
B	7.G.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	i) Tasks may or may not have context. ii) Tasks involving writing or solving an equation should not go beyond the equation types described in 7.EE.4a. [ $px + q = r$ and $p(x + q) = r$ where $p$ , $q$ , and $r$ are specific rational numbers.]	MP.5 MP.6	Yes
B	7.G.6	Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	i) Tasks may or may not have context.	MP.1 MP.5	Yes
B	7.SP.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	-	MP.4	Yes

## Grade 7 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
B	7.SP.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	-	MP.4	Yes
B	7.SP.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>	i) Tasks may use mean absolute deviation, range, or interquartile range as a measure of variability	MP.4	Yes
B	7.SP.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh grade science book are generally longer than the words in a chapter of a fourth grade science book.</i>	-	MP.4	Yes
B	7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	i) Tasks may involve probabilities that are certain (1) or impossible (0).	MP.4	Yes
B	7.SP.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>	i) Tasks require the student to make a prediction based on long-run relative frequency in data from a chance process.	MP.4	Yes

## Grade 7 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
B	7.SP.7a	<p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p>	i) Simple events only.	MP.4	Yes
B	7.SP.7b	<p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p>	-	MP.4	Yes
B	7.SP.8a	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p>	-	MP.4 MP.5	Yes
B	7.SP.8b	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space, which compose the event.</p>	-	MP.4 MP.5	Yes
B	7.SP.8c	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>c. Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>	-	MP.4 MP.5	Yes

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
C	7.C.1.1	<p>Base explanations/reasoning on the properties of operations.</p> <p>Content Scope: Knowledge and skills articulated in 7.NS.1 and 7.NS.2</p>	i) Tasks should not require students to identify or name properties.	MP.1 MP.2 MP.3 MP.5 MP.6 MP.7	Yes
C	7.C.1.2	<p>Base explanations/reasoning on the properties of operations.</p> <p>Content Scope: Knowledge and skills articulated in 7.EE.1</p>	i) Tasks should not require students to identify or name properties.	MP.3 MP.6 MP.7	Yes
C	7.C.2	<p>Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.</p> <p>Content Scope: Knowledge and skills articulated in 7.NS.1 and 7.NS.2</p>	-	MP.1 MP.2 MP.3 MP.5 MP.6 MP.7	Yes
C	7.C.3	<p>Base explanations/reasoning on a number line diagram (whether provided in the prompt or constructed by the student in her response).</p> <p>Content Scope: Knowledge and skills articulated in 7.NS.A</p>	-	MP.1 MP.2 MP.3 MP.5 MP.6 MP.7	Yes
C	7.C.4	<p>Base explanations/reasoning on a coordinate plane diagram (whether provided in the prompt or constructed by the student in her response).</p> <p>Content Scope: Knowledge and skills articulated in 7.RP.A</p>	i) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality.	MP.2 MP.3 MP.5 MP.6	Yes
C	7.C.5	<p>Given an equation, present the solution steps as a logical argument that concludes with the set of solutions (if any).</p> <p>Content Scope: Knowledge and skills articulated in 7.EE.4a</p>	-	MP.1 MP.2 MP.3 MP.6 MP.7	Yes

## Grade 7 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
C	7.C.6.1	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.  Content Scope: Knowledge and skills articulated in 7.RP.2	i) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality.	MP.2 MP.3 MP.6	Yes
C	7.C.7.1	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$ , even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.  Content Scope: Knowledge and skills articulated in 7.RP.3	i) Tasks use only coordinates in Quadrant 1 and use only a positive constant of proportionality.	MP.1 MP.3 MP.6 MP.7 MP.8	Yes
C	7.C.7.2	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$ , even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.  Content Scope: Knowledge and skills articulated in 7.NS.2d	i) Tasks focus on demonstrating understanding that a number is rational. ii) Tasks do not directly assess the ability to divide two whole numbers.	MP.1 MP.3 MP.6 MP.7 MP.8	Yes
C	7.C.7.3	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$ , even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.  Content Scope: Knowledge and skills articulated in 7.NS.3	-	MP.1 MP.3 MP.6 MP.7 MP.8	Yes



## Grade 7 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
C	7.C.7.4	<p>Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as <math>1 + 4 = 5 + 7 = 12</math>, even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 7.EE.3</p>	-	MP.1 MP.3 MP.6 MP.7 MP.8	Yes
C	7.C.8	<p>Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.</p> <p style="text-align: center;">Content Scope: Knowledge and skills articulated in 6.NS.C, 6.EE.A, 6.EE.B.</p>	i) Tasks may have scaffolding <sup>1</sup> , if necessary, in order to yield a degree of difficulty appropriate to Grade 7.	MP.3 MP.6	Yes

## Grade 7 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
D	7.D.1	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 7, requiring application of knowledge and skills articulated in Type I Evidence Statements.	i) Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to grade 7. ii) Tasks involving writing or solving an equation should not go beyond the equation types described in 7.EE.4a. ( $px + q = r$ and $p(x + q) = r$ where $p$ , $q$ , and $r$ are specific rational numbers.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes
D	7.D.2	Solve multi-step contextual problems with degree of difficulty appropriate to grade 7, requiring application of knowledge and skills articulated in 6.RP.A, 6.EE.C, 6.G.	i) Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to grade 7.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes
D	7.D.3	Micro-models: Autonomously apply a technique from pure mathematics to a real-world situation in which the technique yields valuable results even though it is obviously not applicable in a strict mathematical sense (e.g., profitably applying proportional relationships to a phenomenon that is obviously nonlinear or statistical in nature).  Content Scope: Knowledge and skills articulated in Type I Evidence Statements.	i) Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to grade 7.	MP.1 MP.2 MP.4, MP.5 MP.7	Yes
D	7.D.4	Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity.  Content Scope: Knowledge and skills articulated in Type I Evidence Statements.	i) Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to grade 7.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes

<sup>1</sup> Scaffolding in a task provides the student with an entry point into a pathway for solving a problem. In unscaffolded tasks, the student determines his/her own pathway and process. Both scaffolded and unscaffolded tasks will be included in reasoning and modeling items.

<sup>2</sup> “Thin context” is a sentence or phrase that establishes a concrete referent for the quantity/quantities in the problem, in such a way as to provide meaningful avenues for mathematical intuition to operate, yet without requiring any sort of further analysis of the context. For example, a task could provide a reason for the use of scientific notation such as, “The number represents the distance between two planets.”



# **Evidence Statement Tables**

## **Grade 8 Mathematics**

# Evidence Statement Keys

Evidence statements describe the knowledge and skills that an assessment item/task elicits from students. These are derived directly from the Common Core State Standards for Mathematics (the standards), and they highlight the advances of the standards, especially around their focused coherent nature. The evidence statement keys for grades 3 through 8 will begin with the grade number. High school evidence statement keys will begin with “HS” or with the label for a conceptual category. Together, the five different types of evidence statements described below provide the foundation for ensuring that PARCC assesses the full range and depth of the standards which can be downloaded from <http://www.corestandards.org/Math/>.

An Evidence Statement might:

**1. Use exact standard language** – For example:

- 8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example,  $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .* This example uses the exact language as standard 8.EE.1

**2. Be derived by focusing on specific parts of a standard** – For example: 8.F.5-1 and 8.F.5-2 were derived from splitting standard 8.F.5:

- 8.F.5-1 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear).
- 8.F.5-2 Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Together these two evidence statements are standard 8.F.5:

Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or 2 decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

**3. Be integrative (Int)** – Integrative evidence statements allow for the testing of more than one of the standards on a single item/task without going beyond the standards to create new requirements. An integrative evidence statement might be integrated across all content within a grade/course, all standards in a high school conceptual category, all standards in a domain, or all standards in a cluster. For example:

- **Grade/Course** – **4.Int.2<sup>§</sup>** (Integrated across Grade 4)
- **Conceptual Category** – **F.Int.1<sup>§</sup>** (Integrated across the Functions Conceptual Category)
- **Domain** – **4.NBT.Int.1<sup>§</sup>** (Integrated across the Number and Operations in Base Ten Domain)
- **Cluster** – **3.NF.A.Int.1<sup>§</sup>** (Integrated across the Number and Operations – Fractions Domain, Cluster A )

**4. Focus on mathematical reasoning**— A reasoning evidence statement (keyed with C) will state the type of reasoning that an item/task will require and the content scope from the standard that the item/task will require the student to reason about. For example:

- 3.C.2<sup>§</sup> -- Base explanations/reasoning on the relationship between addition and subtraction or the relationship between multiplication and division.
  - Content Scope: Knowledge and skills are articulated in 3.OA.6
- 7.C.6.1<sup>§</sup> – Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.
  - Content Scope: Knowledge and skills are articulated in 7.RP.2

**Note:** When the focus of the evidence statement is on reasoning, the evidence statement may also require the student to reason about securely held knowledge from a previous grade.

**5. Focus on mathematical modeling** – A modeling evidence statement (keyed with D) will state the type of modeling that an item/task will require and the content scope from the standard that the item/task will require the student to model about. For example:

- 4.D.2<sup>§</sup> – Solve multi-step contextual problems with degree of difficulty appropriate to Grade 4 requiring application of knowledge and skills articulated in 3.OA.A, 3.OA.8, 3.NBT, and/or 3.MD.

**Note:** The example 4.D.2 is of an evidence statement in which an item/task aligned to the evidence statement will require the student to model on grade level, using securely held knowledge from a previous grade.

- HS.D.5<sup>§</sup> - Given an equation or system of equations, reason about the number or nature of the solutions.
  - Content scope: A-REI.11, involving any of the function types measured in the standards.

<sup>§</sup> The numbers at the end of the integrated, modeling and reasoning Evidence Statement keys are added for assessment clarification and tracking purposes. For example, 4.Int.2 is the second integrated Evidence Statement in Grade 4.

# Grade 8 Evidence Statements Listing by Type I, Type II, and Type III

The PARCC Evidence Statements for Grade 8 Mathematics are provided starting on the next page. The list has been organized to indicate whether items designed are aligned to an Evidence Statement used for Type I items, Type II items (reasoning), or Type III items (modeling).

Evidence Statements are presented in the order shown below and are color coded:

**Peach** – Evidence Statement is applicable to Type I items.

**Lavender** – Evidence Statement is applicable to Type II items.

**Aqua** – Evidence Statement is applicable to Type III items.

## Grade 8 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
B	8.NS.1	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion, which repeats eventually into a rational number.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) An equal number of tasks require students to write a fraction <math>a/b</math> as a repeating decimal, or write a repeating decimal as a fraction.</li> <li>iii) For tasks that involve writing a repeating decimal as a fraction, the given decimal should include no more than two repeating decimals without non-repeating digits after the decimal point (i.e. 2.1666..., 0.23232323...).</li> </ul>	MP.7 MP.8	No
B	8.NS.2	Use rational approximations of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g. $\pi^2$ ). <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> </ul>	MP.5 MP.7 MP.8	No
A	8.EE.1	Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, <math>3^2 \times 3^5 = 1/3^3 = 1/27</math></i>	<ul style="list-style-type: none"> <li>ii) Tasks do not have a context.</li> <li>iii) Tasks focus on the properties and equivalence, not on simplification.</li> <li>iv) Half of the expressions involve one property; half of the expressions involves two or three properties.</li> <li>v) Tasks should involve a single common base or a potential common base, such as, a task that includes 3, 9 and 27.</li> </ul>	MP.7	No
A	8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2=p$ and $x^3 = p$ , where $p$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	<ul style="list-style-type: none"> <li>i) Tasks may or may not have a context.</li> <li>ii) Students are not required to simplify expressions such as <math>\sqrt{8}</math> to <math>2\sqrt{2}</math>. Students are required to express the square roots of 1, 4, 9, 16, 25, 36, 49, 64, 81 and 100; and the cube roots of 1, 8, 27, and 64.</li> </ul>	MP.7	No
A	8.EE.3	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as <math>3 \times 10^8</math> and the population of the world as <math>7 \times 10^9</math>, and determine that the world population is more than 20 times larger.</i>	-	MP.4	No
A	8.EE.4-1	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context”<sup>2</sup> or no context.</li> <li>ii) Rules or conventions for significant figures are not assessed.</li> <li>iii) Some of the tasks involve both decimal and scientific notation.</li> </ul>	MP.6 MP.7 MP.8	No
A	8.EE.4-2	Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context”.</li> <li>ii) Tasks require students to recognize <math>3.7E-2</math> (or <math>3.7e-2</math>) from technology as <math>3.7 \times 10^{-2}</math>.</li> </ul>	MP.6 MP.7 MP.8	Yes

## Grade 8 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
A	8.EE.5-1	Graph proportional relationships, interpreting the unit rate as the slope of the graph.	i) Tasks may or may not contain context.	MP.1 MP.5	Yes
A	8.EE.5-2	Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has a greater speed.</i>	i) Tasks may or may not contain context.	MP.7	Yes
A	8.EE.6-1	Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane.	i) Tasks do not have a context. ii) Given a non-vertical line in the coordinate plane, tasks might for example require students to choose two pairs of points and record the rise, run, and slope relative to each pair and verify that they are the same. iii) For the explain aspect of 8.EE.6, see 8.C.5.1.	MP.2 MP.7	Yes
A	8.EE.7b	Solve linear equations in one variable. b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms	i) Tasks do not have a context.	MP.6 MP.7	No
A	8.EE.8a	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersections of their graphs, because points of intersection satisfy both equations simultaneously.	i) Tasks do not have a context.	MP.2 MP.5 MP.6 MP.7	No
A	8.EE.8b-1	Analyze and solve pairs of simultaneous linear equations. b. Solve systems of two linear equations in two variables algebraically.	i) An equal number of tasks have: <ul style="list-style-type: none"> <li>• a zero coefficient, e.g., as in the system <math>-s + (3/4)t = 2, t = 6</math>, or;</li> <li>• non-zero whole-number coefficients, and whole-number solutions, or;</li> <li>• non-zero whole-number coefficients, and at least one fraction among the solutions, or;</li> <li>• non-zero integer coefficients (with at least one coefficient negative), or;</li> <li>• non-zero rational coefficients (with at least one coefficient negative and at least one coefficient a non-integer).</li> </ul>	MP.1 MP.6 MP.7	No
A	8.EE.8b-2	Analyze and solve pairs of simultaneous linear equations. b. Estimate solutions [to systems of two linear equations in two variables] by graphing the equations.	i) An equal number of tasks have: <ul style="list-style-type: none"> <li>• a zero coefficient, e.g., as in the system <math>-s + (3/4)t = 2, t = 6</math>, or;</li> <li>• non-zero whole-number coefficients, and whole-number solutions, or;</li> <li>• non-zero whole-number coefficients, and at least one fraction among the solutions, or;</li> <li>• non-zero integer coefficients (with at least one coefficient negative), or;</li> <li>• non-zero rational coefficients (with at least one coefficient negative and at least one coefficient a non-integer).</li> </ul>	MP.5 MP.6 MP.7	No



## Grade 8 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
A	8.EE.8b-3	Analyze and solve pairs of simultaneous linear equations. b. Solve simple cases [of systems of two linear equations in two variables] by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.	i) Tasks have whole number or integer coefficients, one coefficient in either or both equations possibly zero. ii) Equal number of tasks involve: <ul style="list-style-type: none"> <li>• inconsistent systems, where the inconsistency is plausibly visible by inspection as in the italicized example, or;</li> <li>• degenerate systems (infinitely many solutions), where the degeneracy is plausibly visible by inspection, as for example in <math>3x + 3y = 1</math>, <math>6x + 6y = 2</math>, or;</li> <li>• systems with a unique solution and one coefficient zero, where the solution is plausibly visible by inspection, as for example in <math>y = 1</math>, <math>3x + y = 1</math>.</li> </ul> iii) Tasks assess solving by inspection.	MP.7	No
A	8.EE.8c	Analyze and solve pairs of simultaneous linear equations. c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.	i) Tasks may have three equations, but students are only required to analyze two equations at a time.	MP.1 MP.5 MP.6 MP.7	Yes
A	8.EE.C.Int.1	Solve word problems leading to linear equations in one variable whose solutions require expanding expressions using the distributive property and collecting like terms.	i) Most tasks involve contextual real-world word problems.	MP.4 MP.6 MP.7	Yes
A	8.F.1-1	Understand that a function is a rule that assigns to each input exactly one output.	i) Tasks do not involve the coordinate plane or the “vertical line test.” ii) Some of functions in tasks are non-numerical. iii) Tasks should involve clearly defined inputs and outputs.	MP.2	No
A	8.F.1-2	[Understand that] the graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	i) Functions are limited to those with inputs and outputs in the real numbers. ii) Most of the tasks require students to graph functions in the coordinate plane or read inputs and outputs from the graph of a function in the coordinate plane. iii) Some of the tasks require students to tell whether a set of points in the plane represents a function. iv) Tasks should involve clearly defined inputs and outputs.	MP.2 MP.5	No

## Grade 8 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
A	8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greatest rate of change.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Equations can be presented in forms other than <math>y = mx + b</math>, for example, <math>2x + 2y = 7</math>.</li> </ul>	MP.2 MP.5	Yes
A	8.F.3-1	Interpret the equation, $y = mx + b$ as defining a linear function, whose graph is a straight line.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Equations can be presented in forms other than <math>y = mx + b</math>, for example, <math>2x + 2y = 7</math>.</li> </ul>	MP.2 MP.7	No
A	8.F.3-2	Give examples of functions that are not linear and prove that they are not linear.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) Tasks may require students to give examples of equations that are non-linear or pairs of points to show a function is non-linear.</li> <li>iii) Students are not required to produce a formal proof. For this aspect of 8.F.3, see 8.C.3.1.</li> </ul>	MP.7	No
B	8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two $(x,y)$ values, including reading these from a table or from a graph.	<ul style="list-style-type: none"> <li>i) Tasks may or may not have a context.</li> </ul>	MP.2 MP.4	Yes
B	8.F.5-1	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear).	<ul style="list-style-type: none"> <li>i) Tasks may or may not have a context.</li> </ul>	MP.2 MP.5	No
B	8.F.5-2	Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	<ul style="list-style-type: none"> <li>i) Tasks may or may not have a context.</li> </ul>	MP.2 MP.5 MP.7	No
A	8.G.1a	Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> </ul>	MP.3 MP.5 MP.8	No
A	8.G.1b	Verify experimentally the properties of rotations, reflections, and translations: b. Angles are taken to angles of the same measure.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> </ul>	MP.3 MP.5 MP.8	No
A	8.G.1c	Verify experimentally the properties of rotations, reflections, and translations: c. Parallel lines are taken to parallel lines.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> </ul>	MP.3 MP.5 MP.8	No

## Grade 8 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
A	8.G.2	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Figures may be drawn in the coordinate plane, but do not include the use of coordinates.</li> <li>iii) Tasks require students to make connections between congruence and transformations.</li> </ul>	MP.2 MP.7	No
A	8.G.3	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” no context.</li> <li>ii) Tasks require the use of coordinates in the coordinate plane.</li> <li>iii) For items involving dilations, tasks must state the center of dilation.</li> <li>iv) Centers of dilation can be the origin, the center of the original shape or the vertices of the original shape.</li> </ul>	MP.2 MP.3 MP.5	No
A	8.G.4	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	<ul style="list-style-type: none"> <li>i) Tasks do not have a context.</li> <li>ii) Figures may be drawn in the coordinate plane, but do not include the use of coordinates.</li> <li>iii) Tasks require students to make connections between similarity and transformations.</li> </ul>	MP.2 MP.7	No
A	8.G.7-1	Apply the Pythagorean Theorem in a simple planar case.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) An equal number of tasks require the answer to be given as a whole number or as an irrational number written to approximately three decimal places.</li> </ul>	-	Yes
A	8.G.7-2	Apply the Pythagorean Theorem in a simple three-dimensional case.	<ul style="list-style-type: none"> <li>i) Tasks have “thin context” or no context.</li> <li>ii) An equal number of tasks require the answer to be given as a whole number or as an irrational number written to approximately three decimal places.</li> </ul>	-	Yes
A	8.G.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	-	-	Yes
B	8.G.9	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	-	MP.1 MP.5	Yes

## Grade 8 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
B	8.SP.1	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	-	MP.3 MP.5 MP.7	No
B	8.SP.2	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	-	MP.2 MP.5 MP.7	No
B	8.SP.3	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i>	-	MP.2 MP.4 MP.6 MP.7	Yes
B	8.SP.4	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i>	i) An equal number of tasks require students to : <ul style="list-style-type: none"> <li>• Answer basic comprehension questions about a two-way table, or;</li> <li>• To compute marginal sums or marginal percentages, or;</li> <li>• To interpret patterns or association.</li> </ul>	MP.2 MP.4 MP.5 MP.7	Yes

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
C	8.C.1.1	Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Content Scope: Knowledge and skills articulated in 8.EE.6	i) Tasks require students to derive the equation $y=mx$ for a line through the origin and the equation $y=mx+b$ for a line intersecting the vertical axis at $b$ .	MP.2 MP.3 MP.7 MP.8	Yes
C	8.C.1.2	Base reasoning on the principle that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Content Scope: Knowledge and skills articulated in 8.EE.8a	-	MP.2 MP.3 MP.5 MP.6 MP.7	Yes
C	8.C.2	Given an equation or system of equations, present the solution steps as a logical argument that concludes with the set of solutions (if any). Content Scope: Knowledge and skills articulated in 8.EE.7a, 8.EE.7b, 8.EE.8b	i) Tasks may have three equations, but students are only required to analyze two equations at a time.	MP.3 MP.6	Yes
C	8.C.3.1	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 8.F.3-2	i) Tasks require students to justify whether a given function is linear or nonlinear.	MP.3 MP.6	Yes
C	8.C.3.2	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 8.G.2, 8.G.4	-	MP.3 MP.5 MP.6	Yes
C	8.C.3.3	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 8.G.5	-	MP.3 MP.5 MP.6	Yes
C	8.C.4.1	Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equals signs appropriately (for example, rubrics award less than full credit for the presence of nonsense statements such as $1 + 4 = 5 + 7 = 12$ , even if the final answer is correct), or identify or describe errors in solutions to multi-step problems and present corrected solutions. Content Scope: Knowledge and skills articulated in 8.EE.8c	-	MP.1 MP.2 MP.3 MP.6 MP.7	Yes

## Grade 8 Evidence Statements

Type I
Type II
Type III

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
C	8.C.5.1	Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions. Content Scope: Knowledge and skills articulated in 8.EE.6	-	MP.2 MP.3 MP.5	Yes
C	8.C.5.2	Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions. Content Scope: Knowledge and skills articulated in 8.G.2, 8.G.4	-	MP.2 MP.3 MP.5	Yes
C	8.C.5.3	Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions. Content Scope: Knowledge and skills articulated in 8.G.B	i) Some of tasks require students to use the converse of the Pythagorean Theorem.	MP.2 MP.3 MP.5	Yes
C	8.C.6	Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. Content Scope: Knowledge and skills articulated in 7.RP.A, 7.NS.A, 7.EE.A.	i) Some of the tasks may use scaffolding. <sup>1</sup>	MP.3 MP.6	Yes

Subclaim	Evidence Statement Key	Evidence Statement Text	Clarifications, limits, emphases, and other information intended to ensure appropriate variety in tasks	Relationship to MPs	Calculator
D	8.D.1	Solve multi-step contextual word problems with degree of difficulty appropriate to Grade 8, requiring application of knowledge and skills articulated in Type I Evidence Statements.	i) Some of the tasks may use scaffolding.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes
D	8.D.2	Solve multi-step contextual problems with degree of difficulty appropriate to grade 8, requiring application of knowledge and skills articulated in 7.RP.A, 7.NS.3, 7.EE, 7.G, and 7.SP.B.	i) Some of the tasks may use scaffolding.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes
D	8.D.3	Micro-models: Autonomously apply a technique from pure mathematics to a real-world situation in which the technique yields valuable results even though it is obviously not applicable in a strict mathematical sense (e.g., profitably applying proportional relationships to a phenomenon that is obviously nonlinear or statistical in nature).  Content Scope: Knowledge and skills articulated in Type I Evidence Statements.	i) Some of the tasks may use scaffolding.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes
D	8.D.4	Reasoned estimates: Use reasonable estimates of known quantities in a chain of reasoning that yields an estimate of an unknown quantity.  Content Scope: Knowledge and skills articulated in Type I Evidence Statements	i) Some of the tasks may use scaffolding.	MP.1 MP.2 MP.4 MP.5 MP.7	Yes

<sup>1</sup> Scaffolding in a task provides the student with an entry point into a pathway for solving a problem. In unscaffolded tasks, the student determines his/her own pathway and process. Both scaffolded and unscaffolded tasks will be included in reasoning and modeling items.

<sup>2</sup> “Thin context” is a sentence or phrase that establishes a concrete referent for the quantity/quantities in the problem, in such a way as to provide meaningful avenues for mathematical intuition to operate, yet without requiring any sort of further analysis of the context. For example, a task could provide a reason for the use of scientific notation such as, “The number represents the distance between two planets.”

## PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)

The following resources and accompanying links will provide you with answers to the following questions regarding the 2015 PARCC assessments.

Question	Resource
<p>1. How did Louisiana students perform in each grade level and subject area?</p>	<p>2015 Overall State-Level PARCC Results by Grade and Subject (included with links below)</p> <ul style="list-style-type: none"> <li>Spring 2015 State-District-School Achievement Level Summary Report  <a href="http://www.louisianabelieves.com/docs/default-source/test-results/state-district-school-achievement-level-summary-report-2015.xlsx?sfvrsn=2">http://www.louisianabelieves.com/docs/default-source/test-results/state-district-school-achievement-level-summary-report-2015.xlsx?sfvrsn=2</a></li> <li>Media Briefing Presentation 10-22-15  <a href="https://www.louisianabelieves.com/docs/default-source/test-results/spring-2015-assessment-results-release.pdf?sfvrsn=6">https://www.louisianabelieves.com/docs/default-source/test-results/spring-2015-assessment-results-release.pdf?sfvrsn=6</a></li> </ul>
<p>2. How were the scores for each student created, and how do these compare to scores in other states?</p>	<ul style="list-style-type: none"> <li>BESE Presentation on Assessments 10-13-15: <i>Raising Expectations and Improving Comparability</i> (included with link below)  <a href="http://louisianabelieves.com/docs/default-source/webinars/10-13-15-bese-presentation-on-assessments.pdf?sfvrsn=2">http://louisianabelieves.com/docs/default-source/webinars/10-13-15-bese-presentation-on-assessments.pdf?sfvrsn=2</a></li> <li>PARCC Massachusetts Comparability Study: Released study comparing the expectations of high school PARCC assessments to those of the Massachusetts Comprehensive Assessment System (included with link below)  <a href="http://www.mathematica-mpr.com/our-publications-and-findings/publications/predictive-validity-of-mcas-and-parcc-comparing-10th-grade-mcas-tests-to-parcc-integrated-math-ii?utm_source=SilverpopMailing&amp;utm_medium=email&amp;utm_campaign=PARCC%2010%2009%2015">http://www.mathematica-mpr.com/our-publications-and-findings/publications/predictive-validity-of-mcas-and-parcc-comparing-10th-grade-mcas-tests-to-parcc-integrated-math-ii?utm_source=SilverpopMailing&amp;utm_medium=email&amp;utm_campaign=PARCC%2010%2009%2015</a></li> </ul>
<p>3. How did the questions on the 2015 assessments measure the current Louisiana Student Standards?</p>	<p>2014-2015 Assessment Guides (included, with links below)</p> <p><b>ELA Assessment Guide Key Sections:</b></p> <p>III. <i>Design of the ELA/Literacy Summative Assessments</i>: describes test design and instructional tasks</p> <p>IV. <i>Overview of PARCC ELA/Literacy Claims and Reporting Information</i>: describes the major and sub-claims used in the assessment</p> <p>VII. <i>PARCC ELA/Literacy Item Types</i>: information and examples of the types of test items</p> <ul style="list-style-type: none"> <li>ELA 3-5:  <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-15-ela-assessment-guide-grades-3-5.pdf?sfvrsn=24">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-15-ela-assessment-guide-grades-3-5.pdf?sfvrsn=24</a></li> </ul>



	<ul style="list-style-type: none"> <li>• ELA 6-8: <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-15-ela-assessment-guide-grades-6-8.pdf?sfvrsn=22">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-15-ela-assessment-guide-grades-6-8.pdf?sfvrsn=22</a></li> </ul> <p><b>Math Assessment Guide Key Sections:</b></p> <p>IV. <i>Overview of PARCC Math Task Types and Reporting Categories</i>: information on the alignment of assessment tasks and sub-claims</p> <p>V. <i>Design of PARCC’s Summative Assessments</i>: information on the relationship of task types to point values</p> <p>VI. <i>Evidence Statements</i>: describe what within a student’s work indicates they have mastered a specific standard</p> <ul style="list-style-type: none"> <li>• Math 3-5: <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-15-math-assessment-guide-grades-3-5.pdf?sfvrsn=26">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-15-math-assessment-guide-grades-3-5.pdf?sfvrsn=26</a></li> <li>• Math 6-8: <a href="http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-15-math-assessment-guide-grades-6-8.pdf?sfvrsn=29">http://www.louisianabelieves.com/docs/default-source/assessment-2013-2014/2014-15-math-assessment-guide-grades-6-8.pdf?sfvrsn=29</a></li> </ul>
<p>4. What did the 2015 assessments look like?</p>	<ul style="list-style-type: none"> <li>• PARCC Practice Tests per grade-level and subject area and accompanying answer key (included with link below) <a href="http://www.louisianabelieves.com/resources/library/practice-tests">http://www.louisianabelieves.com/resources/library/practice-tests</a></li> <li>• PARCC test forms per grade-level and subject area: These test forms are made up of a variety of questions from multiple PARCC forms, including some questions that Louisiana students took (included only)</li> </ul>
<p>5. How were students expected to respond to writing prompts on the assessment?</p>	<p>PARCC student writing samples per grade-level and subject area with accompanying rubrics (included only)</p>
<p>6. How did students perform on specific skills within each subject area?</p>	<p>2015 PARCC subcategory data for each grade and subject level (included only)</p>

### Percent of Students at Each Achievement Level for Spring 2015 Tests- By District and School- Grade 3

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates less than ten students in a subgroup.

\* A=Advanced; M=Mastery; B=Basic; AB=Approaching Basic; U=Unsatisfactory

Note: 2015 grade 3-8 results constitute new baseline performance on new assessments and/or more inclusive student populations than in past years.

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies					
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
STATE	LOUISIANA STATEWIDE	2	35	26	21	16	6	31	30	22	11	5	19	43	22	11	2	17	50	19	12	
001	ACADIA PARISH	2	37	27	18	15	6	36	33	17	8	3	20	45	23	10	≤1	14	55	19	11	
001002	BRANCH ELEMENTARY SCHOOL	3	28	34	16	19	3	38	38	16	6	3	16	38	28	16	≤1	9	59	22	9	
001004	CHURCH POINT ELEMENTARY SCHOOL	≤1	29	24	17	29	4	22	33	24	17	≤1	6	37	31	24	≤1	8	46	22	22	
001010	NORTH CROWLEY ELEMENTARY SCHOOL	≤1	22	32	29	16	4	26	38	24	8	≤1	12	43	30	14	≤1	10	49	29	12	
001011	EGAN ELEMENTARY SCHOOL	≤1	48	24	20	8	8	60	24	8	≤1	8	24	48	16	4	≤1	44	40	16	≤1	
001012	ESTHERWOOD ELEMENTARY SCHOOL	3	59	14	7	17	3	52	31	10	3	3	28	59	7	3	3	14	66	10	7	
001013	EVANGELINE ELEMENTARY SCHOOL	≤1	54	29	14	4	≤1	75	18	≤1	7	≤1	41	55	3	≤1	≤1	14	66	21	≤1	
001014	IOTA ELEMENTARY SCHOOL	3	49	26	8	14	13	42	21	16	8	8	27	48	12	5	≤1	19	58	12	10	
001016	MERMENTAU ELEMENTARY SCHOOL	≤1	71	29	≤1	≤1	≤1	79	14	7	≤1	7	14	71	7	≤1	7	21	71	≤1	≤1	
001018	MIRE ELEMENTARY SCHOOL	7	54	24	9	6	15	56	20	6	4	11	44	35	9	≤1	6	33	52	7	2	
001019	MORSE ELEMENTARY SCHOOL	≤1	36	32	16	16	4	44	32	12	8	4	16	56	12	12	≤1	8	56	24	12	
001020	MARTIN PETITJEAN ELEMENTARY SCHOOL	3	36	22	19	20	6	29	33	22	10	≤1	16	41	32	11	2	8	52	20	19	
001022	RICHARD ELEMENTARY SCHOOL	3	45	30	20	3	10	40	33	13	5	3	33	48	15	3	3	20	60	13	5	
001023	ROSS ELEMENTARY SCHOOL	≤1	20	35	35	10	2	20	57	18	3	2	14	46	32	7	≤1	16	67	14	4	
001024	SOUTH CROWLEY ELEMENTARY SCHOOL	≤1	25	36	26	13	2	32	43	15	8	2	13	50	29	6	≤1	6	62	29	4	
001888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
002	ALLEN PARISH	3	40	31	18	8	8	34	33	19	6	5	23	50	17	5	4	17	55	15	9	
002001	ELIZABETH HIGH SCHOOL	≤1	28	50	17	6	≤1	39	33	22	6	≤1	22	56	22	≤1	≤1	11	67	17	6	
002002	FAIRVIEW HIGH SCHOOL	10	33	30	17	10	7	31	34	24	3	3	28	45	21	3	≤1	21	55	24	≤1	
002003	KINDER ELEMENTARY SCHOOL	5	39	33	18	5	5	37	29	24	5	4	23	48	21	3	4	16	54	15	11	
002005	OAKDALE ELEMENTARY SCHOOL	2	43	30	16	9	15	35	34	13	4	8	25	53	9	5	7	19	57	11	6	
002008	OBERLIN ELEMENTARY SCHOOL	2	46	21	27	4	≤1	29	42	17	13	4	13	52	25	6	2	13	58	10	17	
002010	REEVES HIGH SCHOOL	≤1	35	29	12	24	12	29	18	24	18	6	29	35	12	18	≤1	24	35	29	12	
003	ASCENSION PARISH	5	44	24	16	10	11	35	28	17	8	8	27	40	17	8	4	26	48	14	8	
003001	G. W. CARVER PRIMARY SCHOOL	3	39	25	21	13	3	31	26	28	13	3	21	46	24	6	≤1	10	59	18	11	
003008	GONZALES PRIMARY SCHOOL	6	34	28	17	15	4	25	32	22	17	4	21	44	21	10	6	33	49	7	6	
003011	DUPLESSION PRIMARY SCHOOL	3	37	25	22	14	7	29	25	27	11	3	26	39	20	13	≤1	14	58	19	9	
003015	LOWERY ELEMENTARY SCHOOL	≤1	9	20	35	36	≤1	12	34	27	26	≤1	≤1	23	32	42	≤1	2	30	29	38	
003018	GALVEZ PRIMARY SCHOOL	≤1	55	27	10	7	6	45	35	10	4	6	26	57	8	3	5	30	50	14	2	
003020	LAKE ELEMENTARY SCHOOL	3	54	21	17	4	7	46	33	11	3	4	45	43	6	2	2	26	61	10	2	
003023	DUTCHTOWN PRIMARY SCHOOL	10	64	17	6	3	27	44	16	11	2	16	44	31	8	2	13	44	30	9	5	
003024	ST. AMANT PRIMARY SCHOOL	6	41	33	12	9	11	34	35	15	6	8	25	48	17	3	2	26	54	13	5	
003027	OAK GROVE PRIMARY SCHOOL	11	57	20	6	7	22	44	20	9	6	14	32	40	10	4	5	44	39	8	4	
003029	PECAN GROVE PRIMARY SCHOOL	≤1	29	26	29	17	2	15	36	30	17	≤1	5	36	37	20	≤1	3	54	25	16	

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
003030	PRAIRIEVILLE PRIMARY SCHOOL	11	57	21	8	3	24	46	23	6	≤1	13	38	38	9	2	4	40	47	8	≤1
003031	CENTRAL PRIMARY SCHOOL	2	34	33	20	11	2	38	32	22	6	4	22	56	17	2	3	17	63	12	5
003032	LAKESIDE PRIMARY SCHOOL	8	48	26	16	2	20	45	26	9	≤1	13	32	38	15	≤1	4	32	54	10	≤1
003033	SPANISH LAKE PRIMARY SCHOOL	8	52	19	13	8	14	43	29	10	4	16	36	31	12	5	7	35	40	10	8
003034	SORRENTO PRIMARY SCHOOL	2	44	30	20	3	2	27	34	33	5	2	14	52	28	3	2	21	56	20	≤1
004	ASSUMPTION PARISH	≤1	37	23	25	15	4	32	31	22	11	3	20	44	23	11	≤1	15	52	21	12
004004	BELLE ROSE PRIMARY SCHOOL	≤1	23	21	30	26	2	30	35	28	5	2	17	39	24	17	≤1	20	29	44	7
004006	LABADIEVILLE PRIMARY SCHOOL	≤1	36	23	28	13	2	26	31	36	5	2	18	56	16	8	≤1	11	64	16	8
004008	NAPOLEONVILLE PRIMARY SCHOOL	≤1	32	21	29	17	7	18	29	19	26	3	11	38	26	22	≤1	18	36	25	21
004010	PIERRE PART PRIMARY SCHOOL	≤1	54	25	13	8	4	47	32	15	≤1	4	30	40	24	≤1	≤1	14	69	10	7
004011	BAYOU L'OURSE PRIMARY SCHOOL	≤1	25	25	30	20	5	45	25	5	20	≤1	25	50	25	≤1	5	10	55	15	15
005	AVOYELLES PARISH	3	26	22	22	28	3	21	27	29	20	4	13	37	26	20	3	15	39	21	23
005003	BUNKIE ELEMENTARY SCHOOL	≤1	9	11	26	53	≤1	11	13	40	36	≤1	6	19	39	37	≤1	6	30	24	41
005007	COTTONPORT ELEMENTARY	2	28	26	24	20	10	26	22	30	12	4	12	26	34	24	≤1	8	50	22	20
005012	LAFARGUE ELEMENTARY SCHOOL	10	47	26	14	4	7	41	34	14	3	9	28	54	7	2	11	39	41	4	4
005015	MARKSVILLE ELEMENTARY SCHOOL	≤1	18	18	24	40	≤1	12	29	33	26	≤1	4	30	37	28	≤1	4	32	29	36
005019	PLAUCHEVILLE ELEMENTARY SCHOOL	≤1	32	30	25	12	≤1	14	37	32	17	4	13	51	21	11	≤1	13	49	20	17
005020	RIVERSIDE ELEMENTARY SCHOOL	≤1	7	14	21	58	2	14	16	33	35	2	9	23	30	36	≤1	7	27	34	32
006	BEAUREGARD PARISH	2	38	30	20	11	7	33	31	19	11	7	28	42	17	6	3	18	53	18	9
006001	CARVER ELEMENTARY SCHOOL	≤1	34	30	23	13	5	29	33	24	10	4	26	41	22	7	≤1	12	53	22	11
006008	MERRYVILLE HIGH SCHOOL	2	17	41	29	10	2	20	39	22	17	5	20	49	17	10	≤1	12	59	20	10
006010	SINGER HIGH SCHOOL	≤1	33	23	26	18	≤1	41	23	10	26	3	15	51	26	5	≤1	21	54	13	13
006013	SOUTH BEAUREGARD ELEMENTARY SCHOOL	6	47	33	10	5	9	40	31	15	6	10	34	44	9	2	2	16	63	15	3
006022	EAST BEAUREGARD ELEMENTARY SCHOOL	2	57	23	11	7	18	39	28	8	7	17	40	34	5	5	11	40	35	9	5
007	BIENVILLE PARISH	2	35	23	23	17	6	22	33	28	11	3	19	42	22	14	≤1	13	47	18	20
007003	CASTOR HIGH SCHOOL	3	50	23	20	5	13	26	33	26	3	2	27	51	17	2	2	17	54	22	5
007004	CRAWFORD ELEMENTARY SCHOOL	≤1	27	22	32	20	2	12	34	39	12	≤1	2	41	29	27	≤1	5	51	7	37
007006	GIBSLAND-COLEMAN HIGH SCHOOL	6	25	31	25	13	13	6	44	25	13	≤1	19	44	19	19	≤1	25	25	31	19
007007	RINGGOLD ELEMENTARY SCHOOL	≤1	29	16	24	31	4	16	31	31	18	4	15	33	29	19	≤1	8	42	19	31
007009	SALINE HIGH SCHOOL	4	44	36	12	4	4	52	28	12	4	8	40	44	8	≤1	4	24	56	16	≤1
007888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
008	BOSSIER PARISH	2	42	28	17	11	6	35	30	21	8	6	24	46	17	6	2	18	54	17	9
008002	APOLLO ELEMENTARY SCHOOL	2	46	34	11	8	11	37	32	17	4	4	26	50	17	3	≤1	15	57	22	5
008003	BELLAIRE ELEMENTARY SCHOOL	4	53	19	18	6	9	39	23	22	6	7	36	40	12	5	4	26	49	19	2
008005	BENTON ELEMENTARY SCHOOL	2	44	32	15	7	7	44	28	17	4	3	24	59	10	4	≤1	20	59	14	6
008007	BOSSIER ELEMENTARY SCHOOL	≤1	21	21	27	31	2	29	25	31	13	6	8	52	25	10	≤1	8	44	23	25
008012	CENTRAL PARK ELEMENTARY SCHOOL	≤1	33	30	13	24	≤1	15	26	30	28	≤1	15	30	50	4	≤1	7	50	22	22
008018	R. V. KERR ELEMENTARY SCHOOL	≤1	30	23	30	15	2	17	38	28	15	≤1	9	57	18	15	≤1	10	57	18	15
008019	MEADOWVIEW ELEMENTARY SCHOOL	≤1	33	18	17	32	≤1	32	32	25	12	≤1	18	39	23	21	≤1	10	48	18	24
008021	CARRIE MARTIN ELEMENTARY SCHOOL	≤1	21	47	12	21	3	27	33	33	3	≤1	11	46	40	3	≤1	3	54	31	11
008023	PLANTATION PARK ELEMENTARY SCHOOL	≤1	22	25	34	19	5	27	34	24	9	2	9	27	43	19	≤1	10	38	27	24
008024	PLATT ELEMENTARY SCHOOL	2	41	29	17	11	4	29	35	25	8	5	24	52	14	6	2	17	57	18	6
008029	SUN CITY ELEMENTARY SCHOOL	3	44	31	14	8	4	43	27	18	8	10	27	45	15	3	2	24	50	19	5
008030	WALLER ELEMENTARY SCHOOL	≤1	18	30	39	13	3	15	33	38	11	3	13	58	20	8	≤1	11	51	21	16
008033	STOCKWELL PLACE ELEMENTARY SCHOOL	8	49	22	11	10	7	40	28	18	6	16	27	44	9	5	5	29	48	9	9
008042	LEGACY ELEMENTARY SCHOOL	≤1	60	26	10	3	10	55	24	8	3	11	43	37	7	2	5	21	62	9	3

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
008043	W.T. LEWIS ELEMENTARY SCHOOL	2	60	26	10	2	17	44	29	8	2	17	31	35	13	3	3	28	58	5	6
008044	ELM GROVE ELEMENTARY SCHOOL	4	44	29	13	9	≤1	41	36	17	4	3	29	51	14	4	≤1	18	62	14	5
009	CADDO PARISH	2	26	24	24	24	4	25	28	26	16	5	15	36	28	15	2	13	43	23	19
009002	ARTHUR CIRCLE ELEMENTARY SCHOOL	2	12	33	29	24	≤1	10	24	36	30	2	15	49	25	9	≤1	4	53	28	15
009003	ATKINS TECHNOLOGY ELEMENTARY SCHOOL	≤1	9	25	29	38	≤1	4	17	34	46	≤1	≤1	24	43	32	≤1	≤1	34	30	35
009004	BARRET PAIDEIA ACADEMY	≤1	5	21	26	49	≤1	5	13	44	38	≤1	3	24	41	32	≤1	3	27	22	49
009006	BLANCHARD ELEMENTARY SCHOOL	≤1	30	27	27	17	≤1	36	29	24	11	8	22	39	25	5	2	18	55	15	11
009011	CADDO HEIGHTS MATH/SCIENCE ELEMENTARY SC	≤1	10	20	25	44	≤1	17	24	35	23	≤1	4	32	32	32	≤1	2	38	35	26
009015	CHEROKEE PARK ELEMENTARY SCHOOL	2	30	34	23	11	6	45	32	15	2	2	6	46	33	13	4	10	56	15	15
009016	CLAIBORNE FUNDAMENTAL ELEMENTARY SCHOOL	7	79	13	2	≤1	11	63	25	2	≤1	11	48	38	2	2	2	30	68	≤1	≤1
009018	CRESWELL ELEMENTARY SCHOOL	≤1	3	22	32	43	≤1	7	30	30	32	≤1	4	18	42	36	≤1	3	24	33	40
009019	EDEN GARDENS FUNDAMENTAL ELEMENTARY SCHO	22	68	9	≤1	≤1	26	58	15	≤1	≤1	26	44	31	≤1	≤1	9	53	37	≤1	≤1
009023	FAIRFIELD MAGNET SCHOOL	14	76	11	≤1	≤1	31	66	3	≤1	≤1	26	52	21	≤1	≤1	8	55	36	≤1	≤1
009024	FOREST HILL ELEMENTARY SCHOOL	≤1	15	22	31	32	≤1	11	21	38	28	≤1	3	41	37	19	≤1	4	36	36	24
009027	HERNDON MAGNET SCHOOL	6	65	24	6	≤1	14	62	17	7	≤1	7	36	49	8	≤1	4	32	59	4	≤1
009033	JUDSON FUNDAMENTAL ELEMENTARY SCHOOL	≤1	43	37	19	≤1	≤1	31	39	25	3	≤1	21	55	18	4	≤1	13	69	12	4
009039	MOORETOWN ELEMENTARY PROFESSIONAL DEVELO	≤1	19	22	28	31	≤1	28	44	21	7	≤1	2	45	36	18	≤1	5	43	23	29
009040	MOORINGSPORT ELEMENTARY SCHOOL	2	30	35	13	20	4	22	39	17	17	≤1	16	50	25	9	≤1	5	58	20	18
009043	NORTH HIGHLANDS ELEMENTARY SCHOOL	≤1	16	27	24	33	4	16	55	20	4	2	4	33	44	17	≤1	≤1	50	33	17
009044	NORTHSIDE ELEMENTARY SCHOOL	≤1	4	13	26	58	≤1	13	44	18	25	≤1	3	27	38	32	≤1	≤1	30	31	38
009046	OAK PARK MICROSOCIETY ELEMENTARY SCHOOL	≤1	22	19	35	24	≤1	14	20	34	30	≤1	3	34	39	24	≤1	8	43	30	19
009048	OIL CITY MAGNET SCHOOL	5	43	22	22	8	3	49	24	19	5	3	25	47	17	8	≤1	19	53	17	11
009050	PINE GROVE ELEMENTARY SCHOOL	≤1	11	31	39	20	≤1	25	36	33	5	≤1	16	36	39	8	≤1	13	44	29	13
009051	QUEENSBOROUGH ELEMENTARY SCHOOL	≤1	5	17	32	46	≤1	5	22	32	42	≤1	≤1	24	37	37	≤1	≤1	12	40	48
009053	RIVERSIDE ELEMENTARY SCHOOL	6	44	25	8	16	5	32	37	22	5	6	25	48	17	3	2	17	51	21	10
009055	SHREVE ISLAND ELEMENTARY SCHOOL	3	36	31	20	10	5	37	29	22	6	14	24	40	17	5	3	17	51	22	8
009057	SOUTH HIGHLANDS ELEMENTARY MAGNET SCHOOL	32	64	4	≤1	≤1	34	58	8	≤1	≤1	27	47	24	≤1	≤1	19	60	21	≤1	≤1
009058	SOUTHERN HILLS ELEMENTARY SCHOOL	≤1	16	27	28	29	2	16	33	34	14	≤1	5	26	43	24	≤1	5	32	34	28
009060	A. C. STEERE ELEMENTARY SCHOOL	≤1	36	23	28	13	2	25	28	36	9	9	28	38	24	2	≤1	24	45	24	7
009061	E.B. WILLIAMS STONER HILL ELEM LAB SCHOO	≤1	14	27	32	27	≤1	24	41	30	5	≤1	8	24	49	19	≤1	3	49	30	19
009062	SUMMER GROVE ELEMENTARY SCHOOL	≤1	16	20	26	38	2	10	27	32	29	≤1	7	32	39	21	≤1	4	36	34	27
009063	SUMMERFIELD ELEMENTARY SCHOOL	≤1	27	30	22	19	4	15	39	29	13	4	12	49	27	8	2	11	51	18	19
009065	JACK P. TIMMONS ELEMENTARY SCHOOL	≤1	9	27	33	31	≤1	11	31	47	11	≤1	11	40	31	18	≤1	2	38	29	31
009066	UNIVERSITY ELEMENTARY SCHOOL	≤1	22	39	20	18	2	32	36	19	10	10	21	42	22	5	≤1	19	51	22	7
009067	VIVIAN ELEMENTARY/MIDDLE SCHOOL	≤1	15	20	27	37	2	14	29	36	19	3	8	31	36	22	≤1	7	39	29	25
009068	WALNUT HILL ELEMENTARY/MIDDLE SCHOOL	≤1	34	29	23	12	6	40	24	22	7	8	25	42	19	6	2	15	58	17	8
009072	WESTWOOD ELEMENTARY SCHOOL	≤1	21	22	30	26	≤1	25	29	25	20	≤1	4	29	36	32	≤1	4	34	21	41
009075	TURNER ELEMENTARY/6TH GRADE ACADEMY	≤1	24	20	31	25	≤1	16	21	33	30	≤1	8	42	33	16	≤1	7	50	21	21
009079	KEITHVILLE ELEMENTARY/MIDDLE SCHOOL	≤1	28	30	18	24	≤1	18	25	34	22	2	15	49	20	14	2	8	63	11	17
009091	MIDWAY PROFESSIONAL DEVELOPMENT CENTER	≤1	15	31	31	24	≤1	15	36	38	11	≤1	3	49	36	13	≤1	4	46	38	13
009096	ALEXANDER LEARNING CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
009103	J. S. CLARK ELEMENTARY SCHOOL	≤1	12	15	22	51	≤1	16	28	28	28	≤1	4	22	41	32	≤1	≤1	24	32	43
009106	MAGNOLIA SCHOOL OF EXCELLENCE	≤1	18	28	40	14	≤1	13	39	31	17	≤1	12	40	32	15	≤1	9	48	32	11
010	CALCASIEU PARISH	3	39	28	19	12	7	33	33	20	8	6	22	45	19	8	2	19	53	17	9
010002	BARBE ELEMENTARY SCHOOL	2	21	19	33	25	2	21	31	35	12	≤1	8	37	37	19	≤1	6	46	25	23
010004	BELL CITY HIGH SCHOOL	7	45	27	18	4	4	29	43	21	4	7	16	56	18	4	9	33	47	7	4

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010005	LEBLEU SETTLEMENT ELEMENTARY SCHOOL	6	58	26	9	≤1	14	43	33	7	≤1	4	29	51	13	3	≤1	22	54	18	4
010006	BRENTWOOD ELEMENTARY SCHOOL	≤1	20	29	29	22	2	24	44	25	5	≤1	9	34	36	21	≤1	7	43	34	16
010009	JESSIE D. CLIFTON ELEMENTARY SCHOOL	≤1	17	22	39	22	4	22	52	17	4	≤1	≤1	22	61	17	≤1	9	43	30	17
010010	COLLEGE OAKS ELEMENTARY SCHOOL	≤1	13	31	29	27	≤1	6	41	24	29	4	2	39	37	18	≤1	10	45	31	14
010011	COMBRE/FONDEL ELEMENTARY SCHOOL	≤1	7	11	22	60	≤1	≤1	13	33	53	≤1	≤1	11	31	58	≤1	≤1	17	26	57
010012	T. S. COOLEY ELEMENTARY MAGNET SCHOOL	31	69	≤1	≤1	≤1	56	42	2	≤1	≤1	45	45	10	≤1	≤1	16	69	16	≤1	≤1
010016	DOLBY ELEMENTARY SCHOOL	≤1	42	26	24	8	3	11	44	31	11	4	37	39	18	≤1	≤1	29	52	14	6
010018	FAIRVIEW ELEMENTARY SCHOOL	3	17	22	28	31	≤1	6	28	44	22	≤1	6	42	33	19	≤1	≤1	44	36	19
010019	FRASCH ELEMENTARY SCHOOL	2	41	34	18	3	9	47	26	10	7	7	21	62	9	≤1	≤1	22	58	16	2
010023	W. T. HENNING ELEMENTARY SCHOOL	2	33	23	29	13	4	41	27	25	2	2	26	37	19	17	2	13	39	31	15
010024	HENRY HEIGHTS ELEMENTARY SCHOOL	≤1	33	38	15	15	6	42	31	15	6	2	8	55	22	12	2	16	59	10	12
010027	JOHN J. JOHNSON II ELEMENTARY SCHOOL	≤1	25	25	34	16	≤1	9	27	41	23	≤1	≤1	40	35	26	≤1	5	42	35	19
010028	M. J. KAUFMAN ELEMENTARY SCHOOL	≤1	44	38	16	2	9	30	50	11	≤1	9	21	57	9	4	2	21	60	11	6
010029	JOHN F. KENNEDY ELEMENTARY SCHOOL	≤1	11	29	39	21	≤1	14	36	36	14	≤1	7	25	57	11	≤1	4	54	25	18
010030	E. K. KEY ELEMENTARY SCHOOL	≤1	43	34	18	4	4	37	33	16	9	6	33	43	13	4	3	19	57	13	9
010039	MOSS BLUFF ELEMENTARY SCHOOL	4	46	34	10	5	4	50	39	6	≤1	≤1	28	52	15	3	2	20	59	13	6
010042	A. A. NELSON ELEMENTARY SCHOOL	2	43	33	15	7	5	45	33	15	2	7	32	43	15	3	5	31	48	11	5
010043	OAK PARK ELEMENTARY SCHOOL	≤1	26	31	33	10	≤1	32	45	22	2	3	3	52	30	12	≤1	7	57	20	17
010045	CYPRESS COVE ELEMENTARY SCHOOL	5	41	24	14	16	9	37	26	25	4	10	26	50	11	3	4	23	57	11	4
010046	PRIEN LAKE ELEMENTARY SCHOOL	8	70	12	8	2	11	46	32	8	3	11	26	53	9	≤1	2	27	62	8	≤1
010050	ST. JOHN ELEMENTARY SCHOOL	2	53	28	10	7	6	40	33	17	5	7	31	45	11	6	2	22	61	9	7
010051	STARKS HIGH SCHOOL	≤1	6	35	41	18	≤1	24	35	35	6	≤1	10	70	20	≤1	≤1	5	80	10	5
010053	VINCENT SETTLEMENT ELEMENTARY SCHOOL	≤1	57	28	12	3	25	55	13	7	≤1	37	43	20	≤1	≤1	10	33	52	5	≤1
010054	RICHARD W. VINCENT ELEMENTARY SCHOOL	≤1	59	18	14	9	7	53	26	9	5	4	31	49	16	≤1	≤1	25	54	17	4
010055	VINTON ELEMENTARY SCHOOL	≤1	34	29	22	14	3	26	33	23	15	6	15	59	14	5	≤1	15	56	21	8
010059	T. H. WATKINS ELEMENTARY SCHOOL	≤1	15	27	39	18	≤1	15	58	24	3	≤1	3	24	52	21	≤1	≤1	48	42	9
010060	J. I. WATSON MIDDLE SCHOOL	≤1	14	34	33	19	≤1	13	35	36	14	4	13	46	29	8	2	≤1	60	27	11
010061	PEARL WATSON ELEMENTARY SCHOOL	≤1	20	36	22	22	≤1	16	36	36	13	2	13	39	33	13	2	26	41	15	15
010063	WESTERN HEIGHTS ELEMENTARY SCHOOL	2	34	24	29	10	7	34	34	20	5	2	20	55	18	5	2	16	52	20	9
010065	WESTWOOD ELEMENTARY SCHOOL	≤1	32	36	20	12	5	45	36	9	5	4	29	50	13	5	≤1	15	58	19	7
010067	RALPH F. WILSON ELEMENTARY SCHOOL	≤1	14	36	18	32	≤1	9	50	32	9	≤1	5	27	45	23	≤1	≤1	55	23	23
010068	GILLIS ELEMENTARY SCHOOL	≤1	36	35	14	14	7	26	37	21	9	4	19	52	16	8	≤1	9	62	19	10
010081	DEQUINCY ELEMENTARY SCHOOL	≤1	44	33	18	5	2	26	33	32	7	4	25	50	15	6	≤1	17	58	18	7
010082	MAPLEWOOD ELEMENTARY	5	57	18	15	4	8	45	26	18	3	8	35	40	13	5	4	35	52	4	5
011	CALDWELL PARISH	3	39	33	14	10	5	30	24	27	13	6	21	52	17	3	4	13	57	18	8
011003	UNION CENTRAL ELEMENTARY SCHOOL	10	48	32	10	≤1	≤1	26	32	26	16	≤1	16	52	32	≤1	3	19	58	19	≤1
011004	COLUMBIA ELEMENTARY SCHOOL	3	43	35	11	8	5	41	24	22	8	3	32	49	14	3	8	14	54	14	11
011005	GRAYSON ELEMENTARY SCHOOL	≤1	30	32	19	19	9	26	19	32	15	13	15	55	11	6	2	9	57	21	11
012	CAMERON PARISH	5	51	15	24	5	6	35	34	19	6	5	30	45	14	6	2	27	55	13	2
012003	GRAND LAKE HIGH SCHOOL	4	56	18	18	4	4	29	39	24	4	2	22	58	14	4	4	24	60	12	≤1
012004	HACKBERRY HIGH SCHOOL	≤1	60	20	20	≤1	30	50	20	≤1	≤1	10	30	30	10	20	≤1	30	40	20	10
012005	JOHNSON BAYOU HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
012007	SOUTH CAMERON HIGH SCHOOL	≤1	41	6	47	6	≤1	47	24	24	6	≤1	56	25	19	≤1	≤1	19	63	19	≤1
013	CATAHOULA PARISH	2	34	22	29	13	4	41	29	20	6	7	19	40	26	7	≤1	26	45	16	12
013002	CENTRAL HIGH SCHOOL	≤1	36	18	27	18	9	45	27	18	≤1	9	18	55	18	≤1	≤1	18	64	9	9
013005	HARRISONBURG HIGH SCHOOL	≤1	33	33	19	14	≤1	43	29	24	5	10	19	57	10	5	≤1	19	57	19	5

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013006	JONESVILLE ELEMENTARY SCHOOL	2	36	22	31	9	3	45	31	16	5	5	25	32	27	10	2	33	41	12	12
013011	SICILY ISLAND HIGH SCHOOL	6	28	11	33	22	6	22	22	33	17	11	≤1	39	44	6	≤1	17	33	28	22
014	CLAIBORNE PARISH	≤1	24	23	25	27	≤1	14	32	31	22	≤1	6	30	40	24	≤1	4	36	33	27
014003	HAYNESVILLE ELEMENTARY SCHOOL	≤1	29	38	21	12	≤1	38	44	15	3	3	15	53	24	6	≤1	12	50	29	9
014006	HOMER ELEMENTARY SCHOOL	≤1	24	18	26	32	≤1	7	28	41	24	≤1	3	23	42	32	≤1	≤1	34	34	31
014011	SUMMERFIELD HIGH SCHOOL	≤1	13	19	31	38	≤1	≤1	25	19	56	≤1	≤1	13	63	25	≤1	≤1	19	38	44
015	CONCORDIA PARISH	2	30	32	20	16	5	31	31	21	13	6	19	43	18	14	≤1	12	56	20	12
015005	FERRIDAY UPPER ELEMENTARY SCHOOL	2	23	25	19	31	2	15	24	35	24	2	4	36	31	27	≤1	5	47	25	22
015006	MONTEREY HIGH SCHOOL	2	43	33	19	2	7	63	24	5	≤1	17	36	45	2	≤1	≤1	21	69	7	2
015011	VIDALIA UPPER ELEMENTARY SCHOOL	≤1	32	37	22	8	6	33	40	14	7	5	25	49	13	8	≤1	15	59	20	6
016	DESOTO PARISH	3	34	22	26	15	2	24	31	26	16	2	16	44	24	13	≤1	12	56	23	7
016004	LOGANSPOUT HIGH SCHOOL	≤1	32	14	32	22	≤1	18	25	29	28	3	18	39	21	18	3	11	45	30	11
016010	STANLEY HIGH SCHOOL	2	34	20	29	15	2	32	29	24	12	2	20	46	22	10	2	22	51	20	5
016019	MANSFIELD ELEMENTARY SCHOOL	2	20	22	33	23	≤1	10	29	36	24	≤1	3	32	39	25	≤1	7	48	34	11
016023	NORTH DESOTO ELEMENTARY SCHOOL 3-5	6	43	25	17	8	5	35	35	19	6	3	22	55	16	4	≤1	15	67	14	3
017	EAST BATON ROUGE PARISH	2	32	25	22	19	5	24	29	25	16	6	16	40	25	13	3	18	47	20	12
017002	AUDUBON ELEMENTARY SCHOOL	3	45	21	18	12	4	34	33	15	13	4	25	42	22	6	4	18	55	12	10
017011	BELFAIR MONTESSORI SCHOOL	≤1	57	33	10	≤1	5	48	33	14	≤1	10	38	38	14	≤1	5	24	62	≤1	10
017013	BERNARD TERRACE ELEMENTARY SCHOOL	≤1	42	20	25	13	≤1	33	33	17	14	9	20	42	17	12	3	13	57	20	7
017014	BROADMOOR ELEMENTARY SCHOOL	≤1	26	38	14	21	2	14	33	34	16	≤1	18	38	28	15	≤1	15	57	15	12
017018	BROWNFIELDS ELEMENTARY SCHOOL	2	37	26	20	15	11	31	22	28	7	9	13	38	30	11	4	20	45	23	9
017019	BUCHANAN ELEMENTARY SCHOOL	5	44	18	20	13	15	24	27	14	19	14	22	32	22	9	6	29	39	17	10
017022	CEDARCREST-SOUTHMOOR ELEMENTARY SCHOOL	≤1	56	21	11	12	5	42	24	18	11	10	22	50	10	8	4	32	49	11	4
017026	CLAIBORNE ELEMENTARY SCHOOL	≤1	11	16	33	39	≤1	13	23	34	30	≤1	5	39	34	22	≤1	9	45	30	16
017027	CRESTWORTH ELEMENTARY SCHOOL	≤1	31	36	17	17	7	31	40	7	14	2	19	55	14	10	14	24	45	10	7
017032	THE DUFROQ SCHOOL	2	46	33	9	10	5	44	26	13	13	3	28	51	13	6	2	30	52	9	7
017034	FOREST HEIGHTS ACADEMY OF EXCELLENCE	≤1	63	28	6	≤1	10	61	24	4	≤1	10	34	52	4	≤1	7	37	52	≤1	3
017037	GLEN OAKS PARK ELEMENTARY SCHOOL	≤1	26	30	23	20	≤1	19	23	38	19	≤1	9	33	36	23	≤1	9	53	29	9
017040	GREENBRIER ELEMENTARY SCHOOL	≤1	27	38	20	15	≤1	13	32	37	18	≤1	12	41	38	9	≤1	9	53	26	11
017043	HIGHLAND ELEMENTARY SCHOOL	≤1	24	29	22	24	≤1	27	27	29	18	≤1	12	33	33	21	≤1	12	40	29	19
017044	HOWELL PARK ELEMENTARY SCHOOL	2	23	28	26	21	5	14	30	35	16	≤1	7	45	31	16	≤1	7	45	27	20
017047	JEFFERSON TERRACE ELEMENTARY SCHOOL	≤1	19	37	33	11	2	16	34	34	14	2	8	44	31	16	≤1	11	52	27	10
017050	LABELLE AIRE ELEMENTARY SCHOOL	≤1	13	30	28	30	2	24	37	22	15	≤1	13	39	27	20	≤1	8	53	26	13
017051	LASALLE ELEMENTARY SCHOOL	3	26	45	10	16	5	25	25	30	15	11	33	40	10	6	7	46	35	6	7
017053	MAGNOLIA WOODS ELEMENTARY SCHOOL	2	41	31	18	8	3	36	49	8	3	2	25	47	18	8	7	23	48	13	8
017057	MELROSE ELEMENTARY SCHOOL	≤1	11	25	32	33	≤1	11	29	38	22	≤1	4	33	41	21	≤1	4	36	40	19
017058	MERRYDALE ELEMENTARY SCHOOL	≤1	18	15	39	28	≤1	10	24	37	29	≤1	9	35	37	18	≤1	7	45	32	14
017064	NORTHEAST ELEMENTARY SCHOOL	≤1	21	36	24	19	≤1	17	31	31	21	7	14	40	26	12	≤1	7	52	14	26
017068	PARK ELEMENTARY SCHOOL	≤1	13	20	38	29	4	16	36	20	24	≤1	2	40	40	18	≤1	4	47	25	24
017069	PARK FOREST ELEMENTARY SCHOOL	≤1	13	22	32	32	≤1	9	21	39	29	≤1	7	34	35	24	≤1	6	39	25	31
017072	PARKVIEW ELEMENTARY SCHOOL	8	50	16	18	8	23	32	23	13	8	16	22	44	13	6	7	31	46	12	4
017073	POLK ELEMENTARY SCHOOL	≤1	58	23	15	4	12	38	27	23	≤1	8	24	44	20	4	≤1	28	52	20	≤1
017075	PROGRESS ELEMENTARY SCHOOL	≤1	12	33	28	27	3	28	33	23	12	≤1	3	42	34	20	≤1	10	42	29	19
017077	RIVEROAKS ELEMENTARY SCHOOL	≤1	29	35	16	20	≤1	12	36	40	12	2	17	60	15	6	≤1	10	58	21	12
017078	RYAN ELEMENTARY SCHOOL	≤1	28	29	22	21	≤1	20	28	33	18	2	11	38	34	15	≤1	9	54	19	18
017081	SHARON HILLS ELEMENTARY SCHOOL	≤1	16	26	30	28	≤1	9	37	42	12	2	≤1	40	43	14	≤1	2	55	33	10

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
017082	SHENANDOAH ELEMENTARY SCHOOL	6	59	18	13	4	12	37	33	12	6	18	29	41	10	≤1	9	36	48	4	4
017084	B. R. FOREIGN LANGUAGE ACAD. IMMERSION M	5	68	22	2	2	10	54	32	5	≤1	15	37	37	7	5	7	44	41	5	2
017089	TWIN OAKS ELEMENTARY SCHOOL	2	29	20	27	23	≤1	18	27	29	26	3	7	34	35	20	≤1	7	48	29	15
017091	UNIVERSITY TERRACE ELEMENTARY SCHOOL	2	27	23	33	15	8	22	37	27	6	4	17	46	27	6	≤1	17	48	25	10
017093	VILLA DEL REY ELEMENTARY SCHOOL	≤1	14	29	37	19	≤1	20	32	35	12	≤1	6	41	35	18	≤1	4	46	37	12
017094	BATON ROUGE VISUAL AND PERFORMING ARTS C	8	65	17	9	2	15	41	27	15	2	20	34	31	12	3	14	34	40	11	2
017095	WEDGEWOOD ELEMENTARY SCHOOL	2	26	31	31	9	2	26	36	26	10	6	11	52	19	11	3	18	55	15	9
017096	WESTDALE HEIGHTS ACADEMIC MAGNET SCHOOL	19	75	6	≤1	≤1	47	51	≤1	≤1	≤1	34	43	24	≤1	≤1	15	62	24	≤1	≤1
017098	WESTMINSTER ELEMENTARY SCHOOL	2	36	31	15	16	2	16	21	33	28	2	13	43	31	11	≤1	16	44	30	10
017100	WILDWOOD ELEMENTARY SCHOOL	3	28	18	18	33	≤1	12	25	30	31	5	11	50	20	15	2	14	61	14	11
017101	WINBOURNE ELEMENTARY SCHOOL	≤1	13	25	31	31	≤1	12	28	39	21	2	4	34	38	23	≤1	4	47	27	23
017110	CHILDREN'S CHARTER SCHOOL	≤1	19	26	28	28	≤1	11	36	30	23	≤1	2	36	40	21	≤1	≤1	45	38	17
017112	J. K. HAYNES CHARTER INC.	≤1	23	20	33	25	≤1	10	30	43	18	≤1	5	28	38	30	≤1	10	53	20	18
017120	WHITE HILLS ELEMENTARY SCHOOL	≤1	14	50	14	21	≤1	14	29	43	14	≤1	11	59	15	15	≤1	12	50	19	19
017128	CAPITOL ELEMENTARY SCHOOL	≤1	12	16	32	40	≤1	12	23	39	27	≤1	7	32	36	24	≤1	7	42	26	24
017131	WOODLAWN ELEMENTARY	2	42	26	20	10	5	27	35	17	15	11	28	40	17	4	5	27	57	9	2
017135	INSPIRE CHARTER ACADEMY (NATL. HERITAGE	≤1	18	19	25	38	5	16	27	16	36	6	12	22	42	18	5	16	35	22	22
017141	EDEN PARK SUPERINTENDENT ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
017144	MAYFAIR LABORATORY SCHOOL	6	83	11	≤1	≤1	3	67	22	8	≤1	6	36	56	≤1	3	6	42	47	6	≤1
017145	SOUTH BATON ROUGE CHARTER ACADEMY	2	9	18	27	44	2	≤1	16	36	47	2	≤1	22	40	36	2	2	22	40	33
017888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
018	EAST CARROLL PARISH	≤1	18	29	37	16	≤1	12	30	30	27	≤1	4	37	28	30	≤1	22	51	13	12
018005	SOUTHSIDE ELEMENTARY SCHOOL	≤1	18	29	37	16	≤1	12	30	30	27	≤1	4	37	28	30	≤1	22	51	13	12
019	EAST FELICIANA PARISH	2	22	26	31	20	5	16	24	32	24	6	10	30	35	19	2	12	42	32	12
019003	CLINTON ELEMENTARY SCHOOL	≤1	7	25	39	30	≤1	≤1	12	42	46	≤1	5	18	40	37	≤1	≤1	32	51	18
019007	JACKSON ELEMENTARY SCHOOL	≤1	11	31	31	26	2	19	26	33	20	≤1	2	38	45	15	≤1	6	47	30	17
019009	SLAUGHTER ELEMENTARY SCHOOL	5	43	22	25	6	11	29	32	21	8	17	21	35	21	6	5	29	47	16	3
020	EVANGELINE PARISH	2	35	27	19	17	4	35	31	19	10	4	21	48	21	5	2	19	55	18	7
020002	BAYOU CHICOT ELEMENTARY SCHOOL	≤1	25	36	21	18	2	33	30	25	11	8	24	47	15	6	≤1	23	50	21	6
020004	CHATAIGNIER ELEMENTARY SCHOOL	≤1	26	41	18	15	3	18	38	13	28	3	8	46	36	8	≤1	10	64	15	10
020007	MAMOU ELEMENTARY SCHOOL	≤1	36	32	17	15	5	48	34	9	3	2	20	52	20	6	≤1	11	63	19	6
020010	PINE PRAIRIE HIGH SCHOOL	≤1	36	22	18	24	7	25	33	22	13	5	20	51	20	4	2	15	62	16	5
020012	W. W. STEWART ELEMENTARY SCHOOL	8	63	15	7	7	8	53	25	8	5	7	48	37	5	3	5	38	38	15	3
020013	VIDRINE ELEMENTARY SCHOOL	≤1	38	26	18	18	6	38	41	15	≤1	9	18	53	12	9	9	21	50	9	12
020015	VILLE PLATTE ELEMENTARY SCHOOL	2	14	27	31	26	≤1	17	31	34	17	≤1	8	50	36	5	≤1	10	55	26	8
020019	JAMES STEPHENS MONTESSORI SCHOOL	3	63	18	13	5	8	55	15	18	5	≤1	30	50	18	3	≤1	35	53	10	3
021	FRANKLIN PARISH	≤1	31	29	26	15	4	37	37	16	5	5	18	47	20	10	≤1	12	55	22	12
021001	BASKIN SCHOOL	≤1	36	24	21	19	2	40	38	17	2	5	21	45	17	12	≤1	17	57	14	12
021003	FORT NECESSITY SCHOOL	≤1	45	21	24	10	≤1	21	48	14	17	≤1	14	66	17	3	≤1	10	48	31	10
021004	GILBERT SCHOOL	≤1	33	22	26	20	4	17	48	24	7	9	26	33	17	15	≤1	11	52	24	13
021006	CROWVILLE SCHOOL	≤1	40	35	14	12	5	49	26	19	2	5	19	47	21	9	≤1	19	57	14	10
021010	WINNSBORO ELEMENTARY SCHOOL	≤1	16	35	35	13	7	48	33	11	≤1	4	12	51	24	9	≤1	5	56	25	13
022	GRANT PARISH	≤1	34	30	21	14	5	29	33	24	10	2	22	51	17	8	≤1	12	59	18	10
022001	COLFAX ELEMENTARY SCHOOL	3	10	23	28	36	3	3	26	46	23	3	5	24	37	32	≤1	11	32	29	29
022004	GEORGETOWN HIGH SCHOOL	≤1	47	13	40	≤1	7	27	40	20	7	≤1	19	69	6	6	≤1	6	56	25	13
022007	POLLOCK ELEMENTARY SCHOOL	≤1	37	37	17	8	4	26	42	20	8	4	25	57	12	2	2	10	62	20	6



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022008	VERDA ELEMENTARY SCHOOL	4	52	17	26	≤1	9	39	39	13	≤1	≤1	26	48	26	≤1	≤1	9	83	4	4
022010	SOUTH GRANT ELEMENTARY SCHOOL	≤1	34	33	18	16	6	41	24	21	8	2	26	54	12	5	≤1	18	62	13	6
023	IBERIA PARISH	2	34	29	21	14	7	38	30	18	7	3	16	43	27	11	≤1	14	48	23	15
023005	CENTER STREET ELEMENTARY SCHOOL	2	30	35	17	17	2	46	33	13	6	6	19	46	28	2	2	22	50	15	11
023006	COTEAU ELEMENTARY SCHOOL	≤1	26	31	21	23	8	23	23	31	15	≤1	10	41	28	21	≤1	5	49	28	18
023008	DODSON STREET ELEMENTARY SCHOOL	2	48	28	13	9	4	57	21	11	6	7	28	48	4	13	≤1	11	61	17	11
023010	JOHNSTON HOPKINS ELEMENTARY SCHOOL	3	21	21	34	22	≤1	19	26	35	18	≤1	≤1	31	44	23	≤1	6	32	32	29
023012	JEANERETTE ELEMENTARY SCHOOL	≤1	31	39	22	8	6	50	33	11	≤1	≤1	3	28	56	14	≤1	11	58	25	6
023019	LOREAUVILLE ELEMENTARY SCHOOL	2	40	36	16	6	14	46	24	11	5	7	19	51	21	2	≤1	18	54	21	7
023025	NORTH LEWIS ELEMENTARY SCHOOL	7	54	18	11	10	9	60	21	10	≤1	7	30	43	17	2	2	27	52	9	10
023026	NORTH STREET ELEMENTARY SCHOOL	≤1	33	23	33	10	≤1	21	31	36	13	8	8	30	30	24	≤1	16	32	24	27
023027	PARK ELEMENTARY SCHOOL	≤1	17	13	37	33	≤1	26	35	20	20	≤1	4	33	39	24	≤1	7	35	22	37
023029	PESSON ADDITION ELEMENTARY SCHOOL	≤1	22	37	24	18	4	25	47	18	6	≤1	7	43	34	16	≤1	3	50	29	18
023030	DELACAMBRE ELEMENTARY SCHOOL	3	56	25	14	3	22	49	29	≤1	≤1	8	26	43	22	≤1	≤1	26	54	15	4
023033	ST. CHARLES STREET ELEMENTARY SCHOOL	≤1	12	20	37	31	2	20	27	37	14	2	6	35	25	31	≤1	6	38	31	25
023034	DASPIT ROAD ELEMENTARY SCHOOL	≤1	33	32	24	11	7	28	43	13	9	4	18	49	22	8	≤1	15	51	22	12
023035	SUGARLAND ELEMENTARY SCHOOL	2	30	30	26	12	9	40	21	23	7	≤1	12	47	30	12	≤1	14	37	37	12
023070	JEFFERSON ISLAND ROAD ELEMENTARY	≤1	27	41	22	10	6	31	37	18	8	3	21	51	15	10	≤1	14	46	26	14
023071	MAGNOLIA ELEMENTARY	≤1	40	25	21	14	5	44	32	15	4	≤1	19	47	27	5	≤1	18	51	16	15
023072	CANVIEW ELEMENTARY SCHOOL	5	35	36	12	13	5	51	24	17	3	≤1	19	49	26	4	≤1	10	57	25	6
023888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
024	IBERVILLE PARISH	2	33	31	25	10	6	38	34	18	4	5	21	44	21	9	2	18	58	17	6
024003	CRESCENT ELEMENTARY/JUNIOR HIGH SCHOOL	≤1	29	44	24	4	4	27	42	20	7	4	16	60	16	4	≤1	15	56	25	4
024019	DORSEYVILLE ELEMENTARY SCHOOL	6	41	33	14	5	6	54	27	10	3	3	31	42	19	5	3	15	68	10	5
024022	IBERVILLE ELEMENTARY SCHOOL	≤1	31	26	31	11	7	37	34	21	≤1	6	12	47	23	12	3	15	57	17	9
024023	NORTH IBERVILLE ELEMENTARY	4	21	32	29	14	7	36	46	11	≤1	≤1	43	25	21	11	≤1	32	57	7	4
024025	EAST IBERVILLE ELEMENTARY/HIGH SCHOOL	≤1	40	28	16	16	9	33	26	21	12	12	26	29	21	12	≤1	29	48	21	2
025	JACKSON PARISH	4	24	22	30	20	≤1	17	29	38	14	3	15	40	26	16	≤1	15	36	27	22
025007	QUITMAN HIGH SCHOOL	5	34	17	31	14	≤1	14	34	41	12	5	17	40	23	15	≤1	18	43	25	13
025008	SOUTHSIDE ELEMENTARY SCHOOL	≤1	13	19	35	33	2	8	19	45	26	≤1	6	25	38	29	≤1	3	21	37	40
025010	WESTON HIGH SCHOOL	7	28	33	22	11	2	35	35	26	2	4	23	59	13	2	≤1	27	46	16	11
026	JEFFERSON PARISH	2	32	27	21	18	7	32	31	20	10	5	17	43	23	12	≤1	13	49	23	15
026003	A.C. ALEXANDER ELEMENTARY SCHOOL	≤1	19	31	25	25	2	32	34	19	12	≤1	14	42	22	21	2	8	47	16	28
026005	J.J. AUDUBON ELEMENTARY SCHOOL	3	17	35	28	17	7	30	24	31	7	8	14	41	33	5	3	14	42	33	8
026008	ALICE BIRNEY ELEMENTARY SCHOOL	2	25	28	14	31	4	30	28	19	19	≤1	13	35	30	21	≤1	6	41	19	34
026009	BISSONET PLAZA ELEMENTARY SCHOOL	3	32	28	21	17	14	33	30	14	9	6	14	38	30	12	≤1	21	49	20	10
026012	MILDRED S. HARRIS ELEMENTARY SCHOOL	≤1	12	12	37	39	≤1	14	39	35	12	≤1	5	26	39	30	≤1	2	32	33	33
026013	BRIDGEDALE ELEMENTARY SCHOOL	4	51	22	14	8	11	34	33	14	9	7	30	41	21	≤1	≤1	21	54	15	10
026016	GEORGE COX ELEMENTARY SCHOOL	3	45	18	18	15	3	32	42	18	5	13	17	41	17	11	≤1	19	62	8	11
026020	ELLA DOLHONDE ELEMENTARY SCHOOL	≤1	31	23	21	25	5	34	28	25	8	5	11	44	27	13	2	8	53	23	15
026024	ALLEN ELLENDER SCHOOL	2	34	14	22	29	3	19	25	36	17	2	8	44	34	12	2	8	44	27	19
026025	J.C. ELLIS ELEMENTARY SCHOOL	≤1	40	27	20	13	6	35	30	20	9	5	30	34	24	7	3	18	44	24	10
026027	ESTELLE ELEMENTARY SCHOOL	≤1	27	23	32	17	≤1	32	35	23	10	3	7	59	24	6	≤1	5	44	39	12
026031	GRAND ISLE HIGH SCHOOL	≤1	42	42	17	≤1	≤1	25	25	50	≤1	9	36	36	18	≤1	≤1	18	64	9	9
026032	GREEN PARK ELEMENTARY SCHOOL	≤1	37	29	20	14	3	27	37	26	7	≤1	13	49	30	7	≤1	11	57	24	7
026033	GREENLAWN TERRACE ELEMENTARY SCHOOL	2	32	32	15	19	2	49	29	14	6	3	25	46	18	7	≤1	14	51	25	10

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory



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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
026036	SHIRLEY JOHNSON/GRETNA PARK ELEMENTARY S	≤1	24	25	24	28	6	21	46	23	5	2	19	47	24	7	≤1	11	51	29	9	
026038	HARAHAN ELEMENTARY SCHOOL	2	40	27	25	6	16	37	28	17	≤1	10	30	35	21	4	3	26	48	19	5	
026040	WILLIAM HART ELEMENTARY SCHOOL	2	13	45	20	21	2	36	30	21	11	4	15	45	24	13	2	5	56	18	18	
026043	HAZEL PARK/HILDA KNOFF SCHOOL	3	27	24	24	22	7	34	28	21	10	4	4	44	32	18	≤1	9	46	28	18	
026044	PHOEBE HEARST SCHOOL	3	39	27	16	15	7	52	26	11	4	6	16	52	14	11	≤1	10	55	23	11	
026047	JEFFERSON ELEMENTARY SCHOOL	2	39	27	21	11	15	29	21	27	8	11	23	46	15	5	2	20	57	15	6	
026050	HAROLD KELLER ELEMENTARY SCHOOL	≤1	45	35	14	6	7	48	36	6	4	4	17	58	18	4	≤1	13	61	20	6	
026057	LIVE OAK MANOR ELEMENTARY SCHOOL	3	20	34	17	26	6	29	29	29	9	3	11	44	33	8	≤1	11	39	31	19	
026060	RUDOLPH MATAS SCHOOL	≤1	44	26	17	13	10	34	25	19	12	7	25	34	25	9	2	22	49	15	11	
026061	MCDONOGH 26/HOMEDALE ELEMENTARY SCHOOL	2	35	8	27	29	2	24	33	20	20	2	14	42	32	10	≤1	14	54	24	8	
026063	METAIRIE ACADEMY FOR ADVANCED STUDIES	12	87	≤1	2	≤1	69	31	≤1	≤1	≤1	39	53	8	≤1	≤1	31	53	14	2	≤1	
026065	VIC A. PITRE ELEMENTARY SCHOOL	≤1	14	23	32	32	≤1	16	47	28	9	≤1	2	30	35	33	≤1	≤1	33	27	40	
026066	ELLA C. PITTMAN ELEMENTARY SCHOOL	≤1	28	47	14	11	2	38	31	19	9	≤1	19	56	18	5	≤1	6	63	23	7	
026069	MARIE B. RIVIERE ELEMENTARY SCHOOL	≤1	48	32	11	7	8	54	34	4	≤1	3	31	54	10	3	≤1	3	28	56	11	≤1
026073	WALTER SCHNECKENBURGER ELEM SCHOOL	≤1	45	34	10	9	6	43	37	10	3	≤1	15	55	18	10	≤1	10	57	27	6	
026074	CATHERINE STREHLE ELEMENTARY SCHOOL	≤1	14	37	35	14	≤1	31	28	26	16	≤1	9	45	32	14	≤1	2	38	36	25	
026075	TERRYTOWN ELEMENTARY SCHOOL	≤1	23	19	21	35	8	26	28	25	13	≤1	11	34	35	20	≤1	8	36	26	30	
026078	MILLER WALL ELEMENTARY SCHOOL	≤1	12	24	27	37	≤1	29	27	22	22	≤1	6	35	21	38	≤1	2	33	31	33	
026082	MYRTLE C. THIBODEAUX ELEMENTARY SCHOOL	≤1	20	32	25	23	3	32	38	23	3	5	12	47	27	10	≤1	12	58	18	12	
026083	WOODLAND WEST ELEMENTARY SCHOOL	5	29	32	15	20	3	32	31	17	16	2	15	38	33	12	≤1	4	49	25	22	
026084	G.T. WOODS ELEMENTARY SCHOOL	≤1	10	43	30	17	≤1	30	60	3	7	≤1	10	57	20	13	≤1	7	40	40	13	
026087	PAUL J. SOLIS ELEMENTARY SCHOOL	≤1	40	25	18	17	4	49	29	11	7	4	28	55	9	4	≤1	12	65	16	6	
026088	CELERITY WOODMERE CHARTER SCHOOL	≤1	8	25	33	33	≤1	12	25	31	32	2	≤1	34	37	27	≤1	3	39	32	25	
026089	CHATEAU ESTATES ELEMENTARY SCHOOL	3	36	32	20	8	9	43	28	9	9	5	20	45	22	8	≤1	20	55	16	8	
026093	LUCILLE CHERBONNIER/NORBERT RILLIEUX ELE	≤1	19	27	25	29	≤1	14	37	29	20	≤1	3	44	25	27	≤1	2	42	34	22	
026094	JOSHUA BUTLER ELEMENTARY SCHOOL	2	17	37	20	24	2	21	45	21	11	2	13	46	23	15	≤1	6	53	27	14	
026096	GERALDINE BOUDREAU ELEMENTARY SCHOOL	≤1	18	18	35	28	4	15	34	34	12	≤1	16	35	33	16	≤1	4	42	29	26	
026097	LEO E. KERNER JR. ELEMENTARY SCHOOL	2	45	27	21	5	2	44	44	11	≤1	3	27	56	13	≤1	≤1	8	76	13	3	
026098	CONGETTA TRIPPE JANET ELEMENTARY SCHOOL	≤1	35	28	22	13	2	31	39	18	11	2	12	57	17	12	≤1	6	55	24	15	
026103	WESTBANK COMMUNITY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
026108	GRETNA NO. 2 ACADEMY FOR ADVANCED STUDIE	45	55	≤1	≤1	≤1	59	37	4	≤1	≤1	53	29	18	≤1	≤1	22	60	18	≤1	≤1	
026112	MARTYN ALTERNATIVE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
026115	JUDGE LIONEL R. COLLINS ELEMENTARY SCHOO	≤1	12	23	38	26	3	11	42	25	19	≤1	8	40	37	14	≤1	7	38	33	22	
026116	WASHINGTON MONTESSORI	≤1	17	24	32	27	5	34	24	27	10	≤1	10	37	32	22	≤1	12	37	39	12	
026117	LINCOLN ELEMENTARY SCHOOL FOR THE ARTS	≤1	20	24	34	22	2	20	37	35	7	≤1	11	39	35	14	≤1	4	52	27	15	
026118	JOHN CLANCY/JOSEPH MAGGIORE ELEMENTARY S	4	25	31	23	17	3	35	36	20	6	6	16	41	25	11	≤1	10	39	27	23	
026121	MARRERO ACADEMY FOR ADVANCED STUDIES	6	86	8	≤1	≤1	40	60	≤1	≤1	≤1	24	48	26	2	≤1	≤1	44	52	2	2	
026122	AIRLINE PARK ACADEMY FOR ADVANCED STUDIE	2	69	21	4	4	19	67	13	≤1	≤1	27	37	33	4	≤1	2	48	46	2	2	
026124	INTERNATIONAL SCHOOL OF LOUISIANA JEFFER	≤1	47	32	16	5	2	30	44	21	4	2	11	61	19	7	≤1	2	61	25	12	
026125	KENNER DISCOVERY HEALTH SCIENCES ACADEMY	≤1	45	34	14	7	3	40	39	16	3	3	43	41	12	≤1	4	29	49	15	3	
026126	YOUNG AUDIENCES CHARTER SCHOOL	≤1	20	27	25	27	2	17	21	33	27	≤1	10	42	23	25	≤1	≤1	49	22	28	
026888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
027	JEFFERSON DAVIS PARISH	2	41	28	18	11	4	37	33	17	9	6	21	47	19	7	2	24	52	13	9	
027002	ELTON ELEMENTARY SCHOOL	2	54	28	13	2	9	30	26	22	13	9	22	54	13	2	4	30	52	9	4	
027003	FENTON ELEMENTARY SCHOOL	≤1	31	38	23	8	≤1	46	31	8	15	8	15	23	46	8	≤1	8	69	23	≤1	
027004	HATHAWAY HIGH SCHOOL	≤1	42	42	14	2	5	58	21	16	≤1	7	19	60	14	≤1	≤1	21	65	12	2	

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
027009	JENNINGS ELEMENTARY SCHOOL	≤1	28	25	25	22	3	30	29	23	15	4	13	42	22	19	≤1	12	50	19	19	
027010	LACASSINE HIGH SCHOOL	2	52	24	10	12	5	40	33	10	12	9	28	47	14	2	≤1	37	44	12	7	
027011	LAKE ARTHUR ELEMENTARY SCHOOL	6	37	32	13	11	2	35	45	15	3	5	23	45	27	≤1	≤1	23	58	13	6	
027013	WELSH ELEMENTARY SCHOOL	≤1	53	25	19	≤1	4	40	41	12	3	5	34	48	11	≤1	5	41	47	4	3	
028	LAFAYETTE PARISH	3	35	24	20	18	8	31	29	21	11	6	17	40	25	12	2	15	48	21	14	
028004	ALICE N. BOUCHER ELEMENTARY SCHOOL	≤1	14	23	32	31	≤1	20	31	29	20	≤1	≤1	26	40	32	≤1	2	31	39	27	
028006	BROADMOOR ELEMENTARY SCHOOL	2	41	24	17	16	15	33	32	9	11	12	22	41	18	7	2	23	46	17	13	
028009	CARENCRO HEIGHTS ELEMENTARY SCHOOL	≤1	14	25	31	31	≤1	18	25	37	20	≤1	8	32	36	24	≤1	2	39	29	30	
028012	KATHARINE DREXEL ELEMENTARY SCHOOL	≤1	35	37	15	12	6	24	36	23	10	4	10	46	32	9	≤1	13	56	23	6	
028013	DUSON ELEMENTARY SCHOOL	≤1	26	15	26	32	≤1	9	38	38	15	3	3	49	37	9	≤1	6	49	20	26	
028014	J.W. FAULK ELEMENTARY SCHOOL	≤1	19	18	31	32	≤1	13	27	23	37	≤1	2	35	33	30	≤1	2	37	33	28	
028017	L. LEO JUDICE ELEMENTARY SCHOOL	≤1	54	25	11	10	13	34	33	15	5	20	20	44	15	2	3	26	54	13	3	
028021	GREEN T. LINDON ELEMENTARY SCHOOL	≤1	48	26	14	11	8	41	28	16	8	≤1	25	48	22	5	3	18	57	17	5	
028023	MILTON ELEMENTARY SCHOOL	5	51	27	12	5	8	50	20	17	12	5	13	33	42	10	3	≤1	22	62	10	5
028024	S.J. MONTGOMERY ELEMENTARY SCHOOL	≤1	22	31	28	18	6	37	25	24	8	≤1	10	47	27	15	≤1	10	40	36	15	
028026	MYRTLE PLACE ELEMENTARY SCHOOL	6	28	33	20	13	7	35	30	20	7	4	13	42	27	15	2	6	56	22	15	
028028	OSSUN ELEMENTARY SCHOOL	≤1	16	23	30	30	≤1	16	29	36	18	≤1	7	37	41	14	≤1	4	42	37	17	
028029	PLANTATION ELEMENTARY SCHOOL	5	41	15	26	12	11	25	24	25	14	5	20	41	18	15	4	21	45	15	15	
028030	PRAIRIE ELEMENTARY SCHOOL	5	38	28	17	13	9	32	30	20	9	7	19	39	26	9	4	19	48	19	10	
028036	WESTSIDE ELEMENTARY SCHOOL	≤1	32	29	19	20	2	24	40	27	7	≤1	10	45	34	11	≤1	8	61	15	17	
028037	WOODVALE ELEMENTARY SCHOOL	10	62	13	9	7	32	40	13	10	6	28	31	31	8	2	8	43	39	7	4	
028039	RIDGE ELEMENTARY SCHOOL	4	32	25	14	25	7	29	28	22	14	4	22	38	21	16	≤1	12	49	16	22	
028040	EVANGELINE ELEMENTARY SCHOOL	≤1	32	28	26	14	3	28	40	22	7	2	10	45	33	9	≤1	11	56	23	9	
028047	CHARLES M. BURKE ELEMENTARY SCHOOL	≤1	30	29	32	8	3	21	39	22	16	2	12	46	28	12	≤1	9	53	21	16	
028048	ERNEST GALLET ELEMENTARY SCHOOL	5	49	22	11	13	13	43	25	13	7	8	27	42	17	5	2	27	49	14	8	
028049	LIVE OAK ELEMENTARY SCHOOL	≤1	18	22	30	30	3	25	28	31	13	≤1	6	34	36	23	≤1	5	43	26	26	
028050	N. P. MOSS PREPARATORY ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
028051	J. WALLACE JAMES ELEMENTARY SCHOOL	4	39	24	18	15	2	41	33	18	5	7	21	49	18	6	≤1	15	57	22	6	
028888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
029	LAFOURCHE PARISH	2	42	26	19	12	4	29	31	23	12	6	21	47	18	7	3	20	51	16	11	
029001	BAYOU BLUE ELEMENTARY SCHOOL	2	42	30	15	10	5	33	42	11	9	6	25	56	8	5	2	20	59	12	6	
029002	BAYOU BOEUF ELEMENTARY SCHOOL	5	50	24	19	2	≤1	40	31	17	12	10	26	48	12	5	≤1	29	50	12	10	
029004	CHACKBAY ELEMENTARY SCHOOL	2	55	24	14	5	12	33	33	19	2	7	24	48	21	≤1	≤1	19	60	14	7	
029005	CUT OFF ELEMENTARY SCHOOL	≤1	47	30	10	12	5	26	36	21	12	3	22	57	9	9	≤1	18	52	14	14	
029007	GALLIANO ELEMENTARY SCHOOL	2	45	26	26	2	2	34	32	24	8	16	16	48	15	5	5	23	51	13	8	
029011	GOLDEN MEADOW UPPER ELEMENTARY SCHOOL	5	43	24	17	10	2	22	40	22	14	7	29	46	14	5	≤1	22	49	17	12	
029012	W.S. LAFARGUE ELEMENTARY SCHOOL	≤1	35	31	25	8	4	17	37	31	11	3	7	39	39	12	≤1	9	51	29	10	
029013	NORTH LAROSE ELEMENTARY SCHOOL	8	50	14	14	14	4	26	34	24	12	8	32	36	16	8	≤1	20	54	14	12	
029014	SOUTH LAROSE ELEMENTARY SCHOOL	2	45	24	20	10	6	33	22	20	20	6	26	40	22	6	8	24	52	12	4	
029018	LOCKPORT UPPER ELEMENTARY SCHOOL	2	48	31	9	10	7	38	28	23	3	8	25	49	15	3	3	28	46	14	8	
029022	RACELAND UPPER ELEMENTARY SCHOOL	≤1	38	27	24	10	2	31	28	31	8	3	16	59	17	6	4	19	51	17	9	
029023	ST. CHARLES ELEMENTARY SCHOOL	≤1	47	24	16	13	≤1	34	24	34	8	13	11	42	24	11	≤1	24	37	18	21	
029027	SOUTH THIBODAUX ELEMENTARY SCHOOL	≤1	21	28	26	23	≤1	12	27	33	26	≤1	12	43	32	12	≤1	5	52	23	19	
029028	THIBODAUX ELEMENTARY SCHOOL	≤1	16	16	39	28	≤1	10	24	33	33	≤1	15	37	29	19	≤1	5	43	24	28	
029039	BAYOU COMMUNITY ACADEMY CHARTER SCHOOL	6	79	15	≤1	≤1	12	63	17	8	≤1	19	37	44	≤1	≤1	13	44	42	≤1	≤1	
029040	VIRTUAL ACADEMY OF LAFOURCHE	≤1	38	25	17	21	≤1	17	38	21	25	4	24	48	16	8	≤1	13	71	13	4	

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030	LASALLE PARISH	≤1	40	29	19	11	3	32	36	19	9	5	27	48	15	5	≤1	18	56	15	10
030001	FELLOWSHIP ELEMENTARY SCHOOL	≤1	38	50	6	6	≤1	25	50	19	6	13	33	47	7	≤1	≤1	27	33	27	13
030002	GOODPINE MIDDLE SCHOOL	≤1	38	29	22	11	7	30	33	19	12	5	26	49	15	6	≤1	19	55	18	7
030007	NEBO ELEMENTARY SCHOOL	7	57	21	14	≤1	≤1	64	14	21	≤1	7	50	36	7	≤1	≤1	21	71	7	≤1
030008	OLLA-STANDARD ELEMENTARY SCHOOL	≤1	39	25	20	15	≤1	31	44	17	8	2	21	50	21	7	≤1	14	60	10	16
030888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
031	LINCOLN PARISH	4	36	27	20	14	5	30	30	24	11	5	18	44	22	11	2	16	48	20	14
031004	CYPRESS SPRINGS ELEMENTARY SCHOOL	3	34	24	23	16	5	26	28	26	15	5	14	45	21	15	2	18	47	18	15
031005	DUBACH SCHOOL	≤1	30	35	4	30	≤1	17	35	43	4	≤1	13	35	39	13	≤1	13	39	22	26
031012	RUSTON ELEMENTARY SCHOOL	3	37	24	21	15	4	37	26	23	11	2	18	42	27	13	2	11	42	25	21
031014	SIMSBORO HIGH SCHOOL	9	40	28	17	6	9	34	38	9	11	7	28	46	13	7	4	20	54	20	2
031020	CHOUDRANT ELEMENTARY SCHOOL	2	37	37	16	8	8	33	35	24	≤1	13	30	46	11	≤1	2	18	63	16	2
031888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
032	LIVINGSTON PARISH	3	49	26	16	7	8	40	31	17	5	7	26	48	14	4	2	23	56	13	6
032003	NORTH CORBIN ELEMENTARY SCHOOL	2	39	33	18	7	4	25	39	23	10	7	30	43	16	4	4	26	51	15	4
032004	DENHAM SPRINGS ELEMENTARY SCHOOL	≤1	54	23	15	8	11	51	20	14	5	6	30	45	14	5	≤1	15	61	17	8
032007	DOYLE ELEMENTARY SCHOOL	≤1	33	29	27	11	4	36	27	25	7	4	35	44	11	6	3	18	55	17	7
032010	FRESHWATER ELEMENTARY SCHOOL	7	60	22	12	≤1	5	47	40	5	3	3	33	60	3	≤1	2	23	63	8	3
032011	FROST SCHOOL	3	35	44	12	6	11	29	37	17	6	8	25	39	25	3	≤1	17	64	8	11
032012	HOLDEN HIGH SCHOOL	≤1	51	33	8	8	8	43	35	14	≤1	14	34	42	10	≤1	6	44	42	8	≤1
032013	LIVE OAK ELEMENTARY SCHOOL	≤1	41	37	17	4	3	29	37	29	2	7	19	55	14	5	2	24	56	13	5
032017	MAUREPAS SCHOOL	≤1	52	38	10	≤1	7	38	17	24	14	7	31	41	17	3	7	28	55	3	7
032018	NORTHSIDE ELEMENTARY SCHOOL	≤1	44	15	14	27	3	37	30	23	8	≤1	7	49	28	15	≤1	7	57	18	19
032019	SEVENTH WARD ELEMENTARY SCHOOL	≤1	56	28	12	5	5	49	40	5	2	7	38	36	13	7	≤1	31	56	7	7
032020	SOUTHSIDE ELEMENTARY SCHOOL	≤1	38	21	24	18	4	25	33	29	10	3	17	47	23	10	≤1	10	61	18	9
032022	SPRINGFIELD ELEMENTARY SCHOOL	≤1	44	27	22	7	3	34	35	21	6	4	16	53	17	10	≤1	16	64	12	7
032026	WALKER ELEMENTARY SCHOOL	≤1	46	34	11	9	9	49	30	13	≤1	7	22	54	12	5	≤1	24	53	14	8
032028	FRENCH SETTLEMENT ELEMENTARY SCHOOL	≤1	35	34	20	9	7	34	36	20	3	4	9	43	32	12	≤1	14	53	26	7
032031	LEVI MILTON ELEMENTARY SCHOOL	≤1	48	20	25	7	8	35	26	21	10	8	21	57	10	5	≤1	22	53	14	10
032033	LEWIS VINCENT ELEMENTARY SCHOOL	4	50	24	16	6	4	37	39	17	3	6	22	57	13	≤1	≤1	19	63	13	4
032037	SOUTH LIVE OAK ELEMENTARY SCHOOL	7	46	33	11	2	9	54	24	10	3	12	35	46	5	2	≤1	30	63	5	≤1
032039	ALBANY UPPER ELEMENTARY SCHOOL	3	54	28	12	3	9	44	33	11	3	9	25	52	12	2	2	25	51	18	3
032040	SOUTH WALKER ELEMENTARY SCHOOL	4	56	19	16	6	7	34	34	19	6	6	30	49	13	2	2	26	52	16	4
032041	EASTSIDE ELEMENTARY SCHOOL	7	69	12	7	6	24	54	17	6	≤1	14	43	33	7	2	6	38	47	6	4
032043	NORTH LIVE OAK ELEMENTARY SCHOOL	9	56	20	11	5	7	48	26	13	6	9	23	54	12	2	≤1	22	61	10	6
032044	GRAY'S CREEK ELEMENTARY SCHOOL	≤1	51	23	21	4	9	48	23	16	5	2	26	54	15	2	≤1	17	60	16	6
032047	SOUTH FORK ELEMENTARY SCHOOL	9	59	12	17	3	17	44	26	9	4	11	42	34	13	≤1	5	42	42	9	3
032048	JUBAN PARC ELEMENTARY SCHOOL	2	48	28	19	3	6	47	25	20	2	13	36	39	13	≤1	3	22	59	11	5
033	MADISON PARISH	3	13	21	23	40	≤1	18	17	23	41	≤1	9	23	34	34	≤1	20	37	15	28
033003	TALLULAH ELEMENTARY SCHOOL	6	6	31	36	22	≤1	25	14	25	36	≤1	5	30	43	22	≤1	11	59	16	14
033007	WRIGHT ELEMENTARY SCHOOL	2	18	14	14	52	≤1	14	20	22	45	≤1	13	19	25	44	≤1	27	21	13	40
033888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
034	MOREHOUSE PARISH	≤1	21	23	27	29	3	18	25	35	19	3	9	35	32	22	≤1	11	38	27	24
034003	BEEKMAN CHARTER SCHOOL	≤1	30	40	24	6	8	28	38	24	2	8	18	54	16	4	≤1	16	62	16	6
034010	DELTA JUNIOR HIGH SCHOOL	≤1	8	20	32	40	≤1	8	28	36	28	2	2	27	43	27	≤1	8	41	24	27
034014	OAK HILL ELEMENTARY SCHOOL	≤1	12	21	28	40	≤1	10	23	40	27	≤1	3	24	40	31	≤1	4	26	37	32

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034016	PINE GROVE ELEMENTARY SCHOOL	≤1	10	23	37	31	2	8	21	52	18	≤1	6	34	35	24	≤1	5	31	32	32	
034023	MOREHOUSE MAGNET SCHOOL	3	76	16	5	≤1	16	63	21	≤1	≤1	8	34	58	≤1	≤1	5	39	55	≤1	≤1	
035	NATCHITOCHE PARISH	3	32	24	22	19	4	28	28	22	17	2	16	37	26	19	≤1	14	43	20	22	
035006	FAIRVIEW-ALPHA ELEMENTARY & JUNIOR HIGH	2	16	26	32	24	2	28	20	28	22	≤1	6	34	40	20	≤1	2	44	30	24	
035007	GOLDONNA ELEMENTARY & JUNIOR HIGH SCHOOL	≤1	48	38	10	5	10	33	38	19	≤1	5	33	52	10	≤1	≤1	24	52	24	≤1	
035008	MARTHAVILLE ELEMENTARY & JUNIOR HIGH SCH	≤1	32	24	16	27	3	32	27	16	22	3	14	43	19	22	≤1	16	38	14	32	
035012	L.P. VAUGHN ELEMENTARY & MIDDLE SCHOOL	≤1	18	28	28	28	≤1	5	23	39	34	≤1	5	27	33	35	≤1	6	37	21	36	
035013	N.S.U. ELEMENTARY LAB SCHOOL	15	47	26	11	2	19	43	32	4	2	11	34	36	15	4	2	28	64	2	4	
035015	GEORGE L. PARKS ELEMENTARY & MIDDLE SCHO	≤1	12	18	31	39	≤1	4	27	31	37	≤1	≤1	14	37	49	≤1	4	20	33	43	
035017	PROVENCAL ELEMENTARY & JUNIOR HIGH SCHOO	≤1	57	24	15	4	2	41	30	20	7	5	30	48	16	2	5	18	57	14	7	
035021	M.R. WEAVER ELEMENTARY SCHOOL	≤1	27	26	26	21	2	28	38	20	13	≤1	9	39	34	18	≤1	6	43	26	25	
035024	CLOUTIERVILLE ELEMENTARY SCHOOL	4	35	23	27	12	≤1	19	35	31	15	≤1	16	52	28	4	≤1	12	36	28	24	
035031	NATCHITOCHE MAGNET SCHOOL	18	74	5	3	≤1	18	74	5	3	≤1	8	42	50	≤1	≤1	3	50	47	≤1	≤1	
036	ORLEANS PARISH	7	47	23	13	10	11	34	28	18	13	8	11	26	40	16	8	7	26	45	15	7
036005	AUDUBON CHARTER SCHOOL	6	52	27	10	4	14	27	29	23	6	13	32	35	17	3	≤1	30	55	12	3	
036011	MARY BETHUNE ELEMENTARY LITERATURE/TECHN	2	63	18	12	6	8	33	41	16	2	2	24	55	12	8	2	27	47	18	6	
036013	EINSTEIN CHARTER SCHOOL	≤1	23	24	22	30	4	22	30	30	15	3	13	34	25	25	≤1	5	47	24	24	
036056	ALICE M. HARTE ELEMENTARY CHARTER SCHOOL	4	40	31	19	7	4	44	31	17	4	2	19	48	22	9	≤1	22	48	26	2	
036060	EDWARD HYNES CHARTER SCHOOL	7	62	21	9	≤1	12	42	33	12	≤1	9	34	47	8	≤1	5	32	55	5	3	
036079	LUSHER CHARTER SCHOOL	20	66	13	≤1	≤1	31	49	13	6	≤1	34	40	26	≤1	≤1	23	47	28	2	≤1	
036089	MAHALIA JACKSON ELEMENTARY SCHOOL	≤1	30	30	30	11	≤1	44	19	15	22	≤1	11	52	19	19	≤1	22	44	22	11	
036149	ROBERT RUSSA MOTON CHARTER SCHOOL	2	44	29	15	10	6	33	38	17	6	4	13	67	15	2	≤1	13	54	27	6	
036158	LAKE FOREST ELEMENTARY CHARTER SCHOOL	18	71	8	3	≤1	18	55	22	5	≤1	20	51	28	2	≤1	25	51	23	2	≤1	
036161	BENJAMIN FRANKLIN ELEM. MATH AND SCIENCE	3	38	30	16	13	4	13	32	33	19	≤1	10	44	33	13	≤1	11	57	20	11	
036187	ENCORE ACADEMY	2	22	39	16	20	≤1	20	39	24	16	≤1	24	45	20	10	≤1	20	55	14	10	
036189	HOMER A. PLESSY COMMUNITY SCHOOL	≤1	28	21	31	21	≤1	10	21	28	41	3	14	34	38	10	≤1	3	41	34	21	
037	OUACHITA PARISH	2	41	27	20	11	6	37	32	19	7	7	25	44	17	6	2	20	53	17	8	
037003	CENTRAL ELEMENTARY SCHOOL	≤1	34	37	17	11	6	27	41	22	5	5	23	52	15	5	≤1	17	58	20	6	
037004	CLAIBORNE SCHOOL	6	63	17	10	5	14	51	20	11	3	17	43	33	6	≤1	6	41	39	11	3	
037007	DREW ELEMENTARY SCHOOL	3	61	21	9	5	9	51	29	7	4	8	37	44	7	4	7	23	60	5	5	
037008	JACK HAYES ELEMENTARY SCHOOL	≤1	32	29	27	11	2	33	32	28	5	2	12	44	29	12	≤1	11	62	15	11	
037010	HIGHLAND ELEMENTARY SCHOOL	≤1	41	29	24	5	≤1	38	35	20	8	15	23	45	18	≤1	5	18	55	18	5	
037011	KIROLI ELEMENTARY SCHOOL	6	47	27	16	5	4	43	33	17	4	12	38	40	9	≤1	5	34	48	8	6	
037012	LAKESHORE SCHOOL	≤1	38	31	22	8	3	34	32	22	9	2	22	47	24	5	≤1	16	60	15	9	
037013	LENWIL ELEMENTARY SCHOOL	2	30	44	16	7	2	33	37	21	7	5	31	52	10	2	≤1	10	62	24	5	
037016	BOLEY ELEMENTARY SCHOOL	≤1	44	32	20	4	16	48	28	8	≤1	8	24	56	12	≤1	≤1	16	76	4	4	
037022	PINECREST ELEMENTARY/MIDDLE SCHOOL	≤1	53	32	11	5	5	37	26	26	5	5	26	47	16	5	5	16	63	5	11	
037027	RISER ELEMENTARY SCHOOL	≤1	23	27	29	21	6	26	40	11	16	21	2	23	47	15	14	2	12	55	15	17
037029	ROBINSON ELEMENTARY SCHOOL	≤1	23	38	27	12	2	33	43	18	3	2	8	52	32	7	≤1	8	53	28	10	
037030	SHADY GROVE ELEMENTARY SCHOOL	≤1	21	21	26	33	2	21	37	28	12	≤1	7	33	42	19	≤1	12	33	28	28	
037031	STERLINGTON ELEMENTARY SCHOOL	6	52	20	15	7	10	49	33	5	4	8	24	50	10	7	7	30	46	11	7	
037033	SWARTZ UPPER ELEMENTARY SCHOOL	≤1	55	23	10	11	6	42	29	17	5	12	28	46	12	2	2	18	57	17	6	
037035	SWAYZE ELEMENTARY SCHOOL	≤1	11	24	40	24	≤1	16	29	38	18	2	≤1	29	51	18	≤1	2	49	40	9	
037038	WOODLAWN ELEMENTARY SCHOOL	≤1	34	32	28	6	7	29	32	25	7	8	28	51	12	≤1	≤1	20	60	15	6	
037047	GEORGE WELCH ELEMENTARY SCHOOL	≤1	56	25	16	3	4	52	32	7	5	15	37	38	10	≤1	≤1	32	51	14	≤1	
037052	RIVERBEND ELEMENTARY SCHOOL	≤1	19	24	30	28	≤1	18	29	40	14	≤1	4	39	34	24	≤1	5	38	40	18	

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
038	PLAQUEMINES PARISH	5	47	25	15	8	15	43	29	10	4	11	28	44	14	3	2	30	49	16	3
038003	BOOTHVILLE-VENICE ELEMENTARY SCHOOL	≤1	53	28	12	7	7	43	34	10	5	5	28	53	11	4	2	21	63	9	5
038006	PHOENIX HIGH SCHOOL	≤1	18	18	36	27	≤1	9	64	18	9	9	≤1	45	27	18	≤1	9	45	45	≤1
038010	BELLE CHASSE PRIMARY SCHOOL	8	52	26	10	4	21	49	25	4	2	15	34	41	10	≤1	2	37	48	11	3
038012	SOUTH PLAQUEMINES ELEMENTARY SCHOOL	≤1	18	21	38	23	≤1	23	28	36	13	≤1	5	42	39	13	≤1	13	37	45	5
039	POINTE COUPEE PARISH	≤1	24	27	29	20	3	19	28	32	18	2	14	41	24	19	≤1	12	44	22	22
039008	UPPER POINTE COUPEE ELEMENTARY SCHOOL	≤1	4	46	17	33	≤1	4	25	38	33	≤1	≤1	42	29	29	≤1	≤1	46	25	29
039010	VALVERDA ELEMENTARY SCHOOL	≤1	37	26	27	11	7	29	37	24	4	5	25	37	22	12	≤1	20	46	20	14
039012	ROSENWALD ELEMENTARY SCHOOL	≤1	4	14	36	46	≤1	4	7	46	43	≤1	≤1	21	36	43	≤1	≤1	21	32	46
039013	ROUGON ELEMENTARY SCHOOL	≤1	19	29	35	17	≤1	14	25	38	22	≤1	8	55	22	16	≤1	8	52	19	22
040	RAPIDES PARISH	≤1	34	24	20	19	4	29	33	23	11	5	18	44	22	10	3	16	48	19	14
040001	ACADIAN ELEMENTARY	≤1	27	23	30	20	≤1	23	50	20	7	≤1	3	67	23	7	≤1	17	63	13	7
040004	BALL ELEMENTARY SCHOOL	≤1	37	28	21	14	2	35	44	12	7	2	21	40	21	14	5	12	48	24	12
040005	J.I. BARRON SR. ELEMENTARY SCHOOL	≤1	45	27	15	14	4	35	40	16	5	≤1	26	48	21	4	3	21	51	12	13
040009	MABEL BRASHER ELEMENTARY SCHOOL	≤1	27	31	25	17	≤1	14	18	45	22	2	21	52	17	8	2	13	48	25	13
040012	CHEROKEE ELEMENTARY SCHOOL	2	32	22	27	17	3	24	48	15	10	≤1	16	40	27	17	≤1	6	54	24	16
040014	GLENMORA HIGH SCHOOL	≤1	33	18	23	28	≤1	30	25	20	25	5	8	36	38	13	≤1	13	42	16	29
040015	MARY GOFF ELEMENTARY SCHOOL	4	62	11	6	17	11	38	36	13	2	15	21	49	11	4	6	28	49	11	6
040016	HORSESHOE DRIVE ELEMENTARY NEW VISION AC	≤1	33	33	14	19	≤1	29	29	38	5	5	18	45	27	5	≤1	18	59	14	9
040017	D.F. HUDDLE ELEMENTARY NEW VISION ACADEM	≤1	9	13	30	48	≤1	4	11	46	39	≤1	7	28	37	28	≤1	≤1	17	35	48
040022	HADNOT-HAYES S.T.E.M. ELEMENTARY SCHOOL	≤1	10	24	34	31	≤1	11	39	36	14	≤1	≤1	43	29	29	≤1	4	46	29	21
040024	MARTIN PARK ELEMENTARY SCHOOL	≤1	14	25	31	30	3	9	31	33	23	≤1	5	25	33	38	≤1	2	39	36	23
040026	J.B. NACHMAN ELEMENTARY SCHOOL	2	43	20	19	16	7	37	25	22	10	5	23	40	25	6	6	16	50	16	13
040027	NORTH BAYOU RAPIDES ELEMENTARY	≤1	26	40	9	26	≤1	19	43	23	15	≤1	9	47	28	17	≤1	≤1	55	19	26
040028	OAK HILL HIGH SCHOOL	≤1	33	13	25	29	≤1	30	30	30	9	≤1	4	78	9	9	≤1	9	70	13	9
040029	PARADISE ELEMENTARY SCHOOL	≤1	25	15	25	36	≤1	32	36	16	15	3	12	51	23	11	≤1	10	47	25	19
040031	PEABODY MONTESSORI ELEMENTARY SCHOOL	7	63	19	9	2	12	53	26	7	2	9	37	44	9	2	5	33	51	11	≤1
040032	PINEVILLE ELEMENTARY SCHOOL	7	30	15	19	30	15	22	15	30	19	12	23	23	31	12	8	23	38	12	19
040035	PLAINVIEW HIGH SCHOOL	≤1	11	39	28	22	6	33	11	33	17	5	10	40	30	15	≤1	15	40	35	10
040036	POLAND JUNIOR HIGH SCHOOL	≤1	66	17	10	7	7	55	28	7	3	5	26	62	5	2	12	33	43	7	5
040038	CARTER C. RAYMOND ELEMENTARY SCHOOL	7	13	33	40	7	7	13	47	20	13	13	20	13	40	13	≤1	13	40	33	13
040039	JULIUS PATRICK ELEMENTARY SCHOOL	≤1	27	17	23	33	≤1	13	33	40	13	≤1	3	40	43	13	≤1	7	33	47	13
040040	ROSENTHAL MONTESSORI ELEMENTARY SCHOOL	≤1	56	31	13	≤1	13	38	36	10	3	3	23	63	10	3	3	35	58	5	≤1
040041	RUBY-WISE ELEMENTARY SCHOOL	≤1	22	34	30	14	≤1	32	26	38	4	4	12	54	25	5	≤1	5	65	16	14
040042	L.S. RUGG ELEMENTARY SCHOOL	≤1	24	44	10	22	2	24	44	20	10	2	17	49	27	5	≤1	12	51	27	10
040043	W.O. HALL ELEMENTARY SCHOOL	≤1	21	29	17	33	4	25	33	29	8	4	≤1	43	30	22	≤1	9	39	26	26
040044	LESSIE MOORE ELEMENTARY SCHOOL	2	21	19	32	26	≤1	6	26	43	26	≤1	4	35	48	13	≤1	≤1	42	31	27
040045	ALMA REDWINE ELEMENTARY NEW VISION ACADE	≤1	10	16	32	42	≤1	13	42	39	6	≤1	≤1	28	47	25	≤1	≤1	41	34	25
040047	TIOGA ELEMENTARY SCHOOL	≤1	33	31	24	12	4	17	43	28	8	3	22	49	21	5	≤1	9	51	27	12
040052	FOREST HILL ELEMENTARY SCHOOL	2	20	29	27	22	7	37	29	24	2	10	7	62	19	2	2	7	64	19	7
040055	NORTHWOOD HIGH SCHOOL	4	16	18	25	36	≤1	20	19	31	30	4	19	30	26	22	6	7	41	26	20
040056	HAYDEN R. LAWRENCE UPPER ELEMENTARY SCHO	2	34	33	18	13	3	36	40	17	4	20	34	38	5	3	5	33	49	8	5
040061	PHOENIX MAGNET ELEMENTARY SCHOOL	3	79	16	3	≤1	8	50	29	12	≤1	8	33	55	4	≤1	4	46	46	4	≤1
040065	CAROLINE DORMON JUNIOR HIGH SCHOOL	9	52	30	9	≤1	15	42	30	12	≤1	15	30	48	6	≤1	9	36	45	6	3
041	RED RIVER PARISH	≤1	20	24	28	27	4	21	32	29	14	2	11	42	25	20	3	10	36	27	24
041010	RED RIVER ELEMENTARY SCHOOL	≤1	20	24	28	27	4	21	32	29	14	2	11	42	25	20	3	10	36	27	24

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
042	RICHLAND PARISH	≤1	24	25	29	21	≤1	23	36	31	9	3	12	34	26	25	≤1	11	35	30	23	
042003	DELHI ELEMENTARY SCHOOL	≤1	2	17	43	38	≤1	10	43	40	7	≤1	≤1	14	38	48	≤1	≤1	12	43	45	
042004	HOLLY RIDGE ELEMENTARY SCHOOL	≤1	17	17	43	22	≤1	9	26	35	30	≤1	≤1	17	35	26	22	≤1	9	43	26	22
042005	MANGHAM ELEMENTARY SCHOOL	3	38	26	23	11	2	35	35	25	3	6	20	38	20	15	≤1	20	42	22	17	
042010	RAYVILLE ELEMENTARY SCHOOL	≤1	10	34	28	28	≤1	16	31	39	14	≤1	2	35	33	29	≤1	4	33	42	21	
042012	START ELEMENTARY SCHOOL	≤1	44	26	19	12	5	30	42	19	5	5	18	45	16	16	≤1	18	45	20	16	
043	SABINE PARISH	≤1	28	26	25	19	3	25	31	25	16	4	18	42	25	11	≤1	13	46	23	17	
043001	CONVERSE HIGH SCHOOL	≤1	25	25	18	33	≤1	20	25	23	33	5	15	46	23	10	≤1	10	49	15	26	
043002	EBARB SCHOOL	≤1	37	21	26	16	5	26	26	32	11	5	21	37	32	5	≤1	5	42	26	26	
043004	FLORIEN HIGH SCHOOL	≤1	26	33	30	12	≤1	23	44	19	14	≤1	16	49	23	12	≤1	5	60	16	19	
043005	MANY ELEMENTARY SCHOOL	3	39	24	19	15	5	27	34	26	9	7	19	46	22	6	2	20	44	25	9	
043008	NEGREET HIGH SCHOOL	≤1	33	45	15	6	12	61	12	15	≤1	6	45	39	9	≤1	≤1	33	58	6	3	
043010	PLEASANT HILL HIGH SCHOOL	≤1	25	25	30	20	≤1	5	35	35	25	≤1	5	30	40	25	≤1	≤1	40	50	10	
043011	ZWOLLE ELEMENTARY SCHOOL	≤1	9	19	41	31	≤1	16	31	28	25	≤1	10	32	35	24	≤1	6	33	29	32	
043888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
044	ST. BERNARD PARISH	4	38	26	21	11	10	34	28	20	9	6	22	47	18	7	3	16	57	18	6	
044001	ARABI ELEMENTARY SCHOOL	2	35	29	22	11	4	35	27	24	10	5	20	43	27	5	≤1	11	60	20	8	
044008	J.F. GAUTHIER SCHOOL	6	40	38	7	9	5	27	38	21	9	5	29	47	14	5	≤1	18	65	13	5	
044012	JOSEPH J. DAVIES ELEMENTARY SCHOOL	5	45	29	16	5	16	46	21	11	6	13	29	47	7	3	7	28	52	12	2	
044021	W. SMITH JR. ELEMENTARY SCHOOL	≤1	15	22	35	28	2	11	37	41	35	9	≤1	14	57	23	7	5	57	32	2	
044024	CHALMETTE ELEMENTARY SCHOOL	4	34	18	30	15	12	25	25	26	11	4	20	37	23	16	3	13	50	22	13	
044027	LACOSTE ELEMENTARY SCHOOL	3	46	22	20	9	13	41	28	11	7	5	17	55	17	6	2	17	58	16	6	
045	ST. CHARLES PARISH	2	41	31	17	9	9	39	31	14	6	5	22	50	18	5	≤1	20	59	14	7	
045008	LAKEWOOD ELEMENTARY SCHOOL	≤1	45	31	14	10	11	35	32	16	6	7	31	44	15	3	2	26	55	11	6	
045009	LULING ELEMENTARY SCHOOL	≤1	30	31	24	14	7	39	32	11	11	≤1	9	52	29	9	≤1	9	61	21	8	
045013	NORCO ELEMENTARY SCHOOL	≤1	52	34	10	3	15	67	15	2	2	11	28	51	10	≤1	≤1	34	57	8	≤1	
045015	ST. ROSE ELEMENTARY SCHOOL	2	44	24	19	11	8	36	34	15	7	6	16	54	16	8	2	12	66	13	7	
045017	R.J. VIAL ELEMENTARY SCHOOL	7	36	35	14	7	16	38	28	16	≤1	2	27	55	15	≤1	≤1	26	56	12	6	
045025	ETHEL SCHOEFFNER ELEMENTARY SCHOOL	≤1	41	32	17	9	4	36	36	18	6	4	20	50	19	7	≤1	16	57	16	11	
046	ST. HELENA PARISH	≤1	11	26	17	46	≤1	4	18	39	38	≤1	3	28	28	41	≤1	≤1	39	22	37	
046005	ST. HELENA ARTS AND TECHNOLOGY ACADEMY	≤1	11	26	17	46	≤1	4	18	39	38	≤1	3	28	28	41	≤1	≤1	39	22	37	
047	ST. JAMES PARISH	≤1	35	31	22	11	3	36	37	18	7	3	18	42	26	11	≤1	19	56	15	10	
047001	FIFTH WARD ELEMENTARY SCHOOL	≤1	21	37	21	21	≤1	11	32	32	26	≤1	5	42	32	21	≤1	5	79	5	11	
047002	GRAMERCY ELEMENTARY SCHOOL	≤1	45	28	15	10	6	48	28	13	6	6	23	47	13	11	≤1	21	60	11	6	
047003	LUTCHER ELEMENTARY SCHOOL	≤1	4	20	32	44	≤1	8	32	44	16	≤1	≤1	28	40	32	≤1	≤1	52	24	24	
047006	PAULINA ELEMENTARY SCHOOL	≤1	42	35	21	≤1	4	45	35	13	4	5	30	42	21	2	≤1	33	45	13	8	
047010	SIXTH WARD ELEMENTARY SCHOOL	≤1	34	34	22	9	3	25	53	19	≤1	≤1	3	47	34	16	≤1	6	63	19	13	
047011	VACHERIE ELEMENTARY SCHOOL	≤1	28	31	33	8	≤1	33	50	11	6	≤1	11	42	39	8	3	11	56	19	11	
048	ST. JOHN THE BAPTIST PARISH	≤1	29	33	21	16	3	30	33	22	11	2	12	44	28	13	≤1	11	49	21	18	
048006	LAPLACE ELEMENTARY SCHOOL	≤1	24	40	23	14	5	30	35	23	7	4	10	44	30	12	≤1	6	54	24	14	
048008	EAST ST. JOHN ELEMENTARY SCHOOL	≤1	33	31	25	9	≤1	36	36	19	7	≤1	9	46	31	13	≤1	4	49	27	19	
048017	WEST ST. JOHN ELEMENTARY SCHOOL (K-7)	≤1	16	48	32	4	≤1	40	36	16	8	≤1	20	56	16	8	≤1	20	60	16	4	
048020	FIFTH WARD ELEMENTARY SCHOOL	≤1	9	28	25	39	≤1	11	28	32	30	≤1	4	27	44	25	≤1	4	34	20	43	
048021	LAKE PONTCHARTRAIN ELEMENTARY SCHOOL	2	36	36	17	10	5	26	33	31	5	8	10	53	25	5	≤1	15	58	10	18	
048024	JOHN L. ORY COMMUNICATIONS MAGNET ELEMEN	2	51	24	18	6	8	37	37	10	8	4	31	43	14	8	2	33	41	16	8	
048025	GARYVILLE/MT. AIRY MATH & SCIENCE MAGNET	≤1	30	20	20	30	≤1	14	34	36	16	≤1	5	32	39	25	≤1	≤1	43	27	30	



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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
048028	EMILY C. WATKINS ELEMENTARY	≤1	44	39	5	12	5	49	24	10	12	≤1	22	59	15	5	≤1	24	54	17	5
049	ST. LANDRY PARISH	≤1	29	31	24	15	3	21	30	29	18	3	14	44	27	12	≤1	13	52	22	12
049003	CANKTON ELEMENTARY SCHOOL	≤1	27	33	28	12	≤1	14	43	27	16	4	16	48	26	6	2	13	52	21	12
049007	EAST ELEMENTARY SCHOOL	3	32	27	31	7	7	34	22	31	7	14	34	34	10	7	5	38	45	9	3
049009	EUNICE ELEMENTARY SCHOOL	4	53	27	10	6	8	39	31	18	4	2	23	62	9	4	≤1	19	64	13	4
049013	GLENDALE ELEMENTARY SCHOOL	≤1	36	45	15	4	≤1	13	42	33	13	7	31	47	15	≤1	≤1	24	64	11	2
049014	GRAND COTEAU ELEMENTARY SCHOOL	≤1	52	34	10	5	≤1	29	24	34	13	≤1	16	58	19	6	≤1	23	50	24	3
049015	GRAND PRAIRIE ELEMENTARY SCHOOL	3	42	31	12	12	12	42	32	8	6	9	17	55	12	6	≤1	31	54	9	6
049016	GROLEE ELEMENTARY SCHOOL	≤1	15	28	28	29	≤1	5	20	35	40	≤1	3	38	42	17	≤1	≤1	50	31	19
049017	HIGHLAND ELEMENTARY SCHOOL	≤1	24	44	17	15	≤1	17	24	34	24	≤1	7	37	39	17	≤1	5	54	17	24
049018	KROTZ SPRINGS ELEMENTARY SCHOOL	≤1	36	18	23	23	8	15	36	28	13	≤1	21	41	26	13	≤1	5	51	21	23
049019	LAWTELL ELEMENTARY SCHOOL	≤1	28	38	25	9	≤1	31	34	29	5	5	11	50	26	8	≤1	11	61	19	8
049021	LEONVILLE ELEMENTARY SCHOOL	2	28	31	25	15	≤1	23	20	28	29	2	18	46	25	9	≤1	11	59	22	8
049028	NORTH ELEMENTARY SCHOOL	≤1	11	27	32	30	≤1	8	19	43	30	≤1	3	30	30	38	≤1	8	41	30	22
049029	NORTHEAST ELEMENTARY SCHOOL	≤1	11	32	30	27	≤1	11	21	49	19	≤1	≤1	31	29	40	≤1	2	30	33	35
049033	PALMETTO ELEMENTARY SCHOOL	6	32	34	22	6	8	30	44	14	4	4	20	39	31	6	4	14	43	33	6
049035	PARK VISTA ELEMENTARY SCHOOL	4	27	32	24	14	≤1	14	33	31	21	≤1	16	45	31	9	≤1	11	55	18	14
049037	PORT BARRE ELEMENTARY SCHOOL	≤1	35	28	22	14	4	28	40	17	11	≤1	14	51	23	10	2	14	57	23	4
049040	SOUTH STREET ELEMENTARY SCHOOL	≤1	13	24	31	31	≤1	11	11	34	45	≤1	2	39	41	18	≤1	≤1	59	34	7
049041	SOUTHWEST ELEMENTARY SCHOOL	≤1	11	20	43	25	≤1	5	16	43	36	≤1	2	18	57	23	≤1	≤1	39	39	23
049044	WASHINGTON ELEMENTARY SCHOOL	≤1	5	35	25	35	≤1	5	24	38	33	≤1	≤1	37	32	32	≤1	5	47	16	32
050	ST. MARTIN PARISH	≤1	30	31	26	12	6	34	32	21	8	6	16	46	23	9	2	17	50	21	10
050003	BREAUX BRIDGE PRIMARY SCHOOL	≤1	25	29	31	13	6	44	33	11	6	4	19	44	27	6	≤1	15	54	22	8
050005	CATAHOULA ELEMENTARY SCHOOL	≤1	27	18	36	18	5	18	32	18	27	5	9	50	9	27	≤1	5	59	14	23
050010	PARKS PRIMARY SCHOOL	2	53	18	19	9	14	45	29	12	≤1	21	32	36	9	2	10	44	40	3	3
050016	ST. MARTINVILLE PRIMARY SCHOOL	≤1	23	30	31	16	3	21	30	36	9	2	9	45	27	17	≤1	9	47	25	18
050018	STEPHENSVILLE ELEMENTARY SCHOOL	6	38	44	13	≤1	13	38	44	6	≤1	7	20	67	7	≤1	≤1	20	53	27	≤1
050019	TECHE ELEMENTARY SCHOOL	≤1	29	40	20	11	3	32	33	22	11	3	12	52	26	6	≤1	13	55	25	7
050888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
051	ST. MARY PARISH	2	37	29	19	13	4	32	33	20	11	5	16	46	22	11	2	12	51	22	14
051001	J.S. AUCOIN ELEMENTARY SCHOOL	≤1	44	31	16	9	≤1	47	47	3	3	6	30	42	15	6	≤1	16	59	19	6
051003	BAYOU VISTA ELEMENTARY SCHOOL	3	41	28	20	9	3	35	37	19	6	8	36	47	6	3	5	19	55	19	3
051004	BERWICK ELEMENTARY SCHOOL	9	46	29	7	9	9	52	25	10	4	15	21	43	12	9	7	19	52	11	11
051007	CENTERVILLE HIGH SCHOOL	≤1	35	35	19	11	5	35	32	16	11	3	11	63	16	8	≤1	8	58	24	11
051010	W.P. FOSTER ELEMENTARY SCHOOL	≤1	24	33	26	17	≤1	26	28	23	23	≤1	2	56	24	17	≤1	5	46	17	32
051018	LAGRANGE ELEMENTARY SCHOOL	≤1	27	18	32	23	≤1	18	41	27	14	≤1	5	45	27	23	≤1	14	32	27	27
051019	JULIA B. MAITLAND SCHOOL	≤1	36	20	30	14	2	22	32	26	18	≤1	8	43	41	8	≤1	8	61	18	12
051026	M.D. SHANNON ELEMENTARY SCHOOL	6	31	50	13	≤1	13	6	50	31	≤1	≤1	19	75	6	≤1	≤1	13	75	13	≤1
051028	HATTIE A. WATTS ELEMENTARY SCHOOL	≤1	41	33	17	9	≤1	28	38	19	14	6	8	48	29	9	≤1	9	52	26	13
051030	J. A. HERNANDEZ ELEMENTARY SCHOOL	≤1	34	21	17	28	10	17	28	21	24	≤1	7	38	38	17	≤1	7	41	21	31
051031	WYANDOTTE ELEMENTARY SCHOOL	7	39	29	12	12	10	32	32	17	10	5	23	45	23	5	3	23	50	18	8
051035	M.E. NORMAN ELEMENTARY SCHOOL	≤1	44	41	9	6	9	47	25	16	3	6	29	53	9	3	≤1	12	59	26	3
051040	RAINTREE ELEMENTARY SCHOOL	≤1	22	23	31	22	2	20	33	31	14	≤1	8	35	31	24	2	5	36	36	20
052	ST. TAMMANY PARISH	5	51	24	12	8	11	44	27	13	6	9	30	44	13	5	2	26	54	12	6
052001	ABITA SPRINGS ELEMENTARY SCHOOL	2	62	21	10	6	12	55	24	7	2	13	39	38	8	≤1	3	34	50	11	2
052003	W.L. ABNEY ELEMENTARY SCHOOL	≤1	36	32	18	14	7	32	31	21	8	3	16	42	27	11	≤1	12	53	20	14

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
052004	ALTON ELEMENTARY SCHOOL	≤1	15	52	22	11	≤1	30	41	30	≤1	≤1	12	62	23	4	≤1	8	77	12	4
052006	BONNE ECOLE ELEMENTARY SCHOOL	≤1	48	30	15	7	12	38	30	17	2	4	31	40	17	7	2	28	51	14	5
052008	GLYNN H. BROCK ELEMENTARY SCHOOL	6	30	32	17	15	6	42	36	8	9	6	28	45	15	6	2	21	47	23	8
052010	CHAHTA-IMA ELEMENTARY SCHOOL	2	35	38	12	13	5	35	20	27	13	8	15	48	18	11	2	16	41	30	11
052012	COVINGTON ELEMENTARY SCHOOL	3	63	16	10	8	13	42	27	10	8	11	34	42	9	4	3	34	54	5	4
052016	FIFTH WARD JUNIOR HIGH SCHOOL	≤1	44	40	10	6	2	60	33	4	≤1	6	31	54	8	≤1	≤1	23	65	8	4
052017	FLORIDA AVENUE ELEMENTARY SCHOOL	4	27	24	27	18	3	24	20	31	22	3	18	35	27	18	≤1	16	47	14	22
052018	FOLSOM ELEMENTARY SCHOOL	2	54	26	13	5	7	31	28	21	13	3	31	41	23	2	≤1	13	66	15	7
052020	LEE ROAD JUNIOR HIGH SCHOOL	≤1	52	29	12	7	8	56	23	12	≤1	5	28	45	19	3	≤1	14	70	9	7
052022	E. E. LYON ELEMENTARY SCHOOL	2	45	23	20	11	2	37	33	15	12	7	27	39	20	7	≤1	14	57	17	11
052025	MANDEVILLE ELEMENTARY SCHOOL	7	60	19	7	7	18	46	24	9	3	13	30	50	5	3	4	35	47	11	3
052036	SIXTH WARD ELEMENTARY SCHOOL	2	46	26	20	6	6	36	28	18	12	8	22	50	14	6	6	14	56	14	10
052040	BAYOU WOODS ELEMENTARY SCHOOL	2	27	36	16	19	4	30	33	24	10	6	12	45	28	10	2	15	46	23	15
052044	RIVERSIDE ELEMENTARY SCHOOL	3	38	26	17	15	5	33	28	25	17	9	24	44	10	13	3	18	54	15	9
052045	WOODLAKE ELEMENTARY SCHOOL	11	58	20	8	2	20	46	24	7	2	14	34	45	6	≤1	3	35	54	7	2
052047	HONEY ISLAND ELEMENTARY SCHOOL	7	53	24	12	5	7	44	31	11	7	10	31	43	12	4	2	30	52	10	6
052048	WHISPERING FOREST ELEMENTARY SCHOOL	2	51	30	12	5	11	51	26	9	3	7	30	51	10	2	3	27	61	7	3
052050	PONTCHARTRAIN ELEMENTARY SCHOOL	10	61	21	7	2	16	50	24	10	≤1	11	38	44	6	≤1	3	37	53	6	≤1
052056	MAGNOLIA TRACE ELEMENTARY SCHOOL	14	64	14	6	3	16	56	20	6	2	17	39	35	7	2	5	37	47	7	3
052062	HENRY MAYFIELD ELEMENTARY SCHOOL	7	57	14	13	9	18	48	17	12	5	9	29	40	16	6	≤1	24	51	18	5
052063	JOSEPH B. LANCASTER ELEMENTARY SCHOOL	6	59	23	7	5	12	49	29	8	2	9	31	50	8	2	2	29	59	5	4
053	TANGIPAHOA PARISH	≤1	28	25	22	24	4	25	26	26	20	3	15	39	24	18	2	12	49	20	17
053001	AMITE ELEMENTARY MAGNET SCHOOL	≤1	16	24	20	39	≤1	12	31	28	30	≤1	3	28	43	27	≤1	2	46	19	33
053003	CHAMP COOPER ELEMENTARY SCHOOL	≤1	36	35	22	7	2	33	33	22	11	≤1	24	43	28	5	5	24	48	14	8
053004	CHESBROUGH ELEMENTARY SCHOOL	≤1	29	28	17	26	5	31	23	23	18	5	25	40	15	15	3	16	53	13	16
053011	INDEPENDENCE ELEMENTARY SCHOOL	≤1	26	31	20	22	3	25	26	32	13	≤1	11	42	31	15	≤1	11	57	24	8
053014	O.W. DILLON MEMORIAL ELEMENTARY SCHOOL	≤1	7	22	25	46	≤1	7	41	36	17	≤1	2	22	38	38	≤1	≤1	33	37	30
053016	LORANGER ELEMENTARY SCHOOL	4	40	26	16	13	5	25	28	24	18	6	17	49	20	8	3	15	54	20	8
053020	NATALBANY ELEMENTARY SCHOOL	≤1	24	29	21	28	3	31	28	25	14	3	17	41	20	20	2	14	50	21	14
053025	D.C. REEVES ELEMENTARY SCHOOL	≤1	34	22	24	19	7	31	18	23	21	5	18	45	20	12	3	16	52	16	13
053026	ROSELAND ELEMENTARY MONTESSORI SCHOOL	≤1	21	40	24	14	≤1	17	26	31	26	2	10	48	24	17	≤1	2	71	15	12
053027	SOUTHEASTERN LA UNIVERSITY LAB SCHOOL	4	62	27	≤1	8	12	46	27	12	4	4	35	46	15	≤1	4	8	77	12	≤1
053028	SPRING CREEK ELEMENTARY SCHOOL	2	48	28	14	9	7	47	21	19	7	10	32	34	15	8	2	19	49	22	8
053037	HAMMOND WESTSIDE ELEMENTARY MONTESSORI S	≤1	19	21	29	29	4	19	28	27	23	≤1	9	35	26	29	≤1	7	40	27	25
053039	HAMMOND EASTSIDE ELEMENTARY MAGNET SCHOO	2	26	22	22	28	3	18	27	31	21	3	13	33	24	27	3	14	41	19	24
053052	TANGIPAHOA ALTERNATIVE SOLUTIONS PROGRAM	≤1	5	5	15	75	≤1	≤1	≤1	14	86	≤1	9	9	45	36	≤1	≤1	36	9	55
054	TENSAS PARISH	≤1	19	14	21	45	5	17	26	19	33	2	12	36	31	19	≤1	12	45	24	19
054003	NEWELLTON ELEMENTARY SCHOOL	≤1	6	13	38	44	≤1	13	31	31	25	≤1	13	19	38	31	≤1	6	31	25	38
054005	TENSAS ELEMENTARY SCHOOL	≤1	27	15	12	46	8	19	23	12	38	4	12	46	27	12	≤1	15	54	23	8
055	TERREBONNE PARISH	2	36	28	19	15	7	33	29	19	12	4	19	47	21	8	≤1	16	52	19	11
055001	ACADIAN ELEMENTARY SCHOOL	≤1	23	28	26	22	3	24	29	31	13	≤1	11	44	30	14	≤1	9	48	25	17
055002	BAYOU BLACK ELEMENTARY SCHOOL	≤1	23	31	31	15	4	16	24	40	16	≤1	17	39	35	9	≤1	4	48	35	13
055004	BOURG ELEMENTARY SCHOOL	4	60	24	4	7	18	50	27	4	≤1	13	32	46	8	≤1	2	30	52	13	2
055006	BROADMOOR ELEMENTARY SCHOOL	2	48	27	12	10	11	44	27	9	9	6	32	44	12	5	3	21	58	11	8
055008	COTEAU-BAYOU BLUE ELEMENTARY SCHOOL	≤1	36	31	26	7	10	34	40	9	7	6	19	51	20	3	≤1	20	49	22	9
055009	DULARGE ELEMENTARY SCHOOL	5	40	40	10	5	14	38	40	5	2	17	29	43	12	≤1	2	33	50	14	≤1

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory



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055011	EAST HOUMA ELEMENTARY SCHOOL	≤1	16	40	28	15	≤1	14	33	37	16	≤1	5	40	39	16	≤1	5	44	28	23
055016	GIBSON ELEMENTARY SCHOOL	≤1	30	18	36	15	3	18	27	30	21	≤1	24	32	32	12	≤1	6	47	35	12
055017	GRAND CAILLOU ELEMENTARY SCHOOL	≤1	32	30	21	18	4	37	29	19	11	3	17	50	22	8	4	7	58	18	13
055019	HONDURAS ELEMENTARY SCHOOL	≤1	34	28	22	16	10	26	38	20	6	8	12	51	16	12	≤1	20	46	20	14
055022	LEGION PARK ELEMENTARY SCHOOL	≤1	10	26	33	31	2	10	24	24	40	≤1	7	51	24	17	≤1	5	46	29	20
055023	LISA PARK ELEMENTARY SCHOOL	≤1	59	23	10	7	6	45	23	18	8	3	23	52	17	5	≤1	19	57	20	3
055025	MONTEGUT ELEMENTARY SCHOOL	3	29	29	17	23	3	23	37	20	17	6	17	60	14	3	≤1	17	60	14	9
055027	MULBERRY ELEMENTARY SCHOOL	7	57	20	11	5	19	54	18	7	2	5	34	49	11	≤1	2	37	53	3	4
055029	OAKSHIRE ELEMENTARY SCHOOL	≤1	36	30	13	20	9	38	26	13	15	11	19	37	25	8	≤1	19	56	11	13
055030	POINTE-AUX-CHENES ELEMENTARY SCHOOL	≤1	52	19	24	5	5	38	24	24	10	≤1	30	60	5	5	≤1	15	70	10	5
055033	SCHRIEVER ELEMENTARY SCHOOL	≤1	26	26	17	32	2	28	26	20	24	2	15	47	22	15	2	10	52	19	17
055035	SOUTHDOWN ELEMENTARY SCHOOL	≤1	16	46	25	13	≤1	20	34	38	9	≤1	7	53	25	15	2	≤1	55	33	11
055038	UPPER LITTLE CAILLOU ELEMENTARY SCHOOL	≤1	30	30	20	20	3	27	33	26	10	2	16	55	21	5	≤1	7	55	20	16
056	UNION PARISH	≤1	12	20	31	36	≤1	12	28	30	30	2	7	38	32	21	≤1	5	41	26	28
056002	DOWNSVILLE CHARTER SCHOOL	≤1	22	30	35	13	≤1	17	48	26	9	≤1	26	52	13	9	≤1	13	52	17	17
056003	UNION PARISH ELEMENTARY SCHOOL	≤1	10	19	31	39	≤1	11	25	30	33	2	4	36	35	23	≤1	4	39	27	30
057	VERMILION PARISH	3	44	27	17	9	8	39	27	16	10	8	24	41	20	7	3	22	48	19	9
057003	DOZIER ELEMENTARY SCHOOL	7	59	22	4	7	4	46	31	12	7	15	21	49	13	≤1	6	24	57	10	3
057005	EATON PARK ELEMENTARY SCHOOL	≤1	22	25	30	22	≤1	14	29	26	30	3	4	29	43	21	≤1	2	38	32	26
057007	FORKED ISLAND/E. BROUSSARD ELEM SCHOOL	3	54	30	5	8	14	49	27	8	3	8	19	58	14	≤1	6	28	58	8	≤1
057010	JAMES A. HEROD ELEMENTARY SCHOOL	≤1	25	32	32	12	≤1	12	27	36	25	≤1	4	32	44	19	≤1	4	35	42	19
057012	KAPLAN ELEMENTARY SCHOOL	3	49	31	14	3	9	49	23	10	8	8	32	49	8	2	≤1	29	54	14	4
057014	CECIL PICARD ELEMENTARY SCHOOL AT MAURIC	3	51	35	6	5	16	55	20	8	≤1	6	43	40	10	≤1	4	39	49	5	4
057015	MEAUX ELEMENTARY SCHOOL	6	51	21	18	4	13	45	27	14	≤1	13	37	39	10	≤1	6	35	51	8	≤1
057017	JESSE OWENS ELEMENTARY SCHOOL	≤1	48	24	14	14	19	43	24	≤1	14	17	35	30	9	9	≤1	17	57	13	13
057020	SEVENTH WARD ELEMENTARY SCHOOL	3	58	32	8	≤1	13	66	21	≤1	≤1	11	34	45	11	≤1	8	37	45	11	≤1
057027	INDIAN BAYOU ELEMENTARY SCHOOL	≤1	38	31	24	7	10	41	31	17	≤1	10	21	48	17	3	7	10	59	14	10
057029	LEBLANC ELEMENTARY SCHOOL	3	45	22	21	9	9	34	30	22	5	5	21	42	22	9	≤1	17	44	27	11
058	VERNON PARISH	3	44	32	15	7	10	40	34	13	3	10	26	48	14	2	2	19	58	15	6
058003	EVANS HIGH SCHOOL	4	56	24	12	4	8	60	20	12	≤1	4	28	60	8	≤1	≤1	20	68	12	≤1
058004	HICKS HIGH SCHOOL	≤1	48	30	19	4	7	41	33	15	4	4	33	56	4	4	≤1	11	67	22	≤1
058005	HORNBECK HIGH SCHOOL	≤1	52	24	10	14	19	33	24	24	≤1	≤1	18	64	18	≤1	≤1	9	55	23	14
058008	PICKERING ELEMENTARY SCHOOL	6	52	25	10	8	12	40	34	13	≤1	9	28	46	16	≤1	3	18	57	15	7
058010	PITKIN HIGH SCHOOL	≤1	24	32	35	8	8	19	54	16	3	3	27	49	19	3	≤1	16	53	21	11
058011	SOUTH POLK ELEMENTARY SCHOOL	3	42	35	13	8	11	31	33	18	6	9	24	50	15	2	≤1	18	58	17	7
058013	SIMPSON HIGH SCHOOL	12	24	41	18	6	6	47	35	6	6	6	24	47	24	≤1	≤1	24	59	18	≤1
058015	WEST LEESVILLE ELEMENTARY SCHOOL	≤1	36	39	16	9	9	49	32	8	≤1	12	23	45	16	3	3	18	61	13	5
058016	ROSEFINE ELEMENTARY SCHOOL	≤1	40	35	19	4	6	39	39	11	4	11	22	52	10	4	≤1	16	60	15	10
058018	ANACOCO ELEMENTARY SCHOOL	5	61	20	13	2	13	52	28	6	2	25	36	33	6	≤1	8	33	52	8	≤1
059	WASHINGTON PARISH	≤1	31	31	23	14	4	33	28	27	10	5	11	46	28	11	≤1	8	53	26	13
059002	ENON ELEMENTARY SCHOOL	≤1	40	25	25	10	3	28	23	33	15	3	8	55	30	5	≤1	8	60	18	15
059003	FRANKLINTON ELEMENTARY SCHOOL	≤1	32	33	21	12	4	35	30	24	6	4	16	45	25	10	≤1	10	56	26	7
059007	MT. HERMON SCHOOL	≤1	21	40	21	17	2	33	24	21	19	≤1	2	52	40	5	≤1	5	50	26	19
059009	THOMAS ELEMENTARY SCHOOL	2	30	25	26	16	5	32	29	26	8	9	6	46	21	18	≤1	10	49	25	15
059013	WESLEY RAY ELEMENTARY SCHOOL	≤1	29	33	24	14	≤1	29	26	36	10	2	12	38	36	12	≤1	≤1	48	33	19
060	WEBSTER PARISH	≤1	28	31	22	18	4	29	31	22	14	2	15	46	22	16	≤1	10	49	24	16

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
060001	BROWN UPPER ELEMENTARY SCHOOL	≤1	17	32	22	29	≤1	21	24	28	26	2	6	40	30	22	≤1	3	42	31	24
060004	NORTH WEBSTER UPPER ELEMENTARY SCHOOL	2	49	24	16	9	4	38	33	22	4	4	15	52	17	13	2	7	46	33	11
060005	DOYLINE HIGH SCHOOL	≤1	20	37	37	7	3	30	37	23	7	3	13	37	33	13	≤1	10	43	33	13
060008	CENTRAL ELEMENTARY SCHOOL	≤1	34	34	16	15	6	27	33	25	9	2	17	44	24	14	≤1	15	50	18	17
060010	J. L. JONES ELEMENTARY SCHOOL	≤1	27	31	22	18	4	32	33	17	15	2	18	48	17	14	≤1	12	55	19	13
061	WEST BATON ROUGE PARISH	≤1	37	30	21	10	5	28	34	24	9	4	21	46	25	4	≤1	17	55	18	8
061003	CHAMBERLIN ELEMENTARY SCHOOL	≤1	40	44	7	9	≤1	33	30	28	9	≤1	33	49	16	2	≤1	18	58	24	≤1
061004	COHN ELEMENTARY SCHOOL	≤1	30	37	22	11	3	22	33	32	10	≤1	12	44	35	9	≤1	10	62	21	8
061006	LUKEVILLE UPPER ELEMENTARY	2	40	22	25	10	9	30	35	18	8	7	21	46	23	3	3	20	51	15	11
061888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
062	WEST CARROLL PARISH	≤1	32	26	23	18	≤1	25	37	26	10	4	30	40	18	9	≤1	27	44	19	9
062001	EPPS HIGH SCHOOL	≤1	17	28	39	17	≤1	33	44	11	11	6	22	50	11	11	≤1	28	44	22	6
062003	FOREST SCHOOL	≤1	42	29	16	13	≤1	29	52	13	6	≤1	52	32	13	3	≤1	39	42	13	6
062005	KILBOURNE HIGH SCHOOL	≤1	27	33	21	18	≤1	9	45	36	9	≤1	19	53	22	6	≤1	22	53	22	3
062014	OAK GROVE ELEMENTARY SCHOOL	2	33	21	23	20	≤1	28	27	31	12	7	27	35	20	11	2	25	42	19	12
063	WEST FELICIANA PARISH	5	50	28	12	5	4	42	37	16	≤1	11	26	47	16	≤1	2	26	63	7	≤1
063001	BAINS ELEMENTARY SCHOOL	5	50	28	12	5	4	42	37	16	≤1	11	26	47	16	≤1	2	26	63	7	≤1
064	WINN PARISH	≤1	28	23	27	22	5	30	25	25	15	3	13	45	28	12	≤1	10	45	25	19
064001	ATLANTA HIGH SCHOOL	≤1	15	15	41	30	≤1	19	37	22	22	7	≤1	22	52	19	≤1	≤1	33	26	41
064002	CALVIN HIGH SCHOOL	≤1	53	37	11	≤1	5	84	≤1	11	≤1	≤1	11	74	16	≤1	≤1	11	53	32	5
064003	DODSON HIGH SCHOOL	≤1	38	29	19	14	5	38	19	33	5	10	19	48	24	≤1	≤1	14	48	29	10
064006	WINNFIELD PRIMARY SCHOOL	≤1	26	21	28	26	6	22	28	27	18	≤1	16	45	24	15	≤1	12	47	22	18
065	CITY OF MONROE SCHOOL DISTRICT	≤1	26	29	25	18	4	29	31	27	10	4	12	43	28	12	≤1	12	47	24	16
065004	CARVER ELEMENTARY SCHOOL	≤1	32	39	15	15	≤1	23	40	28	10	≤1	8	55	30	8	≤1	15	62	10	13
065005	J.S. CLARK MAGNET ELEMENTARY SCHOOL	3	48	33	12	3	3	47	27	20	3	10	17	64	8	≤1	2	14	71	14	≤1
065006	BARKDULL FAULK ELEMENTARY SCHOOL	≤1	10	15	49	26	≤1	10	41	23	26	≤1	3	31	46	21	≤1	3	38	44	15
065008	SALLIE HUMBLE ELEMENTARY SCHOOL	2	41	32	16	9	7	33	32	23	4	11	26	41	18	4	2	24	55	13	5
065010	BERG JONES ELEMENTARY SCHOOL	≤1	11	24	32	33	≤1	10	35	40	15	≤1	6	33	42	19	≤1	3	36	33	28
065013	LINCOLN ELEMENTARY SCHOOL	≤1	13	43	26	17	≤1	15	41	35	9	≤1	6	30	38	26	≤1	≤1	34	43	23
065015	MINNIE RUFFIN ELEMENTARY SCHOOL	≤1	9	17	30	43	≤1	16	25	41	18	≤1	≤1	39	33	26	≤1	11	33	28	29
065023	SHERROUSE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
065024	CYPRESS POINT ELEMENTARY SCHOOL	4	25	39	25	6	14	51	31	4	≤1	4	18	58	18	2	6	18	54	22	≤1
065026	MADISON JAMES FOSTER ELEMENTARY SCHOOL	≤1	7	24	47	22	≤1	9	33	44	15	≤1	2	33	48	17	≤1	≤1	31	38	31
065028	THOMAS JEFFERSON ELEMENTARY	2	48	24	18	8	8	65	15	8	5	8	18	52	15	8	≤1	19	52	15	15
066	CITY OF BOGALUSA SCHOOL DISTRICT	≤1	13	22	38	27	≤1	9	26	47	18	≤1	4	22	40	33	≤1	7	50	26	17
066001	CENTRAL ELEMENTARY SCHOOL	≤1	13	22	38	27	≤1	9	26	47	18	≤1	4	22	40	33	≤1	7	50	26	17
067	ZACHARY COMMUNITY SCHOOL DISTRICT	5	58	23	10	4	12	43	33	10	2	11	30	46	10	2	5	29	55	9	2
067003	ZACHARY ELEMENTARY SCHOOL	5	58	23	10	4	12	43	33	10	2	11	30	46	10	2	5	29	55	9	2
068	CITY OF BAKER SCHOOL DISTRICT	≤1	18	26	23	33	8	36	23	24	10	2	8	39	27	24	≤1	7	44	24	25
068001	BAKER HEIGHTS ELEMENTARY SCHOOL	≤1	10	28	30	33	3	13	35	33	18	≤1	5	41	36	18	≤1	5	46	28	21
068004	BAKERFIELD ELEMENTARY SCHOOL	≤1	12	21	21	45	15	58	9	12	6	≤1	≤1	29	26	45	≤1	≤1	29	29	42
068005	PARK RIDGE ACADEMIC MAGNET SCHOOL	≤1	47	32	11	11	5	47	21	26	≤1	11	26	53	11	≤1	5	21	63	5	5
069	CENTRAL COMMUNITY SCHOOL DISTRICT	2	51	26	14	6	5	38	33	21	4	14	34	39	9	4	5	31	49	12	3
069006	CENTRAL INTERMEDIATE SCHOOL	2	51	26	14	6	5	38	33	21	4	14	34	39	9	4	5	31	49	12	3
101	SPECIAL SCHOOL DISTRICT	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101036	METHODIST HOME FOR CHILDREN OF GREATER N	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
304	LA SCHOOLS FOR THE DEAF AND VISUALLY IMP	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
304001	LOUISIANA SCHOOL FOR THE DEAF	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
304002	LOUISIANA SCHOOL FOR THE VISUALLY IMPAIR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
321001	NEW VISION LEARNING ACADEMY	≤1	41	34	22	2	≤1	34	41	20	5	≤1	12	71	12	5	≤1	15	63	20	2
328001	SOUTHWEST LOUISIANA CHARTER SCHOOL	≤1	21	32	24	23	≤1	19	35	32	13	2	10	39	30	19	≤1	12	46	24	17
329001	V. B. GLENCOE CHARTER SCHOOL	2	61	22	10	5	15	46	27	10	2	2	24	46	17	10	2	29	49	15	5
331001	INTERNATIONAL SCHOOL OF LOUISIANA	5	35	40	13	7	11	36	29	22	2	6	17	47	29	2	≤1	12	57	24	6
333001	AVOYELLES PUBLIC CHARTER SCHOOL	4	46	36	12	2	8	52	30	10	≤1	2	22	64	10	2	≤1	34	50	14	2
336001	DELHI CHARTER SCHOOL	≤1	25	32	38	6	4	22	36	33	4	7	25	45	19	4	≤1	16	64	14	4
337001	BELLE CHASSE ACADEMY	≤1	53	35	9	4	12	42	35	10	2	7	33	51	5	4	2	16	67	13	3
339001	MILESTONE ACADEMY	≤1	15	24	37	24	≤1	5	41	39	15	≤1	7	41	29	22	≤1	2	51	34	12
340001	MAX CHARTER ALTERNATIVE EDUCATION	≤1	17	25	33	25	≤1	≤1	25	42	33	≤1	≤1	50	42	8	≤1	≤1	33	25	42
341001	D'ARBONNE WOODS CHARTER SCHOOL	≤1	45	27	15	12	8	32	38	16	5	10	27	45	15	3	4	29	42	15	10
343002	LOUISIANA VIRTUAL CHARTER ACADEMY	≤1	25	15	25	34	≤1	12	19	18	49	5	16	35	20	23	≤1	16	38	24	23
343888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
345001	LOUISIANA CONNECTIONS ACADEMY	≤1	29	33	14	24	2	18	27	20	33	10	25	34	20	11	3	16	48	18	15
346001	LAKE CHARLES CHARTER ACADEMY	≤1	28	38	24	10	≤1	32	41	23	4	≤1	14	56	22	7	≤1	11	64	14	9
347001	LYCEE FRANCAIS DE LA NOUVELLE-ORLEANS	5	56	25	5	8	3	34	32	24	7	2	32	44	17	5	5	24	54	14	3
3A2001	TALLULAH CHARTER SCHOOL	≤1	24	31	20	24	4	20	22	33	20	≤1	20	29	33	18	2	13	42	22	20
3A3001	BATON ROUGE CHARTER ACADEMY AT MID-CITY	≤1	8	20	37	35	≤1	6	14	42	38	≤1	2	28	29	42	≤1	2	33	38	27
3A3002	IBERVILLE CHARTER ACADEMY	≤1	11	22	33	33	≤1	9	29	37	26	3	9	37	37	14	≤1	6	48	30	15
3A4001	DELTA CHARTER SCHOOL MST	4	26	39	22	9	9	35	26	26	4	9	13	48	22	9	≤1	13	39	35	13
3A6001	NORTHSHORE CHARTER SCHOOL	≤1	8	23	30	39	≤1	8	17	39	35	≤1	4	28	30	38	≤1	≤1	28	35	36
3A7001	LOUISIANA KEY ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
3A8001	IMPACT CHARTER ELEMENTARY	≤1	11	29	31	29	≤1	11	31	38	20	≤1	7	30	39	24	≤1	4	43	37	15
3B1001	ADVANTAGE CHARTER ACADEMY	2	30	26	13	28	4	26	30	26	13	4	17	30	20	28	≤1	22	43	7	28
3B1002	WILLOW CHARTER ACADEMY	≤1	20	12	23	45	≤1	11	20	35	32	≤1	3	26	41	30	≤1	5	36	36	22
3B5001	NORTHEAST CLAIBORNE CHARTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	≤1	≤1	45	27	27	≤1	≤1	36	55	9
3B6001	ACADIANA RENAISSANCE CHARTER ACADEMY	≤1	54	18	21	8	7	51	19	18	6	9	28	53	8	2	3	26	52	14	5
W7B001	LAFAYETTE RENAISSANCE CHARTER ACADEMY	≤1	24	26	31	20	≤1	14	22	33	31	5	8	47	24	16	≤1	5	55	24	15
318001	LSU LABORATORY SCHOOL	25	70	5	≤1	≤1	43	52	5	≤1	≤1	36	46	18	≤1	≤1	6	59	35	≤1	≤1
319001	SOUTHERN UNIVERSITY LAB SCHOOL	≤1	29	43	29	≤1	≤1	21	57	21	≤1	≤1	7	71	21	≤1	≤1	≤1	86	7	7
319002	SOUTHERN UNIVERSITY LABORATORY VIRTUAL S	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	≤1	≤1	64	27	9	≤1	≤1	55	27	18
322001	A. E. PHILLIPS LABORATORY SCHOOL	18	71	12	≤1	≤1	29	62	6	3	≤1	35	35	29	≤1	≤1	6	59	35	≤1	≤1
323001	A. J. BROWN ELEMENTARY SCHOOL	3	9	32	32	24	6	15	15	41	24	6	9	18	39	27	≤1	3	30	36	30
307	HOWARD SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
RBR	RECOVERY SCHOOL DISTRICT—BATON ROUGE	≤1	5	18	33	44	≤1	12	31	36	22	≤1	2	26	37	35	≤1	≤1	26	36	37
3AP001	CELERITY LANIER CHARTER SCHOOL	≤1	4	18	27	51	≤1	10	18	45	27	≤1	4	24	29	43	≤1	2	29	27	41
3AP002	CELERITY CRESTWORTH CHARTER SCHOOL	≤1	7	7	50	36	≤1	≤1	29	36	36	≤1	≤1	14	50	36	≤1	≤1	14	57	29
3AP003	CELERITY DALTON CHARTER SCHOOL	≤1	4	22	35	39	≤1	17	46	26	11	≤1	≤1	33	41	26	≤1	≤1	26	39	35
RNO	RECOVERY SCHOOL DISTRICT—NEW ORLEANS	≤1	23	25	27	25	3	22	30	29	16	2	9	38	32	19	≤1	9	45	26	19
300001	PIERRE A. CAPDAU LEARNING ACADEMY	≤1	17	17	37	28	≤1	28	46	22	4	2	13	42	33	9	4	9	60	13	13
300002	NELSON ELEMENTARY SCHOOL	≤1	16	21	21	41	≤1	9	34	34	23	≤1	4	38	35	24	≤1	4	39	32	25
300004	GENTILLY TERRACE ELEMENTARY SCHOOL	≤1	10	16	31	43	≤1	4	33	31	31	≤1	2	24	49	25	≤1	2	31	43	24
363001	HARRIET TUBMAN CHARTER SCHOOL	≤1	16	32	23	29	5	27	27	34	7	4	9	29	32	27	≤1	11	21	48	20
363002	PAUL HABANS CHARTER SCHOOL	≤1	13	20	23	45	2	9	23	45	21	4	13	32	34	18	2	5	25	38	30

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
364001	FANNIE C. WILLIAMS CHARTER SCHOOL	≤1	11	23	33	33	≤1	14	27	38	21	≤1	3	31	32	32	≤1	4	35	29	32
366001	LAGNIAPPE ACADEMY OF NEW ORLEANS	≤1	4	26	33	37	≤1	15	30	26	30	≤1	11	26	30	33	≤1	4	42	27	27
367001	EDGAR P. HARNEY SPIRIT OF EXCELLENCE ACA	≤1	17	29	34	20	≤1	12	49	37	2	≤1	≤1	39	41	20	≤1	2	32	39	27
368001	MORRIS JEFF COMMUNITY SCHOOL	≤1	54	19	22	5	5	27	41	23	4	5	23	41	23	8	≤1	20	54	15	9
369001	RENEW CULTURAL ARTS ACADEMY AT LIVE OAK	≤1	11	26	34	28	≤1	12	25	47	17	≤1	2	38	42	18	≤1	3	52	32	13
369002	RENEW SCITECH ACADEMY AT LAUREL	≤1	51	28	15	6	3	34	47	15	≤1	4	13	59	19	4	3	12	68	12	6
369003	RENEW DOLORES T. AARON ELEMENTARY	≤1	22	23	31	24	≤1	18	25	30	25	≤1	10	51	23	16	≤1	6	52	24	18
369006	RENEWSCHAUMBURG ELEMENTARY	2	19	34	20	24	3	20	38	26	13	2	7	44	35	12	≤1	5	51	29	16
369888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
373001	ARISE ACADEMY	≤1	7	14	29	50	≤1	3	12	41	44	≤1	4	16	33	47	≤1	≤1	32	23	46
373002	MILDRED OSBORNE CHARTER SCHOOL	≤1	22	22	28	28	≤1	7	30	43	20	≤1	2	42	38	19	≤1	2	38	38	23
374001	SUCCESS PREPARATORY ACADEMY	≤1	18	25	32	25	≤1	30	38	27	5	2	10	43	30	15	≤1	5	50	23	22
381001	AKILI ACADEMY OF NEW ORLEANS	≤1	26	30	26	17	3	26	43	22	6	≤1	13	42	36	9	≤1	4	43	36	16
385001	SYLVANIE WILLIAMS COLLEGE PREP	≤1	24	24	22	30	2	27	12	43	16	4	8	42	33	13	2	2	63	25	8
385003	LAWRENCE D. CROCKER COLLEGE PREP	2	6	26	34	32	≤1	16	35	31	18	15	26	30	23	6	≤1	30	53	9	9
388001	ANDREW H. WILSON CHARTER SCHOOL	≤1	11	29	32	28	≤1	9	27	35	29	≤1	3	29	45	23	≤1	≤1	38	37	25
390001	JAMES M. SINGLETON CHARTER SCHOOL	≤1	2	20	31	47	≤1	7	29	38	27	≤1	5	25	32	39	≤1	2	27	27	43
391001	DR. MARTIN LUTHER KING CHARTER SCHOOL FO	2	36	25	25	13	8	26	44	20	2	≤1	10	38	34	18	≤1	8	57	25	10
391002	JOSEPH A. CRAIG CHARTER SCHOOL	≤1	28	18	33	21	10	31	36	18	5	≤1	8	33	30	30	3	13	20	23	43
392001	MCDONOGH #28 CITY PARK ACADEMY	≤1	13	16	27	45	≤1	7	25	38	30	4	4	22	31	40	≤1	5	27	30	38
393001	LAFAYETTE ACADEMY	≤1	36	33	21	11	4	44	29	14	8	2	14	53	25	6	2	18	58	16	6
393002	ESPERANZA CHARTER SCHOOL	4	33	27	19	17	6	23	33	25	13	4	10	42	31	13	2	12	57	16	14
393003	MCDONOGH 42 CHARTER SCHOOL	≤1	28	23	26	23	≤1	4	43	36	17	≤1	≤1	30	40	30	≤1	32	55	4	9
395001	MARTIN BEHRMAN ELEMENTARY SCHOOL	4	51	28	14	3	≤1	51	27	18	3	9	27	41	21	≤1	≤1	31	41	23	3
395002	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	≤1	8	26	35	31	≤1	15	33	28	25	≤1	≤1	38	38	24	≤1	≤1	40	35	24
395003	WILLIAM J. FISCHER ELEMENTARY SCHOOL	≤1	3	21	32	44	≤1	10	25	44	21	≤1	≤1	28	39	33	≤1	3	57	26	13
395004	MCDONOGH #32 ELEMENTARY SCHOOL	≤1	11	17	30	43	≤1	11	20	37	31	≤1	2	25	34	40	≤1	≤1	36	30	34
398001	KIPP BELIEVE COLLEGE PREP (PHILLIPS)	≤1	28	29	27	14	≤1	31	26	38	4	4	31	41	20	4	≤1	25	58	11	5
398002	KIPP MCDONOGH 15 SCHOOL FOR THE CREATIVE	≤1	25	31	28	16	2	19	38	25	15	≤1	13	37	30	19	≤1	10	49	28	12
398004	KIPP CENTRAL CITY PRIMARY	≤1	33	24	26	17	9	41	28	19	3	≤1	9	48	30	13	≤1	9	44	31	17
398006	KIPP NEW ORLEANS LEADERSHIP ACADEMY	≤1	17	21	26	37	≤1	18	34	27	21	4	6	38	34	18	≤1	8	50	26	16
399001	SAMUEL J. GREEN CHARTER SCHOOL	≤1	29	38	26	7	7	41	21	24	7	≤1	2	41	44	14	≤1	7	41	41	12
399002	ARTHUR ASHE CHARTER SCHOOL	≤1	27	35	23	15	5	43	30	12	10	≤1	15	39	31	15	2	5	47	22	24
399004	JOHN DIBERT COMMUNITY SCHOOL	≤1	20	32	29	20	≤1	13	16	43	29	≤1	5	39	38	18	≤1	≤1	45	25	30
399005	LANGSTON HUGHES CHARTER ACADEMY	≤1	20	21	32	27	2	22	21	26	29	≤1	3	32	43	20	≤1	3	27	32	38
3A5001	MARY D. COGHILL CHARTER SCHOOL	≤1	55	14	14	17	16	38	17	17	12	≤1	9	48	26	17	≤1	22	48	14	16
NPS	Nonpublic Scholarship Schools	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500008	OUR LADY OF FATIMA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500020	ST. JOSEPH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
501014	ST. ANTHONY OF PADUA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
501016	ST. FRANCES CABRINI SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502001	ASCENSION DIOCESAN REGIONAL SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502005	HOLY FAMILY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502007	MATER DOLOROSA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502009	OUR LADY OF MERCY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502018	ST. ELIZABETH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
502019	ST. FRANCIS XAVIER SCHOOL (C)	≤1	7	40	47	7	≤1	≤1	33	53	13	≤1	7	47	47	≤1	≤1	7	33	53	7
502021	REDEMPTORIST ELEMENTARY SCHOOL (C)	≤1	21	29	43	7	≤1	21	50	29	≤1	≤1	≤1	36	50	14	≤1	≤1	57	21	21
502023	ST. JOHN ELEMENTARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502031	ST. LOUIS KING OF FRANCE SCHOOL (C)	≤1	7	7	43	43	≤1	≤1	23	46	31	≤1	≤1	23	54	23	≤1	≤1	46	31	23
502033	CATHOLIC ELEMENTARY SCHOOL OF POINTE COU	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503004	HOLY SAVIOR SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503005	MARIA IMMACOLATA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503012	ST. JOSEPH ELEMENTARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503013	ST. MARY'S NATIVITY (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
504007	HOLY FAMILY CATHOLIC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
504009	IMMACULATE HEART OF MARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
505011	ST. THEODORE'S HOLY FAMILY CATHOLIC SCHO	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506007	ASCENSION OF OUR LORD SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506014	HOLY ROSARY ACADEMY (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506020	HOLY GHOST ELEMENTARY SCHOOL (C)	≤1	14	29	29	29	≤1	≤1	14	43	43	≤1	≤1	14	57	29	≤1	≤1	29	21	50
506036	OUR LADY OF DIVINE PROVIDENCE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506038	OUR LADY OF GRACE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506041	OUR LADY OF PERPETUAL HELP SCHOOL (C)	≤1	≤1	9	36	55	≤1	≤1	18	55	27	≤1	≤1	9	27	64	≤1	≤1	9	36	55
506044	OUR LADY OF PROMPT SUCCOR SCHOOL (C)	≤1	35	24	35	6	≤1	24	53	18	6	≤1	6	50	38	6	≤1	13	50	31	6
506048	RESURRECTION OF OUR LORD SCHOOL (C)	≤1	19	26	35	19	2	8	37	44	10	≤1	6	44	34	16	≤1	15	48	19	18
506049	SACRED HEART OF JESUS SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506054	ST. AGNES SCHOOL (C)	≤1	21	36	29	14	≤1	21	36	43	≤1	≤1	≤1	36	50	14	≤1	7	50	36	7
506055	ST. ALPHONSUS SCHOOL (C)	≤1	41	28	21	10	7	17	41	34	≤1	≤1	17	48	28	7	3	14	41	21	21
506056	ST. ANDREW THE APOSTLE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506057	ST. ANGELA MERICI SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506059	ST. ANTHONY SCHOOL (C)	≤1	20	40	30	10	≤1	10	50	20	20	≤1	≤1	20	30	50	≤1	≤1	≤1	50	≤1
506071	ST. DOMINIC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506079	ST. JOAN OF ARC SCHOOL (C)	≤1	13	22	39	26	4	22	26	39	9	≤1	≤1	22	48	30	≤1	4	43	22	30
506080	ST. JOAN OF ARC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506087	ST. LEO THE GREAT SCHOOL (C)	≤1	41	33	26	≤1	≤1	37	41	15	7	≤1	4	37	41	19	≤1	4	56	26	15
506094	ST. MARY MAGDALEN SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506095	ST. MARY'S ACADEMY (GIRLS) (C)	2	31	33	27	8	≤1	16	39	39	6	≤1	4	49	37	10	≤1	4	55	33	8
506104	ST. PETER SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506105	ST. PETER CLAVER SCHOOL (C)	≤1	21	25	46	8	≤1	8	38	42	13	≤1	≤1	46	42	13	≤1	4	46	38	13
506111	ST. RITA SCHOOL (C)	≤1	17	25	33	25	≤1	8	17	75	≤1	≤1	25	8	50	17	≤1	17	33	25	25
506116	ST. STEPHEN SCHOOL (C)	≤1	11	26	42	21	≤1	≤1	≤1	37	63	≤1	≤1	32	42	26	≤1	≤1	21	32	47
506157	GOOD SHEPHERD NATIVITY MISSION SCHOOL (C)	≤1	9	35	48	9	≤1	4	35	22	39	≤1	≤1	39	43	17	≤1	4	52	43	≤1
506159	ST. BENEDICT THE MOOR (C)	≤1	69	23	8	≤1	15	54	23	8	≤1	15	31	54	≤1	≤1	15	8	85	8	≤1
522001	CONQUERING WORD CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
522002	CONQUERING WORD CHRISTIAN ACADEMY EASTBA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
533001	ALFRED BOOKER JR. ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
579001	FAMILY COMMUNITY CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
582001	GETHSEMANE CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
621001	MCMILLIAN'S FIRST STEPS CDC/ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
626001	ST. JOHN LUTHERAN SCHOOL	≤1	15	31	38	15	≤1	≤1	31	46	23	≤1	8	46	31	15	≤1	8	69	15	8
627001	ST. PAUL LUTHERAN SCHOOL (L)	≤1	18	≤1	64	18	≤1	≤1	27	45	27	≤1	≤1	17	67	17	≤1	≤1	33	42	25

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
652001	RIVERSIDE ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
656001	OLD BETHEL CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
667001	JOHN PAUL THE GREAT ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
674001	ANGLES ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
702001	HOSANNA CHRISTIAN ACADEMY (AG)	≤1	23	20	34	23	≤1	18	50	32	≤1	≤1	7	39	27	27	≤1	7	39	32	21
705001	GREATER BATON ROUGE HOPE ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
706001	PREVAILING FAITH CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
718001	DREAMKEEPERS ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
719001	EVANGEL CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
722001	JEHOVAH-JIREH CHRISTIAN ACADEMY	≤1	10	50	20	20	≤1	20	10	60	10	≤1	≤1	30	50	20	≤1	≤1	40	40	20
727001	BOUTTE CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
729001	GARDERE COMMUNITY CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
735002	NORTHLAKE CHRISTIAN ELEMENTARY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
760001	VICTORY CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
776001	COUNTRY DAY SCHOOL OF BATON ROUGE	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
785001	WESTMINSTER CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
872001	BISHOP MCMANUS SCHOOL	≤1	29	29	29	12	≤1	29	6	47	18	≤1	12	35	41	12	≤1	≤1	53	29	18
874001	NORTHEAST BAPTIST SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
886001	CLAIBORNE CHRISTIAN SCHOOL (CG)	≤1	32	29	14	25	≤1	25	46	17	13	4	9	43	35	9	≤1	4	70	17	9
897001	NEW ORLEANS ADVENTIST ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
905001	QUEST SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
927001	LIFE OF CHRIST CHRISTIAN ACADEMY/ALTERNA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
933002	ASCENSION CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
938001	THE UPPERROOM BIBLE CHURCH ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
988001	RIVERDALE CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
989001	LIGHT CITY CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
992001	UNION CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
994001	ECOLE BILINGUE DE LA NOUVELLE-ORLEANS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

### Percent of Students at Each Achievement Level for Spring 2015 Tests- By District and School - Grade 4

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates less than ten students in a subgroup.

\* A=Advanced; M=Mastery; B=Basic; AB=Approaching Basic; U=Unsatisfactory

Note: 2015 grade 3-8 results constitute new baseline performance on new assessments and/or more inclusive student populations than in past years.

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies					
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
STATE	LOUISIANA STATEWIDE	4	36	34	19	8	2	31	31	26	10	4	16	47	24	9	2	14	51	19	13	
001	ACADIA PARISH	3	36	36	20	6	2	41	33	19	6	3	16	51	24	6	2	13	56	20	9	
001002	BRANCH ELEMENTARY SCHOOL	3	45	34	7	10	7	55	24	10	3	7	17	52	21	3	7	14	62	10	7	
001004	CHURCH POINT ELEMENTARY SCHOOL	≤1	24	31	33	12	≤1	19	32	37	12	≤1	9	45	37	9	≤1	5	50	31	14	
001010	NORTH CROWLEY ELEMENTARY SCHOOL	≤1	38	40	18	3	≤1	44	42	14	≤1	≤1	17	54	27	2	2	10	58	24	7	
001011	EGAN ELEMENTARY SCHOOL	4	42	42	8	4	4	46	25	21	4	8	13	63	17	≤1	4	29	46	17	4	
001012	ESTHERWOOD ELEMENTARY SCHOOL	6	50	35	6	3	≤1	65	26	6	3	6	27	58	3	6	≤1	9	76	9	6	
001013	EVANGELINE ELEMENTARY SCHOOL	≤1	21	33	46	≤1	≤1	17	43	26	13	≤1	12	50	35	4	≤1	4	58	35	4	
001014	IOTA ELEMENTARY SCHOOL	7	59	23	8	3	≤1	49	27	17	6	9	27	46	14	3	3	25	55	13	4	
001016	MERMENTAU ELEMENTARY SCHOOL	≤1	38	54	8	≤1	8	46	46	≤1	≤1	≤1	31	69	≤1	≤1	≤1	15	77	8	≤1	
001018	MIRE ELEMENTARY SCHOOL	5	32	45	17	2	5	42	45	7	2	3	23	51	20	3	6	16	53	16	8	
001019	MORSE ELEMENTARY SCHOOL	4	42	38	15	≤1	≤1	23	42	31	15	4	≤1	23	58	15	4	4	15	65	12	4
001022	RICHARD ELEMENTARY SCHOOL	4	40	44	9	2	7	67	22	2	2	4	18	60	16	2	2	29	60	7	2	
001023	ROSS ELEMENTARY SCHOOL	≤1	16	38	36	11	2	27	38	27	8	2	8	35	43	13	≤1	5	51	29	16	
001024	SOUTH CROWLEY ELEMENTARY SCHOOL	4	38	45	13	2	4	66	27	2	2	2	17	67	12	2	2	10	76	12	≤1	
001025	SOUTH RAYNE ELEMENTARY SCHOOL	≤1	31	31	27	10	2	33	32	25	8	2	7	49	28	14	≤1	6	48	27	19	
002	ALLEN PARISH	5	48	37	10	≤1	≤1	34	41	21	4	6	16	57	17	3	2	21	60	13	5	
002001	ELIZABETH HIGH SCHOOL	6	50	24	21	≤1	3	44	35	15	3	9	26	49	9	9	≤1	20	51	23	6	
002002	FAIRVIEW HIGH SCHOOL	6	47	44	3	≤1	≤1	42	39	12	6	12	18	58	12	≤1	3	33	58	6	≤1	
002003	KINDER ELEMENTARY SCHOOL	3	54	37	6	≤1	≤1	25	42	28	4	6	20	66	6	≤1	2	24	66	8	≤1	
002005	OAKDALE ELEMENTARY SCHOOL	6	45	37	12	≤1	≤1	40	45	11	2	5	14	54	27	≤1	2	17	62	14	5	
002008	OBERLIN ELEMENTARY SCHOOL	2	46	39	13	≤1	≤1	28	39	30	4	2	8	53	30	8	≤1	13	57	17	13	
002010	REEVES HIGH SCHOOL	7	29	50	7	7	≤1	36	36	29	≤1	≤1	13	53	20	13	≤1	20	47	20	13	
003	ASCENSION PARISH	7	48	28	12	4	5	45	29	17	5	7	23	49	17	5	5	22	53	12	8	
003001	G. W. CARVER PRIMARY SCHOOL	≤1	39	39	16	6	≤1	30	35	26	7	3	12	49	32	4	4	7	65	12	12	
003008	GONZALES PRIMARY SCHOOL	≤1	37	34	24	4	≤1	30	42	24	3	≤1	13	59	22	5	≤1	4	68	21	7	
003011	DUPLESSIS PRIMARY SCHOOL	4	49	29	11	8	4	49	27	15	5	3	26	46	18	7	3	23	50	13	10	
003015	LOWERY ELEMENTARY SCHOOL	≤1	21	26	39	14	≤1	18	34	29	19	≤1	2	34	39	25	≤1	4	34	21	40	
003018	GALVEZ PRIMARY SCHOOL	14	52	23	9	≤1	8	44	30	17	≤1	5	26	53	14	≤1	9	21	57	11	3	
003020	LAKE ELEMENTARY SCHOOL	4	46	38	8	4	≤1	55	29	13	2	5	18	63	10	4	3	19	66	7	5	
003023	DUTCHTOWN PRIMARY SCHOOL	12	63	20	3	2	4	51	33	11	2	8	27	52	12	≤1	8	39	50	4	≤1	
003024	ST. AMANT PRIMARY SCHOOL	8	51	27	11	3	12	42	26	16	4	14	27	48	6	5	5	25	55	10	5	
003027	OAK GROVE PRIMARY SCHOOL	12	59	24	4	≤1	17	65	14	2	2	13	33	45	7	≤1	10	35	48	5	2	
003029	PECAN GROVE PRIMARY SCHOOL	3	42	35	15	5	3	33	34	24	6	5	14	56	17	8	3	19	56	15	6	
003030	PRAIRIEVILLE PRIMARY SCHOOL	12	57	22	8	≤1	5	48	28	14	5	13	33	37	15	2	10	29	50	5	6	
003031	CENTRAL PRIMARY SCHOOL	5	48	29	14	5	≤1	49	23	25	3	6	18	53	14	9	4	17	56	15	8	



Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies					
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
003032	LAKESIDE PRIMARY SCHOOL	13	48	27	10	2	9	56	22	10	2	6	24	52	17	≤1	3	23	58	14	≤1	
003033	SPANISH LAKE PRIMARY SCHOOL	7	53	28	9	4	4	51	29	12	4	9	29	48	12	3	4	28	50	15	4	
003034	SORRENTO PRIMARY SCHOOL	10	40	38	12	≤1	≤1	30	37	26	7	5	14	55	21	4	3	18	52	16	11	
003888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
004	ASSUMPTION PARISH	2	37	29	24	8	2	35	33	24	6	5	12	46	24	12	4	10	52	20	15	
004004	BELLE ROSE PRIMARY SCHOOL	≤1	8	33	39	19	≤1	11	33	42	14	≤1	≤1	20	43	37	≤1	≤1	17	49	34	
004006	LABADIEVILLE PRIMARY SCHOOL	2	31	29	31	8	≤1	26	38	31	5	5	14	46	23	12	5	8	54	18	15	
004008	NAPOLEONVILLE PRIMARY SCHOOL	≤1	36	33	19	10	≤1	36	36	22	4	9	9	45	29	9	4	13	52	16	14	
004010	PIERRE PART PRIMARY SCHOOL	5	58	25	12	≤1	7	61	26	4	2	4	18	63	14	2	5	18	67	7	4	
004011	BAYOU L'OURSE PRIMARY SCHOOL	4	46	21	21	8	≤1	33	21	33	13	4	21	50	13	13	≤1	8	58	21	13	
005	AVOYELLES PARISH	2	21	28	35	14	≤1	20	28	36	15	2	12	38	29	19	≤1	9	40	26	23	
005003	BUNKIE ELEMENTARY SCHOOL	2	16	26	32	24	4	36	28	16	16	≤1	4	26	26	44	≤1	4	26	34	36	
005007	COTTONPORT ELEMENTARY	3	9	29	48	11	≤1	15	21	54	10	4	3	38	33	22	≤1	6	45	28	21	
005012	LAFARGUE ELEMENTARY SCHOOL	4	36	30	22	7	≤1	21	37	31	11	5	30	47	14	3	3	12	49	24	12	
005015	MARKSVILLE ELEMENTARY SCHOOL	≤1	15	21	40	24	≤1	14	21	35	30	≤1	12	23	31	33	≤1	4	31	23	42	
005019	PLAUCHEVILLE ELEMENTARY SCHOOL	≤1	31	33	30	6	≤1	26	36	36	3	3	10	52	28	7	≤1	21	46	22	9	
005020	RIVERSIDE ELEMENTARY SCHOOL	≤1	10	28	41	21	2	14	22	36	26	≤1	4	30	46	21	2	2	37	30	30	
006	BEAUREGARD PARISH	3	36	39	18	4	4	30	40	22	4	6	16	55	19	5	2	13	60	15	10	
006008	MERRYVILLE HIGH SCHOOL	3	23	53	13	7	≤1	33	40	27	≤1	≤1	23	53	23	≤1	3	7	83	3	3	
006009	PINE WOOD ELEMENTARY SCHOOL	2	37	38	18	4	3	29	41	21	6	3	10	59	22	6	≤1	10	59	17	13	
006010	SINGER HIGH SCHOOL	≤1	5	52	33	10	≤1	10	29	52	10	≤1	4	46	38	13	≤1	≤1	50	21	29	
006012	SOUTH BEAUREGARD UPPER ELEMENTARY SCHOOL	5	44	36	14	≤1	6	41	33	19	≤1	11	22	55	12	≤1	≤1	21	60	17	2	
006022	EAST BEAUREGARD ELEMENTARY SCHOOL	5	33	35	21	7	5	19	58	14	5	14	24	45	10	7	5	19	59	9	9	
007	BIENVILLE PARISH	≤1	32	36	23	10	≤1	20	26	36	17	2	14	44	30	11	≤1	8	54	25	12	
007003	CASTOR HIGH SCHOOL	≤1	51	29	14	6	≤1	42	33	12	12	3	37	40	17	3	≤1	11	63	23	3	
007004	CRAWFORD ELEMENTARY SCHOOL	≤1	18	37	29	16	≤1	6	29	41	24	2	2	43	35	18	≤1	4	51	31	14	
007006	GIBSLAND-COLEMAN HIGH SCHOOL	≤1	18	55	14	14	≤1	5	14	55	27	≤1	≤1	41	45	14	≤1	≤1	41	32	27	
007007	RINGGOLD ELEMENTARY SCHOOL	≤1	36	32	29	4	≤1	18	21	46	14	4	7	50	32	7	4	7	64	21	4	
007009	SALINE HIGH SCHOOL	≤1	39	30	26	4	≤1	35	30	30	4	≤1	24	48	20	8	≤1	20	48	16	16	
008	BOSSIER PARISH	5	40	35	16	4	2	39	34	21	4	5	21	50	19	5	3	19	54	16	8	
008002	APOLLO ELEMENTARY SCHOOL	4	50	35	11	≤1	3	44	45	6	≤1	4	24	51	19	2	6	16	62	14	2	
008005	BENTON ELEMENTARY SCHOOL	3	42	38	15	2	≤1	42	32	24	2	3	19	55	20	3	≤1	19	52	20	9	
008007	BOSSIER ELEMENTARY SCHOOL	≤1	10	42	32	16	≤1	24	32	26	18	≤1	7	42	37	15	≤1	2	51	22	25	
008012	CENTRAL PARK ELEMENTARY SCHOOL	≤1	39	37	18	7	≤1	30	39	30	2	≤1	16	46	30	7	5	14	48	25	7	
008014	CURTIS ELEMENTARY SCHOOL	3	37	45	14	2	≤1	37	36	24	3	4	20	57	14	4	3	18	60	15	5	
008018	R. V. KERR ELEMENTARY SCHOOL	5	35	33	25	≤1	≤1	32	35	27	5	≤1	14	52	29	4	≤1	14	56	18	12	
008019	MEADOWVIEW ELEMENTARY SCHOOL	2	26	46	21	5	≤1	21	39	39	2	≤1	16	51	28	5	≤1	5	51	35	9	
008021	CARRIE MARTIN ELEMENTARY SCHOOL	3	40	33	20	3	≤1	40	37	17	7	≤1	22	53	22	3	≤1	16	72	3	9	
008023	PLANTATION PARK ELEMENTARY SCHOOL	≤1	28	33	31	7	≤1	28	41	27	3	≤1	11	36	33	19	≤1	11	40	27	20	
008030	WALLER ELEMENTARY SCHOOL	3	26	34	26	11	≤1	9	39	39	13	3	12	43	25	17	≤1	9	49	23	17	
008033	STOCKWELL PLACE ELEMENTARY SCHOOL	6	59	22	10	4	2	54	36	8	≤1	9	30	43	13	5	6	37	45	7	6	
008040	PRINCETON ELEMENTARY SCHOOL	5	35	40	16	4	2	37	33	25	3	4	21	49	20	5	3	13	59	16	10	
008042	LEGACY ELEMENTARY SCHOOL	14	56	22	7	≤1	10	58	24	6	≤1	14	30	49	6	≤1	8	31	53	6	2	
008043	W.T. LEWIS ELEMENTARY SCHOOL	21	55	20	4	≤1	9	63	22	7	≤1	≤1	12	39	44	5	≤1	5	43	48	2	≤1
008044	ELM GROVE ELEMENTARY SCHOOL	4	38	31	26	≤1	4	26	37	28	5	5	12	56	26	≤1	2	13	57	18	10	
009	CADDO PARISH	3	26	32	26	13	2	21	27	33	17	4	11	38	31	15	2	10	39	27	22	



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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
009002	ARTHUR CIRCLE ELEMENTARY SCHOOL	≤1	19	28	39	15	≤1	13	28	41	19	≤1	8	42	38	12	≤1	6	44	29	21
009004	BARRET PAIDEIA ACADEMY	≤1	14	34	34	18	≤1	9	25	41	25	≤1	5	30	49	16	≤1	≤1	42	37	21
009006	BLANCHARD ELEMENTARY SCHOOL	≤1	40	40	14	6	≤1	32	34	25	10	6	24	50	17	4	≤1	17	59	14	9
009015	CHEROKEE PARK ELEMENTARY SCHOOL	≤1	28	51	15	6	≤1	17	30	45	8	2	≤1	33	59	6	≤1	≤1	37	44	19
009016	CLAIBORNE FUNDAMENTAL ELEMENTARY SCHOOL	3	73	23	≤1	≤1	2	44	45	9	≤1	8	22	69	2	≤1	5	22	70	3	≤1
009018	CRESWELL ELEMENTARY SCHOOL	3	15	30	31	21	2	15	33	31	20	2	11	30	36	21	≤1	2	36	39	23
009019	EDEN GARDENS FUNDAMENTAL ELEMENTARY SCHO	34	61	5	≤1	≤1	13	66	20	≤1	≤1	22	49	28	≤1	≤1	17	54	29	≤1	≤1
009023	FAIRFIELD MAGNET SCHOOL	14	65	21	≤1	≤1	7	65	24	3	≤1	24	54	21	≤1	≤1	11	46	42	≤1	≤1
009024	FOREST HILL ELEMENTARY SCHOOL	≤1	23	43	25	8	≤1	14	33	41	12	3	8	44	33	12	≤1	4	48	28	19
009027	HERNDON MAGNET SCHOOL	7	54	31	7	≤1	4	54	33	9	≤1	10	42	42	6	≤1	3	30	58	7	≤1
009033	JUDSON FUNDAMENTAL ELEMENTARY SCHOOL	7	68	22	3	≤1	2	36	44	19	≤1	8	38	50	3	≤1	2	37	57	5	≤1
009040	MOORINGSPOINT ELEMENTARY SCHOOL	2	12	47	33	6	≤1	6	31	51	12	2	6	60	32	≤1	≤1	7	52	33	9
009043	NORTH HIGHLANDS ELEMENTARY SCHOOL	2	27	31	27	14	≤1	25	32	29	14	≤1	10	41	33	16	2	3	43	28	24
009044	NORTHSIDE ELEMENTARY SCHOOL	≤1	4	29	44	23	≤1	16	33	42	9	≤1	≤1	26	49	24	≤1	≤1	29	35	34
009046	OAK PARK MICROSOCIETY ELEMENTARY SCHOOL	≤1	6	23	41	30	≤1	≤1	8	43	48	≤1	≤1	23	42	34	≤1	4	21	28	46
009048	OIL CITY MAGNET SCHOOL	2	26	37	23	12	≤1	30	33	23	14	5	14	44	28	9	≤1	12	44	30	14
009050	PINE GROVE ELEMENTARY SCHOOL	≤1	13	30	41	17	≤1	3	28	54	15	≤1	5	34	52	9	≤1	2	34	35	29
009051	QUEENSBOROUGH ELEMENTARY SCHOOL	≤1	11	31	35	22	≤1	6	19	34	42	≤1	≤1	30	40	30	≤1	≤1	26	30	43
009053	RIVERSIDE ELEMENTARY SCHOOL	11	45	25	14	4	4	30	42	20	4	6	14	59	17	4	3	21	46	23	7
009055	SHREVE ISLAND ELEMENTARY SCHOOL	4	44	32	18	2	2	33	35	26	4	6	20	48	23	4	2	16	47	31	5
009057	SOUTH HIGHLANDS ELEMENTARY MAGNET SCHOOL	31	59	9	≤1	≤1	26	69	6	≤1	≤1	40	34	26	≤1	≤1	26	47	27	≤1	≤1
009058	SOUTHERN HILLS ELEMENTARY SCHOOL	≤1	16	33	39	12	≤1	14	40	37	10	≤1	3	40	43	14	≤1	3	41	34	23
009060	A. C. STEERE ELEMENTARY SCHOOL	≤1	41	29	27	3	≤1	27	35	29	9	≤1	21	56	19	4	≤1	17	57	17	9
009061	E.B. WILLIAMS STONER HILL ELEM LAB SCHOO	≤1	18	45	24	12	≤1	15	30	27	27	3	≤1	33	48	15	≤1	≤1	48	42	9
009062	SUMMER GROVE ELEMENTARY SCHOOL	≤1	18	34	30	18	≤1	15	28	36	21	≤1	8	39	35	17	≤1	≤1	38	37	25
009063	SUMMERFIELD ELEMENTARY SCHOOL	≤1	23	42	28	6	≤1	17	26	45	12	≤1	3	46	39	11	≤1	3	42	26	28
009064	SUNSET ACRES ELEMENTARY SCHOOL	≤1	8	19	34	38	≤1	3	15	35	46	≤1	3	20	44	33	≤1	≤1	27	31	42
009065	JACK P. TIMMONS ELEMENTARY SCHOOL	2	37	37	16	8	≤1	33	31	35	2	4	10	50	29	6	≤1	8	54	23	15
009066	UNIVERSITY ELEMENTARY SCHOOL	≤1	38	37	22	2	3	29	39	26	4	5	15	54	24	2	≤1	16	50	23	10
009067	VIVIAN ELEMENTARY/MIDDLE SCHOOL	4	18	31	29	18	≤1	8	27	39	25	2	4	44	30	20	≤1	4	46	24	26
009068	WALNUT HILL ELEMENTARY/MIDDLE SCHOOL	≤1	28	38	28	5	≤1	28	33	32	7	4	14	48	25	9	≤1	14	51	23	12
009070	WERNER PARK ELEMENTARY SCHOOL	≤1	9	31	35	24	≤1	6	12	47	36	≤1	≤1	19	42	38	≤1	≤1	18	32	50
009072	WESTWOOD ELEMENTARY SCHOOL	≤1	24	31	28	16	≤1	15	17	47	20	≤1	≤1	27	45	26	≤1	≤1	17	30	52
009075	TURNER ELEMENTARY/6TH GRADE ACADEMY	≤1	16	35	39	10	≤1	4	19	51	26	≤1	2	38	42	18	≤1	≤1	34	32	32
009079	KEITHVILLE ELEMENTARY/MIDDLE SCHOOL	≤1	23	28	34	15	≤1	26	32	28	13	2	9	43	28	17	2	5	36	39	18
009096	ALEXANDER LEARNING CENTER	≤1	6	27	33	33	≤1	3	9	41	47	≤1	3	32	29	35	≤1	3	19	19	58
009103	J. S. CLARK ELEMENTARY SCHOOL	≤1	8	35	30	27	≤1	14	19	42	25	≤1	2	25	42	30	≤1	2	26	44	28
009106	MAGNOLIA SCHOOL OF EXCELLENCE	≤1	26	45	19	11	≤1	28	40	27	5	3	11	52	24	10	≤1	4	56	27	12
009888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
010	CALCASIEU PARISH	3	41	32	18	5	2	34	31	25	8	3	19	49	22	7	3	17	53	17	10
010002	BARBE ELEMENTARY SCHOOL	2	32	34	30	2	≤1	13	38	40	9	≤1	2	47	38	13	≤1	13	46	35	7
010004	BELL CITY HIGH SCHOOL	≤1	53	31	10	6	≤1	41	37	16	6	8	24	50	12	6	6	28	54	6	6
010005	LEBLEU SETTLEMENT ELEMENTARY SCHOOL	9	55	27	7	2	≤1	57	31	9	2	3	32	53	10	2	3	30	57	8	2
010006	BRENTWOOD ELEMENTARY SCHOOL	≤1	2	41	39	18	≤1	≤1	41	45	14	≤1	2	20	48	30	≤1	≤1	28	37	35
010009	JESSIE D. CLIFTON ELEMENTARY SCHOOL	7	45	24	17	7	≤1	17	21	55	7	≤1	3	34	45	17	3	10	52	14	21
010010	COLLEGE OAKS ELEMENTARY SCHOOL	≤1	22	37	35	6	≤1	6	24	45	25	≤1	4	31	47	18	2	2	43	27	25

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
010011	COMBRE/FONDEL ELEMENTARY SCHOOL	≤1	3	20	50	27	≤1	13	16	45	26	≤1	≤1	26	45	29	≤1	≤1	29	29	42	
010012	T. S. COOLEY ELEMENTARY MAGNET SCHOOL	30	64	6	≤1	≤1	26	68	6	≤1	≤1	30	52	18	≤1	≤1	16	58	26	≤1	≤1	
010016	DOLBY ELEMENTARY SCHOOL	≤1	49	31	18	≤1	≤1	33	37	22	7	4	26	50	15	4	≤1	21	59	15	6	
010018	FAIRVIEW ELEMENTARY SCHOOL	≤1	26	38	23	13	≤1	13	28	32	26	≤1	6	44	31	19	≤1	10	46	21	23	
010019	FRASCH ELEMENTARY SCHOOL	2	55	32	9	2	≤1	52	27	16	4	3	21	47	27	2	2	19	63	13	3	
010023	W. T. HENNING ELEMENTARY SCHOOL	6	61	24	9	≤1	≤1	43	46	11	≤1	2	25	55	13	5	2	17	62	7	13	
010024	HENRY HEIGHTS ELEMENTARY SCHOOL	2	35	35	24	4	2	27	22	39	10	≤1	10	49	31	10	≤1	8	49	29	14	
010027	JOHN J. JOHNSON II ELEMENTARY SCHOOL	≤1	8	36	47	8	≤1	3	17	53	28	≤1	≤1	25	56	19	≤1	3	36	33	28	
010028	M. J. KAUFMAN ELEMENTARY SCHOOL	6	40	31	17	6	≤1	29	44	19	8	≤1	15	64	15	6	≤1	13	55	23	9	
010029	JOHN F. KENNEDY ELEMENTARY SCHOOL	≤1	47	16	32	5	≤1	26	32	21	21	≤1	5	47	32	16	5	≤1	47	32	16	
010030	E. K. KEY ELEMENTARY SCHOOL	3	48	33	7	8	≤1	47	25	20	7	6	19	51	20	4	4	10	65	13	7	
010039	MOSS BLUFF ELEMENTARY SCHOOL	2	42	30	20	7	5	45	30	14	5	4	30	54	11	2	8	26	48	13	5	
010042	A. A. NELSON ELEMENTARY SCHOOL	8	53	29	10	≤1	2	48	36	10	3	8	28	49	13	2	9	37	44	9	≤1	
010043	OAK PARK ELEMENTARY SCHOOL	≤1	28	38	24	10	≤1	34	30	32	4	≤1	≤1	46	40	14	2	8	44	32	14	
010045	CYPRESS COVE ELEMENTARY SCHOOL	≤1	37	44	14	4	5	45	35	11	4	2	31	55	7	5	4	21	55	13	7	
010046	PRIEN LAKE ELEMENTARY SCHOOL	7	71	14	5	4	6	65	19	7	4	5	39	45	10	≤1	6	32	55	5	2	
010050	ST. JOHN ELEMENTARY SCHOOL	3	34	45	15	3	3	40	34	22	2	5	17	56	18	4	3	23	56	12	6	
010051	STARKS HIGH SCHOOL	10	50	30	5	5	≤1	40	30	25	5	≤1	20	56	20	4	≤1	16	52	20	12	
010053	VINCENT SETTLEMENT ELEMENTARY SCHOOL	≤1	86	14	≤1	≤1	≤1	80	20	≤1	≤1	8	45	45	2	≤1	2	43	53	2	≤1	
010054	RICHARD W. VINCENT ELEMENTARY SCHOOL	2	30	41	24	4	≤1	23	40	36	2	≤1	11	59	24	6	2	6	68	19	5	
010055	VINTON ELEMENTARY SCHOOL	≤1	32	35	27	5	≤1	34	34	23	8	3	11	40	38	9	≤1	8	50	26	15	
010059	T. H. WATKINS ELEMENTARY SCHOOL	≤1	32	40	12	16	≤1	36	28	24	12	≤1	8	63	17	13	≤1	≤1	67	25	8	
010060	J. I. WATSON MIDDLE SCHOOL	≤1	23	42	27	7	≤1	19	34	42	4	≤1	7	53	29	11	≤1	8	49	27	15	
010061	PEARL WATSON ELEMENTARY SCHOOL	≤1	9	30	33	27	≤1	12	18	39	30	≤1	3	33	39	24	≤1	≤1	27	30	42	
010063	WESTERN HEIGHTS ELEMENTARY SCHOOL	≤1	34	34	31	≤1	≤1	16	41	28	16	≤1	10	63	15	12	≤1	7	63	20	10	
010065	WESTWOOD ELEMENTARY SCHOOL	5	62	24	7	3	≤1	27	43	24	7	3	31	53	13	≤1	2	16	66	13	4	
010067	RALPH F. WILSON ELEMENTARY SCHOOL	≤1	9	32	45	14	≤1	5	27	50	18	≤1	≤1	9	68	23	≤1	≤1	14	50	36	
010068	GILLIS ELEMENTARY SCHOOL	≤1	13	47	22	19	≤1	23	26	29	23	≤1	18	63	15	4	≤1	11	59	21	8	
010081	DEQUINCY ELEMENTARY SCHOOL	2	52	31	9	5	≤1	25	35	32	7	≤1	21	54	20	4	≤1	14	63	16	7	
010082	MAPLEWOOD ELEMENTARY	5	39	37	18	≤1	≤1	27	35	30	8	2	15	52	24	7	≤1	18	56	15	10	
011	CALDWELL PARISH	6	37	36	14	6	≤1	16	26	39	18	4	17	52	17	10	2	16	56	18	9	
011003	UNION CENTRAL ELEMENTARY SCHOOL	12	32	29	18	9	≤1	21	26	32	21	3	26	35	29	6	≤1	18	44	32	6	
011004	COLUMBIA ELEMENTARY SCHOOL	8	49	33	8	3	3	21	33	33	10	8	18	56	15	3	≤1	13	67	13	8	
011005	GRAYSON ELEMENTARY SCHOOL	2	31	42	17	8	≤1	10	21	48	21	2	11	58	11	17	4	17	55	13	11	
012	CAMERON PARISH	7	39	38	13	3	≤1	36	30	22	11	4	13	64	14	6	≤1	13	61	18	9	
012003	GRAND LAKE HIGH SCHOOL	9	51	31	9	≤1	2	51	28	12	7	6	13	64	11	6	≤1	17	64	13	6	
012004	HACKBERRY HIGH SCHOOL	≤1	25	50	25	≤1	≤1	8	33	50	8	≤1	8	77	15	≤1	≤1	54	31	15		
012005	JOHNSON BAYOU HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
012007	SOUTH CAMERON HIGH SCHOOL	≤1	14	57	14	14	≤1	7	29	36	29	≤1	7	53	27	13	≤1	≤1	60	27	13	
013	CATAHOULA PARISH	4	42	32	14	8	2	40	34	18	5	7	14	55	20	4	4	15	54	17	9	
013002	CENTRAL HIGH SCHOOL	10	40	50	≤1	≤1	≤1	10	40	50	≤1	≤1	≤1	60	40	≤1	≤1	20	60	20	≤1	
013005	HARRISONBURG HIGH SCHOOL	≤1	54	21	21	4	≤1	38	38	25	≤1	≤1	22	70	4	4	4	13	57	17	9	
013006	JONESVILLE ELEMENTARY SCHOOL	7	45	32	8	8	3	52	25	11	8	11	16	46	21	5	7	20	52	15	7	
013011	SICILY ISLAND HIGH SCHOOL	≤1	25	38	25	13	≤1	25	54	17	4	4	4	63	25	17	4	≤1	4	54	21	21
014	CLAIBORNE PARISH	2	27	35	30	7	≤1	20	38	27	15	2	9	31	36	22	≤1	7	38	27	27	
014003	HAYNESVILLE ELEMENTARY SCHOOL	6	39	39	14	3	≤1	36	44	17	3	8	14	42	31	6	≤1	19	56	17	8	

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

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		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
014006	HOMER ELEMENTARY SCHOOL	≤1	17	36	35	12	≤1	7	35	33	25	≤1	3	22	42	33	≤1	≤1	26	35	39	
014011	SUMMERFIELD HIGH SCHOOL	≤1	37	21	42	≤1	≤1	37	37	26	≤1	≤1	21	42	26	11	≤1	11	47	21	21	
015	CONCORDIA PARISH	≤1	24	36	28	12	≤1	26	28	28	18	4	14	42	23	17	≤1	11	45	20	23	
015005	FERRIDAY UPPER ELEMENTARY SCHOOL	≤1	8	30	42	20	≤1	10	21	33	35	≤1	7	29	32	31	≤1	3	30	22	45	
015006	MONTEREY HIGH SCHOOL	3	42	42	14	≤1	≤1	56	39	6	≤1	8	25	67	≤1	≤1	3	31	64	3	≤1	
015011	VIDALIA UPPER ELEMENTARY SCHOOL	2	32	39	19	8	≤1	31	31	31	8	6	17	47	22	8	≤1	13	54	23	9	
016	DESOTO PARISH	3	39	29	21	6	3	28	31	27	12	6	19	50	20	5	2	16	55	17	10	
016004	LOGANSPOUT HIGH SCHOOL	≤1	26	28	37	9	≤1	11	20	43	26	2	13	56	17	13	≤1	6	59	17	19	
016010	STANLEY HIGH SCHOOL	≤1	54	18	14	14	≤1	29	25	32	14	4	36	46	14	≤1	≤1	21	61	11	7	
016019	MANSFIELD ELEMENTARY SCHOOL	≤1	26	41	26	7	≤1	18	43	29	11	≤1	9	49	35	7	≤1	6	51	28	15	
016023	NORTH DESOTO ELEMENTARY SCHOOL 3-5	7	48	26	15	4	5	38	29	21	7	11	24	49	14	2	3	24	56	12	5	
016888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
017	EAST BATON ROUGE PARISH	4	30	35	22	9	3	26	29	29	13	4	14	43	26	12	3	12	47	22	16	
017002	AUDUBON ELEMENTARY SCHOOL	3	43	30	21	3	3	41	35	13	8	6	16	43	30	5	5	14	54	17	10	
017011	BELFAIR MONTESSORI SCHOOL	4	36	46	14	≤1	≤1	39	39	18	4	≤1	14	54	29	4	≤1	11	68	18	4	
017013	BERNARD TERRACE ELEMENTARY SCHOOL	4	24	40	21	10	7	24	25	31	12	4	12	44	21	19	≤1	12	41	29	16	
017014	BROADMOOR ELEMENTARY SCHOOL	≤1	18	40	25	16	≤1	16	24	43	16	2	8	38	37	16	≤1	6	50	26	19	
017018	BROWNFIELDS ELEMENTARY SCHOOL	2	32	47	15	5	≤1	29	29	29	12	2	9	52	31	6	2	6	54	25	14	
017019	BUCHANAN ELEMENTARY SCHOOL	24	39	15	19	3	22	30	14	21	13	22	24	22	25	6	24	22	29	13	13	
017022	CEDARCREST-SOUTHMOOR ELEMENTARY SCHOOL	3	24	38	26	10	3	25	21	38	14	5	17	41	22	15	4	13	49	22	13	
017026	CLAIBORNE ELEMENTARY SCHOOL	≤1	16	31	35	17	≤1	12	21	39	28	≤1	8	30	37	25	≤1	3	38	33	25	
017027	CRESTWORTH ELEMENTARY SCHOOL	≤1	30	33	26	11	≤1	51	27	16	7	4	29	51	9	7	≤1	9	67	13	11	
017032	THE DUFROCQ SCHOOL	5	35	33	21	6	≤1	46	25	19	8	4	20	48	20	7	5	17	54	12	12	
017034	FOREST HEIGHTS ACADEMY OF EXCELLENCE	14	62	22	≤1	≤1	6	52	30	12	≤1	14	43	41	≤1	≤1	22	35	42	≤1	≤1	
017037	GLEN OAKS PARK ELEMENTARY SCHOOL	≤1	31	31	28	9	≤1	13	21	49	15	≤1	5	43	41	9	3	7	45	28	17	
017040	GREENBRIER ELEMENTARY SCHOOL	2	23	43	27	5	2	9	41	39	9	≤1	9	46	39	6	≤1	9	52	30	9	
017043	HIGHLAND ELEMENTARY SCHOOL	≤1	13	42	40	6	≤1	17	40	32	11	2	2	45	35	16	≤1	8	45	24	24	
017044	HOWELL PARK ELEMENTARY SCHOOL	≤1	6	19	49	26	≤1	9	17	38	36	≤1	2	22	52	24	≤1	≤1	28	28	43	
017047	JEFFERSON TERRACE ELEMENTARY SCHOOL	2	43	26	17	13	≤1	21	26	40	13	2	13	50	24	11	≤1	13	54	17	15	
017050	LABELLE AIRE ELEMENTARY SCHOOL	≤1	21	33	29	16	≤1	15	38	33	13	≤1	8	44	29	18	≤1	8	45	24	23	
017051	LASALLE ELEMENTARY SCHOOL	4	33	40	16	7	10	34	27	24	4	4	31	37	17	10	3	13	56	14	14	
017053	MAGNOLIA WOODS ELEMENTARY SCHOOL	3	38	37	17	5	2	25	43	22	17	8	3	14	54	27	2	≤1	7	63	24	7
017057	MELROSE ELEMENTARY SCHOOL	≤1	20	46	18	16	2	23	32	30	13	≤1	9	51	20	20	≤1	5	47	29	18	
017058	MERRYDALE ELEMENTARY SCHOOL	2	17	31	37	14	≤1	17	20	44	19	≤1	5	47	34	15	≤1	5	44	30	21	
017064	NORTHEAST ELEMENTARY SCHOOL	3	18	45	29	5	≤1	26	32	42	≤1	≤1	10	44	44	3	≤1	10	41	33	15	
017068	PARK ELEMENTARY SCHOOL	≤1	19	28	28	26	≤1	4	28	35	33	≤1	2	34	32	32	≤1	≤1	38	28	34	
017069	PARK FOREST ELEMENTARY SCHOOL	≤1	17	36	33	13	2	7	28	38	24	2	7	36	29	25	≤1	2	46	29	21	
017072	PARKVIEW ELEMENTARY SCHOOL	9	41	26	17	6	10	37	29	18	5	10	26	41	16	7	5	27	45	13	10	
017073	POLK ELEMENTARY SCHOOL	8	21	42	21	8	4	12	32	36	16	4	17	48	26	4	≤1	17	61	17	4	
017075	PROGRESS ELEMENTARY SCHOOL	≤1	16	29	38	18	≤1	9	27	44	20	≤1	2	28	43	26	≤1	7	33	35	26	
017077	RIVEROAKS ELEMENTARY SCHOOL	≤1	25	38	25	12	≤1	22	30	34	13	2	12	55	26	6	≤1	2	52	27	20	
017078	RYAN ELEMENTARY SCHOOL	≤1	22	58	18	3	≤1	26	39	22	14	≤1	≤1	45	36	18	≤1	≤1	41	40	18	
017081	SHARON HILLS ELEMENTARY SCHOOL	4	15	49	23	9	≤1	36	28	30	6	≤1	12	56	15	17	≤1	8	46	27	19	
017082	SHENANDOAH ELEMENTARY SCHOOL	11	45	38	4	3	3	45	34	15	4	8	23	56	13	≤1	5	26	53	13	4	
017084	B. R. FOREIGN LANGUAGE ACAD. IMMERSION M	24	70	5	≤1	≤1	19	65	14	3	≤1	8	54	38	≤1	≤1	14	57	30	≤1	≤1	
017089	TWIN OAKS ELEMENTARY SCHOOL	≤1	33	33	24	9	≤1	34	29	23	14	3	14	50	22	12	≤1	5	58	22	14	

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
017091	UNIVERSITY TERRACE ELEMENTARY SCHOOL	11	38	29	13	9	2	13	29	36	20	≤1	7	33	44	16	7	18	47	20	9
017093	VILLA DEL REY ELEMENTARY SCHOOL	5	28	34	25	9	3	23	25	38	11	2	9	56	14	20	2	9	48	15	26
017094	BATON ROUGE VISUAL AND PERFORMING ARTS C	18	62	12	5	3	12	56	23	8	2	18	34	38	9	≤1	9	38	45	8	≤1
017095	WEDGEWOOD ELEMENTARY SCHOOL	3	32	36	22	7	2	24	37	29	8	5	15	49	23	8	≤1	13	52	18	16
017096	WESTDALE HEIGHTS ACADEMIC MAGNET SCHOOL	14	71	13	≤1	≤1	12	78	9	≤1	≤1	32	39	26	3	≤1	13	43	43	≤1	≤1
017098	WESTMINSTER ELEMENTARY SCHOOL	≤1	30	48	17	5	≤1	10	45	35	10	≤1	13	58	23	5	≤1	8	51	27	14
017100	WILDWOOD ELEMENTARY SCHOOL	5	26	43	15	11	2	16	36	31	15	5	13	47	20	15	2	10	55	20	13
017101	WINBOURNE ELEMENTARY SCHOOL	≤1	15	41	34	10	≤1	22	31	31	16	≤1	2	43	39	15	≤1	3	33	39	25
017110	CHILDREN'S CHARTER SCHOOL	≤1	16	37	32	16	≤1	18	21	50	11	≤1	3	34	47	16	≤1	≤1	39	32	29
017112	J. K. HAYNES CHARTER INC.	3	38	35	19	5	≤1	11	38	46	5	≤1	11	49	35	5	≤1	14	49	30	8
017120	WHITE HILLS ELEMENTARY SCHOOL	≤1	48	43	10	≤1	5	23	32	32	9	≤1	5	48	43	5	≤1	5	52	29	14
017128	CAPITOL ELEMENTARY SCHOOL	≤1	16	52	20	13	≤1	9	38	41	13	2	4	45	41	9	≤1	5	46	32	16
017131	WOODLAWN ELEMENTARY	3	40	43	13	≤1	2	25	38	31	4	3	21	50	22	4	2	18	61	13	6
017135	INSPIRE CHARTER ACADEMY (NATL. HERITAGE	≤1	19	36	23	21	≤1	15	32	27	26	≤1	4	30	36	30	≤1	3	45	22	30
017141	EDEN PARK SUPERINTENDENT ACADEMY	≤1	3	32	32	32	≤1	6	12	44	38	≤1	≤1	32	29	38	≤1	6	29	26	38
017144	MAYFAIR LABORATORY SCHOOL	8	67	21	≤1	4	13	63	21	4	≤1	21	13	67	≤1	≤1	≤1	46	50	≤1	4
017145	SOUTH BATON ROUGE CHARTER ACADEMY	≤1	10	31	36	22	≤1	5	26	22	47	≤1	4	44	28	25	≤1	2	37	37	25
017888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
018	EAST CARROLL PARISH	3	9	28	28	32	≤1	18	24	26	31	≤1	5	30	25	40	≤1	2	29	18	51
018005	SOUTHSIDE ELEMENTARY SCHOOL	3	9	28	28	32	≤1	18	24	26	31	≤1	5	30	25	40	≤1	2	29	18	51
019	EAST FELICIANA PARISH	3	41	28	23	5	≤1	30	26	37	6	4	18	38	35	5	≤1	9	53	22	16
019003	CLINTON ELEMENTARY SCHOOL	3	45	26	21	5	≤1	24	42	29	5	3	5	39	47	5	≤1	8	42	37	13
019007	JACKSON ELEMENTARY SCHOOL	2	14	34	40	10	2	10	18	60	10	2	10	32	46	10	≤1	8	38	28	26
019009	SLAUGHTER ELEMENTARY SCHOOL	5	60	25	10	≤1	≤1	51	22	24	3	6	33	41	19	2	≤1	11	72	8	9
020	EVANGELINE PARISH	2	40	32	17	9	2	44	31	16	6	5	21	51	19	5	≤1	17	55	19	8
020002	BAYOU CHICOT ELEMENTARY SCHOOL	≤1	35	28	22	15	≤1	20	37	26	17	4	22	50	20	4	2	9	59	19	11
020004	CHATAIGNIER ELEMENTARY SCHOOL	≤1	57	35	≤1	9	≤1	52	30	13	4	4	22	52	22	≤1	4	17	70	4	4
020007	MAMOU ELEMENTARY SCHOOL	2	55	26	12	5	2	61	25	11	≤1	6	19	54	16	5	≤1	26	51	14	9
020010	PINE PRAIRIE HIGH SCHOOL	4	32	38	16	11	7	43	29	18	4	7	23	52	16	2	2	16	54	20	9
020012	W. W. STEWART ELEMENTARY SCHOOL	6	56	24	13	≤1	3	66	21	7	3	2	30	48	20	≤1	2	21	59	17	2
020013	VIDRINE ELEMENTARY SCHOOL	≤1	31	47	17	6	≤1	50	28	19	3	3	25	56	11	6	≤1	11	67	14	8
020015	VILLE PLATTE ELEMENTARY SCHOOL	≤1	10	41	32	16	≤1	18	45	24	13	3	10	49	25	12	≤1	7	47	33	12
020019	JAMES STEPHENS MONTESSORI SCHOOL	6	77	10	6	≤1	10	55	32	3	≤1	16	29	45	10	≤1	3	29	55	13	≤1
021	FRANKLIN PARISH	2	35	43	15	6	≤1	39	35	20	6	2	14	49	27	7	≤1	9	54	22	14
021001	BASKIN SCHOOL	≤1	39	42	13	6	≤1	42	32	19	6	3	23	43	27	3	≤1	13	50	23	13
021003	FORT NECESSITY SCHOOL	≤1	43	43	7	7	≤1	36	50	14	≤1	≤1	14	64	21	≤1	7	21	57	14	≤1
021004	GILBERT SCHOOL	2	18	42	25	13	2	25	24	40	9	4	13	38	35	11	≤1	9	49	25	16
021006	CROWVILLE SCHOOL	2	43	40	12	3	2	43	42	12	2	2	18	53	22	5	2	12	63	15	8
021010	WINNSBORO ELEMENTARY SCHOOL	4	37	47	11	2	≤1	46	35	11	9	2	7	53	28	11	≤1	≤1	51	28	21
022	GRANT PARISH	3	34	40	16	8	3	31	32	26	9	6	13	51	24	6	≤1	14	56	18	11
022001	COLFAX ELEMENTARY SCHOOL	≤1	13	36	31	21	≤1	5	18	54	23	≤1	13	40	40	8	≤1	3	48	23	28
022004	GEORGETOWN HIGH SCHOOL	6	39	39	6	11	11	39	33	17	≤1	≤1	6	61	28	6	6	11	56	22	6
022007	POLLOCK ELEMENTARY SCHOOL	5	40	37	13	5	5	46	32	12	5	10	17	56	12	5	2	21	58	12	6
022008	VERDA ELEMENTARY SCHOOL	4	20	40	20	16	≤1	≤1	32	48	20	≤1	4	42	38	15	≤1	8	46	19	27
022010	SOUTH GRANT ELEMENTARY SCHOOL	≤1	41	45	12	≤1	≤1	35	39	23	4	8	15	53	21	3	≤1	16	61	19	4
023	IBERIA PARISH	3	40	34	16	5	2	41	30	20	6	3	13	50	25	8	2	11	55	18	14

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
023005	CENTER STREET ELEMENTARY SCHOOL	≤1	38	47	12	3	≤1	28	48	24	≤1	≤1	14	63	20	3	≤1	10	61	22	7
023006	COTEAU ELEMENTARY SCHOOL	≤1	33	38	24	5	≤1	31	48	21	≤1	≤1	12	38	43	7	≤1	12	67	12	10
023008	DODSON STREET ELEMENTARY SCHOOL	3	56	33	6	3	3	50	28	14	6	9	17	46	23	6	≤1	17	69	6	9
023010	JOHNSTON HOPKINS ELEMENTARY SCHOOL	≤1	20	38	32	9	≤1	12	36	35	16	≤1	3	29	45	23	≤1	3	30	29	39
023012	JEANERETTE ELEMENTARY SCHOOL	≤1	33	37	30	≤1	7	37	33	15	7	≤1	8	38	42	12	4	12	54	23	8
023019	LOREAUVILLE ELEMENTARY SCHOOL	4	61	26	8	≤1	3	65	22	10	≤1	7	24	56	13	≤1	3	13	69	7	8
023025	NORTH LEWIS ELEMENTARY SCHOOL	9	64	19	3	4	6	53	27	10	4	4	18	58	17	3	2	14	67	10	7
023026	NORTH STREET ELEMENTARY SCHOOL	3	21	39	30	6	3	12	33	45	6	3	12	30	36	18	≤1	9	30	39	21
023027	PARK ELEMENTARY SCHOOL	≤1	18	45	18	18	≤1	25	25	43	7	2	4	30	37	26	≤1	4	28	26	41
023029	PESSON ADDITION ELEMENTARY SCHOOL	2	34	40	21	4	4	40	26	25	6	2	9	60	21	8	2	6	58	21	13
023030	DELCAMBRE ELEMENTARY SCHOOL	8	48	31	10	4	5	70	14	6	5	8	19	48	19	8	3	13	68	9	9
023033	ST. CHARLES STREET ELEMENTARY SCHOOL	≤1	28	28	30	13	2	17	33	35	13	≤1	7	46	39	9	2	9	57	13	20
023034	DASPIT ROAD ELEMENTARY SCHOOL	4	43	33	13	6	≤1	51	24	21	4	≤1	7	69	18	6	≤1	12	52	24	10
023035	SUGARLAND ELEMENTARY SCHOOL	≤1	31	38	24	7	≤1	24	38	29	10	2	2	59	34	2	≤1	7	54	27	12
023070	JEFFERSON ISLAND ROAD ELEMENTARY	5	43	40	11	≤1	4	51	40	5	≤1	5	20	61	12	≤1	4	20	64	9	3
023071	MAGNOLIA ELEMENTARY	5	41	34	13	8	≤1	41	25	26	9	2	19	48	22	9	2	11	43	27	16
023072	CANEVIEW ELEMENTARY SCHOOL	3	47	34	14	2	5	55	28	8	5	5	19	57	17	2	5	16	63	11	5
024	IBERVILLE PARISH	3	33	38	18	9	≤1	41	35	18	5	3	16	50	21	9	2	14	53	16	15
024003	CRESCENT ELEMENTARY/JUNIOR HIGH SCHOOL	2	35	45	12	6	≤1	39	32	25	2	5	18	60	14	4	4	13	65	12	7
024019	DORSEYVILLE ELEMENTARY SCHOOL	4	44	35	15	2	≤1	52	44	4	≤1	2	17	55	26	≤1	≤1	23	60	13	4
024022	IBERVILLE ELEMENTARY SCHOOL	≤1	30	35	21	13	≤1	41	38	17	4	≤1	11	50	27	12	≤1	9	45	22	24
024023	NORTH IBERVILLE ELEMENTARY	6	21	53	18	3	≤1	35	41	18	6	≤1	24	59	6	12	3	21	65	6	6
024025	EAST IBERVILLE ELEMENTARY/HIGH SCHOOL	4	35	29	22	11	6	37	19	24	15	13	23	25	21	19	6	19	38	15	23
025	JACKSON PARISH	≤1	36	27	25	10	≤1	15	38	33	13	≤1	11	37	37	15	≤1	4	51	25	19
025007	QUITMAN HIGH SCHOOL	2	55	32	7	4	2	13	52	30	4	2	12	53	28	5	2	5	72	21	≤1
025008	SOUTHSIDE ELEMENTARY SCHOOL	≤1	11	27	46	16	≤1	4	31	40	24	≤1	3	19	54	24	≤1	≤1	32	33	34
025010	WESTON HIGH SCHOOL	≤1	56	19	14	11	≤1	39	31	25	6	≤1	26	46	18	10	≤1	8	54	18	21
026	JEFFERSON PARISH	4	34	34	18	9	3	31	32	26	8	4	14	47	25	10	2	13	50	21	14
026003	A.C. ALEXANDER ELEMENTARY SCHOOL	≤1	57	32	11	≤1	≤1	36	50	12	≤1	≤1	15	66	16	≤1	≤1	19	63	16	≤1
026005	J.J. AUDUBON ELEMENTARY SCHOOL	≤1	33	32	25	10	≤1	28	27	30	15	≤1	8	54	22	15	≤1	5	54	17	24
026008	ALICE BIRNEY ELEMENTARY SCHOOL	≤1	32	38	12	16	≤1	42	33	16	8	≤1	10	58	15	17	≤1	16	47	17	20
026009	BISSONET PLAZA ELEMENTARY SCHOOL	2	29	44	15	10	2	27	27	35	9	≤1	8	55	27	9	≤1	14	50	22	13
026012	MILDRED S. HARRIS ELEMENTARY SCHOOL	2	29	38	7	24	2	12	41	34	10	2	5	40	30	23	≤1	9	47	21	23
026013	BRIDGEDALE ELEMENTARY SCHOOL	5	34	39	14	9	3	28	41	25	4	5	12	54	17	13	≤1	14	51	21	14
026016	GEORGE COX ELEMENTARY SCHOOL	≤1	22	48	20	9	≤1	20	36	34	9	2	5	48	35	11	≤1	6	62	22	11
026020	ELLA DOLHONDE ELEMENTARY SCHOOL	7	44	33	15	2	3	34	32	27	3	5	12	47	23	13	2	12	58	13	15
026024	ALLEN ELLENDER SCHOOL	≤1	17	36	31	16	2	8	23	47	20	2	2	30	48	19	≤1	2	41	33	25
026025	J.C. ELLIS ELEMENTARY SCHOOL	12	47	21	15	4	4	36	33	20	7	3	25	47	16	8	7	24	52	8	9
026027	ESTELLE ELEMENTARY SCHOOL	≤1	20	48	27	5	≤1	27	36	24	12	2	12	46	34	7	≤1	15	51	25	9
026031	GRAND ISLE HIGH SCHOOL	10	80	10	≤1	≤1	≤1	40	50	10	≤1	10	30	60	≤1	≤1	≤1	30	60	≤1	10
026032	GREEN PARK ELEMENTARY SCHOOL	5	38	30	17	11	≤1	32	36	26	6	2	17	42	26	14	5	12	41	23	20
026033	GREENLAWN TERRACE ELEMENTARY SCHOOL	8	33	36	15	9	≤1	41	35	15	8	5	19	46	23	8	4	10	61	15	10
026036	SHIRLEY JOHNSON/GRETNA PARK ELEMENTARY S	≤1	15	42	26	17	≤1	17	33	37	12	≤1	5	52	31	12	≤1	9	39	33	18
026038	HARAHAN ELEMENTARY SCHOOL	4	47	39	10	≤1	2	46	36	13	2	5	27	44	20	4	≤1	14	58	21	5
026040	WILLIAM HART ELEMENTARY SCHOOL	≤1	22	30	22	26	≤1	16	41	25	18	≤1	2	43	39	16	≤1	6	53	14	27
026043	HAZEL PARK/HILDA KNOFF SCHOOL	4	34	30	25	8	2	32	40	21	6	9	11	47	21	11	≤1	15	49	23	13

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
026044	PHOEBE HEARST SCHOOL	2	41	38	12	6	≤1	41	39	15	3	2	18	53	20	8	2	20	54	13	11
026047	JEFFERSON ELEMENTARY SCHOOL	6	51	28	11	4	≤1	40	35	17	8	≤1	17	60	21	2	4	19	60	12	6
026050	HAROLD KELLER ELEMENTARY SCHOOL	3	37	45	13	2	2	43	28	27	≤1	3	10	66	17	3	2	10	66	15	7
026057	LIVE OAK MANOR ELEMENTARY SCHOOL	≤1	16	34	19	31	≤1	13	22	34	31	≤1	3	28	50	19	≤1	≤1	31	44	25
026060	RUDOLPH MATAS SCHOOL	≤1	35	44	17	3	≤1	42	43	14	≤1	6	21	52	17	4	4	21	55	16	5
026061	MCDONOUGH 26/HOMEDALE ELEMENTARY SCHOOL	≤1	28	25	32	15	2	26	26	26	20	2	10	54	21	13	≤1	12	52	21	15
026063	METAIRIE ACADEMY FOR ADVANCED STUDIES	32	65	3	≤1	≤1	62	38	≤1	≤1	≤1	44	42	14	≤1	≤1	36	56	8	≤1	≤1
026065	VIC A. PITRE ELEMENTARY SCHOOL	3	16	41	27	13	2	13	27	50	8	2	9	32	35	23	2	3	41	26	28
026066	ELLA C. PITTMAN ELEMENTARY SCHOOL	2	35	37	24	2	≤1	28	34	29	9	≤1	9	55	29	6	2	9	65	13	10
026069	MARIE B. RIVIERE ELEMENTARY SCHOOL	9	56	22	4	10	5	54	30	6	5	7	28	49	9	6	≤1	26	57	10	7
026073	WALTER SCHNECKENBURGER ELEM SCHOOL	≤1	45	37	15	3	2	48	40	6	3	2	30	49	18	2	≤1	18	66	10	7
026074	CATHERINE STREHLE ELEMENTARY SCHOOL	2	19	47	21	11	≤1	17	30	45	9	≤1	6	60	28	6	≤1	6	57	19	17
026075	TERRYTOWN ELEMENTARY SCHOOL	3	27	31	24	16	≤1	10	31	41	19	≤1	2	38	36	23	≤1	2	36	34	29
026078	MILLER WALL ELEMENTARY SCHOOL	≤1	9	32	40	19	≤1	4	23	43	30	≤1	6	13	57	25	≤1	2	26	36	36
026082	MYRTLE C. THIBODEAUX ELEMENTARY SCHOOL	≤1	17	30	30	23	2	11	14	56	17	2	11	44	38	6	≤1	6	48	36	9
026083	WOODLAND WEST ELEMENTARY SCHOOL	4	23	38	22	13	≤1	23	42	30	6	≤1	9	55	30	6	2	5	58	24	12
026084	G.T. WOODS ELEMENTARY SCHOOL	≤1	10	53	33	3	≤1	3	53	43	≤1	≤1	≤1	53	47	≤1	≤1	3	53	30	13
026087	PAUL J. SOLIS ELEMENTARY SCHOOL	2	41	30	19	8	≤1	46	32	12	9	3	10	58	23	7	≤1	10	65	13	12
026088	CELERITY WOODMERE CHARTER SCHOOL	≤1	16	33	33	18	≤1	5	17	47	31	≤1	2	44	30	25	≤1	2	25	40	33
026089	CHATEAU ESTATES ELEMENTARY SCHOOL	4	44	27	16	9	≤1	39	41	19	≤1	≤1	21	52	19	7	≤1	13	56	20	11
026093	LUCILLE CHERBONNIER/NORBERT RILLIEUX ELE	≤1	11	45	30	15	≤1	9	32	45	15	≤1	2	34	45	19	≤1	2	40	26	32
026094	JOSHUA BUTLER ELEMENTARY SCHOOL	≤1	30	43	16	10	≤1	30	39	26	6	≤1	8	55	28	8	≤1	4	55	25	14
026096	GERALDINE BOUDREAUX ELEMENTARY SCHOOL	≤1	29	40	21	11	≤1	42	30	27	≤1	≤1	14	52	24	9	≤1	10	54	20	16
026097	LEO E. KERNER JR. ELEMENTARY SCHOOL	≤1	32	40	25	3	2	41	43	13	2	≤1	19	57	17	6	3	10	60	21	6
026098	CONGETTA TRIPPE JANET ELEMENTARY SCHOOL	3	43	37	12	5	2	45	25	22	5	≤1	21	51	21	6	≤1	18	58	17	6
026103	WESTBANK COMMUNITY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
026108	GRETNA NO. 2 ACADEMY FOR ADVANCED STUDIE	25	70	5	≤1	≤1	19	72	9	≤1	≤1	21	40	39	≤1	≤1	9	61	30	≤1	≤1
026112	MARTYN ALTERNATIVE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
026115	JUDGE LIONEL R. COLLINS ELEMENTARY SCHOO	≤1	16	47	35	2	≤1	16	57	25	2	≤1	4	49	35	12	≤1	2	43	39	16
026116	WASHINGTON MONTESSORI	2	24	47	16	10	≤1	19	29	44	8	≤1	4	35	48	13	2	≤1	56	38	4
026117	LINCOLN ELEMENTARY SCHOOL FOR THE ARTS	≤1	10	38	33	17	≤1	4	32	54	10	3	6	49	36	7	≤1	4	36	38	22
026118	JOHN CLANCY/JOSEPH MAGGIORE ELEMENTARY S	≤1	24	36	15	25	≤1	10	26	50	14	≤1	8	38	32	22	≤1	≤1	46	22	31
026121	MARRERO ACADEMY FOR ADVANCED STUDIES	13	85	2	≤1	≤1	13	69	17	≤1	≤1	37	40	21	2	≤1	15	52	31	2	≤1
026122	AIRLINE PARK ACADEMY FOR ADVANCED STUDIE	32	64	5	≤1	≤1	21	76	3	≤1	≤1	26	45	27	2	≤1	24	55	21	≤1	≤1
026124	INTERNATIONAL SCHOOL OF LOUISIANA JEFFER	20	67	13	≤1	≤1	7	67	27	≤1	≤1	7	27	53	13	≤1	13	7	73	7	≤1
026125	KENNER DISCOVERY HEALTH SCIENCES ACADEMY	6	44	42	8	≤1	≤1	13	50	35	2	≤1	13	56	25	6	≤1	15	67	13	6
026126	YOUNG AUDIENCES CHARTER SCHOOL	≤1	27	36	33	4	≤1	27	36	33	3	≤1	8	51	32	10	≤1	5	41	38	15
026888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
027	JEFFERSON DAVIS PARISH	2	39	34	20	5	3	37	31	22	7	5	22	53	16	5	3	19	55	13	10
027002	ELTON ELEMENTARY SCHOOL	2	44	34	17	2	2	49	37	12	≤1	5	12	66	12	5	7	17	54	10	12
027003	FENTON ELEMENTARY SCHOOL	≤1	36	45	18	≤1	≤1	55	36	9	≤1	≤1	18	55	27	≤1	≤1	27	55	9	9
027004	HATHAWAY HIGH SCHOOL	8	56	31	6	≤1	11	61	17	8	3	8	22	43	22	5	3	24	57	11	5
027009	JENNINGS ELEMENTARY SCHOOL	≤1	28	36	27	7	3	23	29	29	17	3	16	51	22	7	2	14	51	18	15
027010	LACASSINE HIGH SCHOOL	2	67	19	10	2	5	48	31	14	2	2	29	60	7	2	2	19	64	7	7
027011	LAKE ARTHUR ELEMENTARY SCHOOL	≤1	32	33	29	6	≤1	36	33	25	4	7	26	49	16	≤1	≤1	24	54	15	6
027013	WELSH ELEMENTARY SCHOOL	3	42	37	15	3	≤1	39	35	26	≤1	10	31	50	6	3	6	19	55	11	8



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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
028	LAFAYETTE PARISH	5	37	32	19	7	3	36	30	24	8	5	18	46	22	9	3	16	49	19	13	
028004	ALICE N. BOUCHER ELEMENTARY SCHOOL	≤1	21	29	33	17	≤1	21	24	41	15	2	8	34	39	17	≤1	7	33	31	30	
028006	BROADMOOR ELEMENTARY SCHOOL	10	42	24	11	13	6	45	27	12	10	11	24	44	11	10	6	27	46	7	14	
028009	CARENCRO HEIGHTS ELEMENTARY SCHOOL	2	20	35	32	12	≤1	15	32	48	5	≤1	11	38	36	15	2	10	30	30	30	
028012	KATHARINE DREXEL ELEMENTARY SCHOOL	2	44	34	19	≤1	≤1	29	44	25	2	3	17	58	21	≤1	2	8	67	20	3	
028013	DUSON ELEMENTARY SCHOOL	≤1	16	31	41	13	≤1	13	50	28	9	≤1	≤1	52	33	15	≤1	≤1	48	21	30	
028014	J.W. FAULK ELEMENTARY SCHOOL	≤1	11	40	35	15	≤1	16	27	44	13	≤1	4	33	42	21	≤1	5	26	39	30	
028017	L. LEO JUDICE ELEMENTARY SCHOOL	10	55	29	5	≤1	9	57	29	5	≤1	19	41	34	5	≤1	9	34	45	10	2	
028021	GREEN T. LINDON ELEMENTARY SCHOOL	6	49	30	12	3	6	48	31	12	3	9	21	52	16	3	5	24	53	11	6	
028023	MILTON ELEMENTARY SCHOOL	6	54	25	13	≤1	3	54	25	16	2	8	33	45	11	3	3	25	56	6	9	
028024	S.J. MONTGOMERY ELEMENTARY SCHOOL	4	30	36	22	7	≤1	33	29	21	16	3	9	47	22	18	≤1	7	48	26	19	
028026	MYRTLE PLACE ELEMENTARY SCHOOL	≤1	31	33	25	11	2	33	31	22	13	7	16	33	24	20	≤1	13	45	20	22	
028028	OSSUN ELEMENTARY SCHOOL	≤1	24	37	32	6	≤1	28	33	31	8	2	12	48	24	14	≤1	6	51	25	18	
028029	PLANTATION ELEMENTARY SCHOOL	16	43	22	13	6	6	43	20	27	13	4	5	27	38	25	6	6	22	49	13	9
028030	PRAIRIE ELEMENTARY SCHOOL	8	43	33	15	2	7	41	34	15	3	3	22	55	17	4	4	21	54	17	5	
028036	WESTSIDE ELEMENTARY SCHOOL	≤1	30	33	30	7	≤1	25	39	27	9	2	13	41	37	7	≤1	6	44	33	17	
028037	WOODVALE ELEMENTARY SCHOOL	11	50	31	7	≤1	14	43	29	12	≤1	19	30	42	8	≤1	9	35	45	9	3	
028039	RIDGE ELEMENTARY SCHOOL	4	38	24	17	17	2	32	23	25	18	2	11	43	23	21	≤1	13	44	26	17	
028040	EVANGELINE ELEMENTARY SCHOOL	≤1	22	42	32	3	≤1	29	31	33	6	≤1	7	49	36	7	≤1	6	45	35	14	
028047	CHARLES M. BURKE ELEMENTARY SCHOOL	≤1	38	39	15	8	≤1	38	19	33	11	4	14	55	24	4	≤1	14	51	23	11	
028048	ERNEST GALLET ELEMENTARY SCHOOL	7	47	32	10	4	2	45	28	20	6	4	24	51	15	5	≤1	16	61	11	11	
028049	LIVE OAK ELEMENTARY SCHOOL	≤1	32	40	18	10	≤1	21	28	33	18	≤1	9	55	27	8	≤1	9	52	21	17	
028050	N. P. MOSS PREPARATORY ACADEMY	≤1	≤1	9	36	55	≤1	≤1	5	30	65	≤1	≤1	27	27	47	≤1	≤1	7	47	47	
028051	J. WALLACE JAMES ELEMENTARY SCHOOL	5	48	28	18	≤1	≤1	42	35	18	5	5	26	48	19	2	4	21	57	12	6	
028888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
029	LAFOURCHE PARISH	2	42	35	16	4	2	36	31	27	5	5	22	49	19	5	2	17	53	18	10	
029001	BAYOU BLUE ELEMENTARY SCHOOL	≤1	40	37	17	4	≤1	35	33	27	5	5	23	48	19	5	≤1	13	62	15	10	
029002	BAYOU BOEUF ELEMENTARY SCHOOL	11	48	27	11	2	≤1	41	34	25	≤1	14	34	43	5	5	≤1	23	57	16	5	
029004	CHACKBAY ELEMENTARY SCHOOL	8	58	18	14	2	4	54	20	22	≤1	10	34	36	20	≤1	≤1	30	50	14	6	
029005	CUT OFF ELEMENTARY SCHOOL	≤1	42	38	12	7	≤1	34	39	20	6	6	30	48	13	3	3	13	62	16	6	
029007	GALLIANO ELEMENTARY SCHOOL	2	52	36	7	3	2	48	36	12	2	7	23	56	12	2	4	28	56	11	2	
029011	GOLDEN MEADOW UPPER ELEMENTARY SCHOOL	4	37	42	14	3	4	29	29	33	5	3	21	58	18	≤1	≤1	18	58	20	4	
029012	W.S. LAFARGUE ELEMENTARY SCHOOL	≤1	14	51	29	6	≤1	19	40	41	≤1	≤1	6	31	39	23	≤1	≤1	47	23	30	
029013	NORTH LAROSE ELEMENTARY SCHOOL	4	41	37	11	7	2	37	28	22	11	2	22	52	20	4	≤1	26	41	22	11	
029014	SOUTH LAROSE ELEMENTARY SCHOOL	2	35	28	30	5	2	39	36	20	3	3	22	56	12	7	3	17	53	19	8	
029018	LOCKPORT UPPER ELEMENTARY SCHOOL	2	53	35	9	2	3	59	22	16	≤1	3	32	49	15	2	3	19	59	14	6	
029022	RACELAND UPPER ELEMENTARY SCHOOL	≤1	30	38	27	4	≤1	22	29	39	9	3	9	47	33	7	≤1	10	48	28	13	
029023	ST. CHARLES ELEMENTARY SCHOOL	≤1	56	33	8	3	≤1	44	36	19	≤1	6	33	44	11	6	3	25	47	19	6	
029027	SOUTH THIBODAUX ELEMENTARY SCHOOL	≤1	36	39	15	8	≤1	16	35	36	11	≤1	7	60	23	8	≤1	4	52	30	14	
029028	THIBODAUX ELEMENTARY SCHOOL	≤1	36	43	19	≤1	≤1	12	41	43	4	7	16	51	24	3	7	15	49	20	9	
029039	BAYOU COMMUNITY ACADEMY CHARTER SCHOOL	4	81	15	≤1	≤1	15	71	12	2	≤1	12	33	56	≤1	≤1	2	44	50	4	≤1	
029040	VIRTUAL ACADEMY OF LAFOURCHE	3	33	30	27	6	≤1	15	27	39	18	3	15	45	27	9	3	9	45	15	27	
030	LASALLE PARISH	4	37	37	19	4	4	21	35	32	8	4	14	45	29	9	2	13	54	23	8	
030001	FELLOWSHIP ELEMENTARY SCHOOL	20	50	30	≤1	≤1	≤1	40	40	20	≤1	20	40	30	10	≤1	≤1	30	60	≤1	10	
030002	GOODPINE MIDDLE SCHOOL	5	34	36	23	3	7	22	33	30	8	3	18	38	30	11	4	14	50	25	7	
030007	NEBO ELEMENTARY SCHOOL	≤1	52	33	10	5	≤1	29	38	29	5	5	5	70	15	5	≤1	15	80	≤1	5	

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030008	OLLA-STANDARD ELEMENTARY SCHOOL	2	34	41	16	7	≤1	12	38	40	10	2	5	51	36	7	≤1	7	53	31	10
031	LINCOLN PARISH	5	31	33	24	8	2	26	32	29	12	3	11	40	32	14	3	12	44	22	19
031004	CYPRESS SPRINGS ELEMENTARY SCHOOL	6	28	29	28	8	≤1	24	26	35	15	2	11	40	29	18	4	14	45	20	17
031005	DUBACH SCHOOL	≤1	34	47	13	6	≤1	22	50	22	6	6	13	50	28	3	≤1	9	50	31	9
031012	RUSTON ELEMENTARY SCHOOL	3	27	34	27	9	≤1	19	33	27	20	≤1	6	31	41	21	≤1	3	37	24	35
031014	SIMSBORO HIGH SCHOOL	9	44	33	11	2	2	47	31	20	≤1	9	24	56	9	2	7	27	49	13	4
031020	CHOUDRANT ELEMENTARY SCHOOL	3	32	36	19	9	4	31	35	25	5	7	12	42	37	3	3	16	45	26	11
032	LIVINGSTON PARISH	5	48	34	11	3	3	39	35	19	4	5	23	53	16	3	3	20	60	12	5
032003	NORTH CORBIN ELEMENTARY SCHOOL	2	48	40	9	≤1	≤1	46	42	9	≤1	≤1	27	55	15	≤1	≤1	15	64	18	2
032004	DENHAM SPRINGS ELEMENTARY SCHOOL	11	59	25	4	≤1	4	52	33	9	≤1	12	29	49	7	4	≤1	22	67	7	4
032007	DOYLE ELEMENTARY SCHOOL	4	51	23	15	7	≤1	28	46	20	6	8	19	58	13	4	≤1	23	60	13	4
032010	FRESHWATER ELEMENTARY SCHOOL	7	47	27	10	8	3	43	27	22	5	≤1	26	47	22	5	2	19	62	12	5
032011	FROST SCHOOL	5	55	25	10	5	13	61	18	8	≤1	11	34	42	11	3	8	37	50	5	≤1
032012	HOLDEN HIGH SCHOOL	3	57	36	2	2	≤1	30	52	18	≤1	3	16	61	18	2	2	18	65	13	3
032013	LIVE OAK ELEMENTARY SCHOOL	5	41	38	15	≤1	≤1	35	30	25	9	3	19	55	20	3	≤1	10	67	18	5
032017	MAUREPAS SCHOOL	≤1	23	65	6	6	≤1	6	32	35	26	≤1	6	61	29	3	≤1	≤1	68	16	16
032018	NORTHSIDE ELEMENTARY SCHOOL	11	36	28	17	8	6	35	33	19	7	4	26	41	21	8	7	14	58	12	9
032019	SEVENTH WARD ELEMENTARY SCHOOL	8	42	33	12	6	2	37	44	13	4	4	31	42	17	6	4	21	58	12	6
032020	SOUTHSIDE ELEMENTARY SCHOOL	4	39	36	20	≤1	≤1	22	33	41	3	3	16	52	25	4	≤1	10	62	17	9
032022	SPRINGFIELD ELEMENTARY SCHOOL	≤1	37	39	19	4	≤1	19	40	34	6	2	16	49	26	8	≤1	11	59	17	12
032026	WALKER ELEMENTARY SCHOOL	10	51	32	6	≤1	3	45	34	14	4	6	26	54	11	3	6	22	58	11	3
032028	FRENCH SETTLEMENT ELEMENTARY SCHOOL	2	47	31	17	3	2	29	40	24	5	9	14	52	17	9	2	17	52	19	10
032031	LEVI MILTON ELEMENTARY SCHOOL	10	50	29	10	≤1	4	46	31	15	3	7	24	56	13	≤1	6	28	54	10	2
032033	LEWIS VINCENT ELEMENTARY SCHOOL	4	41	34	13	7	3	35	31	22	9	6	14	54	20	6	2	14	62	15	8
032037	SOUTH LIVE OAK ELEMENTARY SCHOOL	9	53	28	7	2	10	51	23	15	≤1	7	32	48	12	≤1	2	26	61	9	2
032039	ALBANY UPPER ELEMENTARY SCHOOL	3	48	37	9	3	≤1	47	35	14	4	4	28	53	14	2	4	24	58	8	6
032040	SOUTH WALKER ELEMENTARY SCHOOL	4	45	42	9	≤1	≤1	22	39	32	7	8	24	57	9	3	≤1	27	58	9	5
032041	EASTSIDE ELEMENTARY SCHOOL	11	63	18	4	3	7	61	18	11	3	13	29	49	6	4	10	31	46	9	4
032043	NORTH LIVE OAK ELEMENTARY SCHOOL	4	46	40	9	≤1	3	50	39	8	≤1	4	14	67	14	≤1	2	20	67	8	3
032044	GRAY'S CREEK ELEMENTARY SCHOOL	6	49	33	13	≤1	≤1	42	43	11	3	3	26	53	18	≤1	≤1	19	59	15	5
032047	SOUTH FORK ELEMENTARY SCHOOL	5	42	38	16	≤1	≤1	23	40	31	5	3	25	50	21	≤1	3	20	66	9	3
032048	JUBAN PARC ELEMENTARY SCHOOL	3	62	26	5	4	3	54	35	5	3	4	32	48	12	3	3	27	58	10	2
032888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
033	MADISON PARISH	≤1	30	37	17	17	≤1	23	30	23	24	≤1	8	44	37	11	≤1	4	45	21	30
033003	TALLULAH ELEMENTARY SCHOOL	≤1	15	42	8	35	≤1	16	20	28	36	≤1	≤1	44	41	15	≤1	8	42	12	38
033007	WRIGHT ELEMENTARY SCHOOL	≤1	38	33	22	7	≤1	27	36	20	18	≤1	14	43	34	9	≤1	2	47	27	24
034	MOREHOUSE PARISH	2	19	34	32	14	≤1	20	33	34	12	≤1	10	41	34	14	≤1	6	43	26	25
034003	BEEKMAN CHARTER SCHOOL	≤1	30	52	17	≤1	≤1	41	39	17	2	≤1	20	59	20	2	≤1	4	61	26	9
034010	DELTA JUNIOR HIGH SCHOOL	≤1	13	36	41	10	≤1	11	36	46	7	≤1	3	43	41	13	≤1	2	52	33	13
034014	OAK HILL ELEMENTARY SCHOOL	≤1	11	29	38	22	≤1	14	24	41	21	≤1	6	32	37	25	≤1	4	29	25	41
034016	PINE GROVE ELEMENTARY SCHOOL	≤1	21	35	32	12	≤1	16	49	28	7	2	5	48	41	4	≤1	5	45	32	18
034023	MOREHOUSE MAGNET SCHOOL	24	57	14	5	≤1	5	52	33	10	≤1	10	48	33	10	≤1	5	29	67	≤1	≤1
035	NATCHITOCHE PARISH	4	30	34	22	10	2	24	32	33	10	3	13	40	30	13	≤1	12	47	23	17
035005	EAST NATCHITOCHE ELEMENTARY & MIDDLE SC	≤1	23	38	26	13	≤1	13	37	40	9	≤1	5	46	36	13	≤1	3	47	34	16
035006	FAIRVIEW-ALPHA ELEMENTARY & JUNIOR HIGH	2	17	33	31	17	≤1	16	23	47	14	2	12	34	32	20	≤1	12	35	29	23
035007	GOLDONNA ELEMENTARY & JUNIOR HIGH SCHOOL	4	22	59	15	≤1	≤1	19	48	30	4	≤1	11	59	22	7	≤1	7	78	7	7

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035008	MARTHAVILLE ELEMENTARY & JUNIOR HIGH SCH	8	71	13	8	≤1	≤1	25	46	21	8	≤1	35	35	30	≤1	≤1	13	65	13	9	
035012	L.P. VAUGHN ELEMENTARY & MIDDLE SCHOOL	≤1	18	35	35	13	≤1	19	19	41	19	≤1	3	36	36	26	≤1	5	37	27	31	
035013	N.S.U. ELEMENTARY LAB SCHOOL	16	61	20	4	≤1	5	46	39	7	2	≤1	18	39	36	5	2	7	43	45	4	2
035015	GEORGE L. PARKS ELEMENTARY & MIDDLE SCHO	≤1	6	27	40	27	≤1	6	15	60	19	≤1	≤1	27	44	29	≤1	≤1	29	40	31	
035017	PROVENCAL ELEMENTARY & JUNIOR HIGH SCHOO	2	29	50	13	6	3	24	35	31	6	≤1	20	44	28	8	2	10	56	21	11	
035024	CLOUTIERVILLE ELEMENTARY SCHOOL	3	15	49	26	8	5	26	49	18	3	3	≤1	38	54	5	≤1	5	46	33	15	
035030	FRANKIE RAY JACKSON SR. TECHNICAL CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
035031	NATCHITOCHE MAGNET SCHOOL	16	68	16	≤1	≤1	3	68	29	≤1	≤1	13	29	53	3	3	3	26	71	≤1	≤1	
035032	LAKEVIEW ANNEX	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
036	ORLEANS PARISH	7	50	28	11	4	4	43	32	15	5	8	22	50	15	5	6	24	53	12	5	
036005	AUDUBON CHARTER SCHOOL	8	59	28	3	3	8	35	43	11	4	9	20	58	9	3	4	26	61	7	3	
036011	MARY BETHUNE ELEMENTARY LITERATURE/TECHN	≤1	51	40	4	4	≤1	29	36	20	16	≤1	4	58	33	4	≤1	≤1	73	18	9	
036013	EINSTEIN CHARTER SCHOOL	2	35	31	23	9	≤1	26	45	21	8	≤1	9	53	26	12	≤1	7	51	24	17	
036056	ALICE M. HARTE ELEMENTARY CHARTER SCHOOL	≤1	45	38	13	3	≤1	29	47	18	5	≤1	16	57	21	5	4	19	62	9	5	
036060	EDWARD HYNES CHARTER SCHOOL	10	67	18	4	≤1	≤1	56	35	7	≤1	4	21	64	7	4	≤1	26	65	4	3	
036079	LUSHER CHARTER SCHOOL	18	60	18	2	≤1	11	66	19	4	≤1	24	44	32	≤1	≤1	18	51	29	2	≤1	
036149	ROBERT RUSSA MOTON CHARTER SCHOOL	3	47	38	13	≤1	3	78	19	≤1	≤1	9	9	66	16	≤1	≤1	13	69	19	≤1	
036158	LAKE FOREST ELEMENTARY CHARTER SCHOOL	12	67	13	8	≤1	7	68	25	≤1	≤1	20	42	38	≤1	≤1	18	37	43	2	≤1	
036161	BENJAMIN FRANKLIN ELEM. MATH AND SCIENCE	2	44	34	17	2	2	30	30	32	5	≤1	18	55	21	6	≤1	13	56	22	9	
036187	ENCORE ACADEMY	≤1	15	44	25	15	≤1	12	23	44	21	≤1	8	42	36	14	≤1	12	54	26	8	
037	OUACHITA PARISH	4	40	36	16	5	2	31	35	27	6	7	19	51	19	5	3	17	54	17	9	
037003	CENTRAL ELEMENTARY SCHOOL	4	41	36	17	≤1	3	21	37	32	6	3	17	59	19	2	≤1	14	59	18	8	
037004	CLAIBORNE SCHOOL	8	64	25	3	≤1	7	62	24	8	≤1	15	29	52	4	≤1	8	38	50	5	≤1	
037007	DREW ELEMENTARY SCHOOL	10	46	35	10	≤1	4	53	28	16	≤1	6	24	57	12	≤1	2	17	67	12	≤1	
037008	JACK HAYES ELEMENTARY SCHOOL	≤1	20	39	29	12	≤1	13	39	38	9	≤1	16	49	29	5	≤1	6	47	34	13	
037010	HIGHLAND ELEMENTARY SCHOOL	2	54	37	4	2	2	33	35	28	2	4	25	54	17	≤1	6	35	40	10	8	
037011	KIROLI ELEMENTARY SCHOOL	5	35	44	11	5	3	24	30	38	6	13	25	46	15	≤1	3	23	56	13	5	
037012	LAKESHORE SCHOOL	2	35	34	23	5	≤1	32	35	24	9	7	18	46	22	7	≤1	24	47	15	14	
037013	LENWIL ELEMENTARY SCHOOL	3	21	49	23	5	≤1	15	33	36	15	5	15	48	28	5	3	5	53	28	13	
037016	BOLEY ELEMENTARY SCHOOL	5	62	19	14	≤1	≤1	52	33	10	5	≤1	16	68	11	5	≤1	16	74	5	5	
037022	PINECREST ELEMENTARY/MIDDLE SCHOOL	7	47	40	3	3	≤1	20	47	27	7	7	27	47	17	3	3	23	60	7	7	
037027	RISER ELEMENTARY SCHOOL	≤1	47	28	23	2	2	17	55	24	2	4	24	49	16	7	2	11	44	24	18	
037029	ROBINSON ELEMENTARY SCHOOL	2	31	29	27	11	2	27	37	32	2	≤1	8	44	44	3	2	3	46	33	16	
037030	SHADY GROVE ELEMENTARY SCHOOL	≤1	10	27	52	12	≤1	8	25	54	13	2	2	31	46	19	≤1	≤1	25	37	38	
037031	STERLINGTON ELEMENTARY SCHOOL	4	49	33	7	6	6	53	30	6	5	10	29	49	9	4	7	21	63	6	4	
037033	SWARTZ UPPER ELEMENTARY SCHOOL	6	39	36	14	5	≤1	34	30	29	6	5	16	48	20	11	2	15	62	11	10	
037035	SWAYZE ELEMENTARY SCHOOL	≤1	24	50	18	8	≤1	8	29	47	16	≤1	3	68	16	13	≤1	3	53	37	8	
037038	WOODLAWN ELEMENTARY SCHOOL	≤1	48	38	13	≤1	≤1	34	52	11	2	17	27	43	14	≤1	7	23	60	7	3	
037047	GEORGE WELCH ELEMENTARY SCHOOL	3	51	39	6	≤1	≤1	36	43	19	≤1	10	11	75	4	≤1	3	24	68	6	≤1	
037052	RIVERBEND ELEMENTARY SCHOOL	2	23	40	22	13	≤1	6	31	49	13	≤1	8	46	35	11	≤1	2	47	32	20	
038	PLAQUEMINES PARISH	9	49	31	6	4	6	49	27	16	≤1	5	24	56	13	2	7	22	56	11	4	
038003	BOOTHVILLE-VENICE ELEMENTARY SCHOOL	8	60	23	2	8	8	44	25	19	4	6	22	65	4	4	4	29	57	8	2	
038006	PHOENIX HIGH SCHOOL	≤1	20	80	≤1	≤1	≤1	13	33	53	≤1	≤1	≤1	93	7	≤1	≤1	≤1	73	27	≤1	
038010	BELLE CHASSE PRIMARY SCHOOL	12	52	27	6	4	7	58	23	12	≤1	6	29	51	12	2	9	24	56	7	4	
038012	SOUTH PLAQUEMINES ELEMENTARY SCHOOL	≤1	27	50	23	≤1	≤1	14	64	23	≤1	≤1	≤1	55	45	≤1	≤1	5	50	36	9	
039	POINTE COUPEE PARISH	≤1	27	41	21	10	≤1	18	32	35	15	≤1	12	50	26	11	≤1	7	44	28	20	

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039008	UPPER POINTE COUPEE ELEMENTARY SCHOOL	≤1	10	40	33	17	≤1	3	20	47	30	≤1	3	27	57	13	≤1	≤1	27	40	33	
039010	VALVERDA ELEMENTARY SCHOOL	2	36	39	16	6	≤1	28	35	26	10	2	15	53	25	5	2	7	54	26	10	
039012	ROSENWALD ELEMENTARY SCHOOL	≤1	8	28	28	36	≤1	4	16	40	40	≤1	≤1	20	36	44	≤1	≤1	8	32	60	
039013	ROUGON ELEMENTARY SCHOOL	2	29	50	18	2	≤1	14	41	41	4	2	18	70	7	4	≤1	14	52	21	13	
040	RAPIDES PARISH	3	34	33	20	10	≤1	30	33	28	8	4	16	47	23	9	3	15	51	18	13	
040001	ACADIAN ELEMENTARY	≤1	26	37	30	7	≤1	22	56	19	4	≤1	≤1	44	44	11	≤1	4	56	30	11	
040004	BALL ELEMENTARY SCHOOL	5	27	34	20	15	≤1	29	37	32	2	5	12	54	17	12	2	15	54	15	15	
040005	J.I. BARRON SR. ELEMENTARY SCHOOL	6	42	33	18	3	2	38	36	22	3	8	29	43	18	2	5	20	59	11	5	
040009	MABEL BRASHER ELEMENTARY SCHOOL	≤1	19	36	31	14	≤1	3	26	57	14	≤1	3	40	40	17	≤1	3	47	28	22	
040012	CHEROKEE ELEMENTARY SCHOOL	≤1	34	35	23	9	≤1	43	33	18	5	5	18	48	18	10	≤1	13	61	12	13	
040014	GLENMORA HIGH SCHOOL	2	28	50	20	≤1	≤1	20	22	46	13	≤1	11	57	28	4	2	7	60	20	11	
040015	MARY GOFF ELEMENTARY SCHOOL	3	46	31	10	10	≤1	31	36	31	3	5	26	53	8	8	≤1	21	50	13	16	
040016	HORSESHOE DRIVE ELEMENTARY NEW VISION AC	≤1	32	44	20	4	≤1	4	36	52	8	4	≤1	40	44	12	≤1	≤1	52	32	16	
040017	D.F. HUDDLE ELEMENTARY NEW VISION ACADEM	≤1	6	31	29	35	≤1	2	31	51	16	≤1	≤1	43	36	21	≤1	2	32	40	26	
040022	HADNOT-HAYES S.T.E.M. ELEMENTARY SCHOOL	≤1	13	42	26	19	≤1	6	13	58	23	≤1	7	27	40	27	≤1	10	30	30	30	
040024	MARTIN PARK ELEMENTARY SCHOOL	≤1	24	36	26	14	≤1	8	24	32	36	≤1	4	35	41	20	≤1	2	51	24	24	
040026	J.B. NACHMAN ELEMENTARY SCHOOL	4	46	36	10	3	≤1	28	39	25	8	2	8	71	16	3	4	15	55	20	6	
040027	NORTH BAYOU RAPIDES ELEMENTARY	≤1	36	21	31	13	≤1	18	42	37	3	≤1	≤1	63	18	18	≤1	≤1	61	21	18	
040028	OAK HILL HIGH SCHOOL	6	24	27	30	12	≤1	9	27	36	27	≤1	6	52	30	12	≤1	9	50	24	18	
040029	PARADISE ELEMENTARY SCHOOL	2	35	46	14	4	2	30	54	13	2	4	16	64	9	7	≤1	16	62	18	4	
040031	PEABODY MONTESSORI ELEMENTARY SCHOOL	10	59	26	5	≤1	3	50	36	10	≤1	21	29	41	7	2	36	40	19	5	≤1	
040032	PINEVILLE ELEMENTARY SCHOOL	3	49	11	14	23	≤1	26	37	23	14	≤1	11	36	28	25	3	8	28	25	36	
040035	PLAINVIEW HIGH SCHOOL	≤1	33	50	17	≤1	6	33	22	39	≤1	≤1	≤1	71	29	≤1	≤1	≤1	59	35	6	
040036	POLAND JUNIOR HIGH SCHOOL	7	20	53	20	≤1	≤1	20	53	27	≤1	10	26	45	19	≤1	3	26	55	13	3	
040038	CARTER C. RAYMOND ELEMENTARY SCHOOL	≤1	11	28	44	17	≤1	11	17	67	6	≤1	6	24	65	6	≤1	6	29	35	29	
040039	JULIUS PATRICK ELEMENTARY SCHOOL	≤1	28	28	36	8	≤1	24	32	40	4	≤1	12	48	32	8	≤1	16	36	32	16	
040040	ROSENTHAL MONTESSORI ELEMENTARY SCHOOL	≤1	50	36	14	≤1	≤1	78	22	≤1	≤1	≤1	28	61	11	≤1	6	25	69	≤1	≤1	
040041	RUBY-WISE ELEMENTARY SCHOOL	≤1	46	40	11	3	≤1	29	26	37	9	2	16	65	14	2	≤1	14	65	19	2	
040042	L.S. RUGG ELEMENTARY SCHOOL	≤1	24	39	19	19	≤1	19	40	40	2	≤1	2	53	35	11	≤1	4	53	25	18	
040043	W.O. HALL ELEMENTARY SCHOOL	≤1	11	29	39	21	≤1	16	26	53	5	≤1	3	24	53	21	≤1	≤1	37	32	32	
040044	LESSIE MOORE ELEMENTARY SCHOOL	2	13	40	31	13	≤1	17	38	25	19	2	8	50	24	16	≤1	4	54	22	20	
040045	ALMA REDWINE ELEMENTARY NEW VISION ACADE	≤1	3	27	42	27	≤1	9	37	37	17	≤1	3	25	56	16	≤1	3	22	41	34	
040047	TIOGA ELEMENTARY SCHOOL	≤1	38	36	18	6	3	40	29	21	8	9	21	45	13	12	5	15	52	17	11	
040052	FOREST HILL ELEMENTARY SCHOOL	≤1	43	25	18	14	≤1	51	28	16	5	2	20	50	17	11	≤1	15	57	17	11	
040055	NORTHWOOD HIGH SCHOOL	4	25	29	20	23	2	13	35	36	15	5	16	36	22	20	4	24	44	11	18	
040056	HAYDEN R. LAWRENCE UPPER ELEMENTARY SCHO	3	35	38	16	9	≤1	42	31	22	4	≤1	24	53	20	2	2	27	53	14	4	
040061	PHOENIX MAGNET ELEMENTARY SCHOOL	13	68	17	2	≤1	4	64	32	≤1	≤1	18	48	32	2	≤1	10	42	48	≤1	≤1	
040065	CAROLINE DORMON JUNIOR HIGH SCHOOL	≤1	78	13	9	≤1	13	57	26	4	≤1	≤1	17	52	26	4	≤1	≤1	26	70	≤1	4
041	RED RIVER PARISH	≤1	26	36	19	20	≤1	34	29	26	11	3	11	49	20	16	≤1	8	49	20	23	
041010	RED RIVER ELEMENTARY SCHOOL	≤1	26	36	19	20	≤1	34	29	26	11	3	11	49	20	16	≤1	8	49	20	23	
042	RICHLAND PARISH	≤1	26	29	28	16	≤1	22	29	28	20	3	10	41	27	19	≤1	7	42	22	28	
042003	DELHI ELEMENTARY SCHOOL	≤1	≤1	34	34	32	≤1	4	26	38	32	≤1	≤1	18	52	30	≤1	≤1	28	28	44	
042004	HOLLY RIDGE ELEMENTARY SCHOOL	3	24	24	37	13	≤1	13	16	45	26	5	8	29	32	26	≤1	3	42	21	34	
042005	MANGHAM ELEMENTARY SCHOOL	3	41	28	22	6	≤1	38	47	13	≤1	4	19	56	12	9	≤1	9	57	21	12	
042010	RAYVILLE ELEMENTARY SCHOOL	≤1	21	23	31	25	≤1	2	15	41	43	3	5	33	31	28	≤1	2	28	26	44	
042012	START ELEMENTARY SCHOOL	≤1	37	38	21	4	8	50	35	8	≤1	2	15	61	15	7	2	19	54	13	13	

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043	SABINE PARISH	2	33	34	21	10	≤1	24	34	28	14	2	12	47	27	13	≤1	9	51	21	19
043001	CONVERSE HIGH SCHOOL	4	40	36	9	11	≤1	26	45	17	13	≤1	19	56	13	13	≤1	8	58	23	10
043002	EBARB SCHOOL	≤1	50	30	10	10	≤1	45	30	20	5	≤1	30	45	15	10	≤1	15	60	≤1	25
043004	FLORIEN HIGH SCHOOL	3	35	43	15	5	≤1	28	40	30	3	5	15	56	23	≤1	≤1	5	74	8	13
043007	MANY JUNIOR HIGH SCHOOL	≤1	23	42	22	11	2	21	28	32	16	≤1	5	49	27	18	≤1	9	47	25	19
043008	NEGREET HIGH SCHOOL	5	50	36	7	2	≤1	31	40	24	5	5	11	68	16	≤1	2	9	70	16	2
043010	PLEASANT HILL HIGH SCHOOL	≤1	23	9	55	14	≤1	≤1	23	18	59	≤1	5	19	52	24	≤1	5	19	38	38
043011	ZWOLLE ELEMENTARY SCHOOL	≤1	26	26	35	14	≤1	21	29	36	14	≤1	9	26	42	23	≤1	14	32	24	30
044	ST. BERNARD PARISH	4	34	34	21	7	4	36	28	22	10	5	18	48	20	8	3	13	53	19	12
044001	ARABI ELEMENTARY SCHOOL	3	25	34	28	9	2	25	26	30	18	≤1	18	48	25	9	2	11	48	25	13
044008	J.F. GAUTHIER SCHOOL	6	39	32	19	4	4	42	25	22	7	10	14	50	19	7	6	13	51	18	13
044012	JOSEPH J. DAVIES ELEMENTARY SCHOOL	6	39	32	18	5	9	38	30	19	4	16	21	38	21	5	6	23	50	16	6
044021	W. SMITH JR. ELEMENTARY SCHOOL	≤1	21	43	26	11	≤1	23	38	31	8	≤1	15	40	28	17	2	4	43	32	19
044024	CHALMETTE ELEMENTARY SCHOOL	4	36	34	16	11	3	35	33	19	10	3	18	53	16	11	2	10	58	14	16
044027	LACOSTE ELEMENTARY SCHOOL	4	42	33	17	4	7	50	22	12	9	2	18	58	17	6	≤1	13	61	17	8
045	ST. CHARLES PARISH	6	51	31	9	3	2	50	30	13	4	5	21	56	14	4	2	19	61	12	6
045008	LAKEWOOD ELEMENTARY SCHOOL	6	61	28	3	3	2	54	31	10	3	4	24	62	9	2	≤1	19	68	9	2
045009	LULING ELEMENTARY SCHOOL	≤1	26	48	25	2	≤1	28	39	28	6	≤1	12	56	21	10	≤1	6	57	25	12
045013	NORCO ELEMENTARY SCHOOL	8	64	22	5	2	3	64	27	5	2	9	25	58	5	3	5	31	52	6	6
045015	ST. ROSE ELEMENTARY SCHOOL	6	41	39	11	4	≤1	42	29	22	6	3	18	54	22	4	2	9	69	15	6
045017	R.J. VIAL ELEMENTARY SCHOOL	6	58	30	6	≤1	5	55	38	2	2	9	28	51	9	3	≤1	22	66	7	3
045025	ETHEL SCHOEFFNER ELEMENTARY SCHOOL	10	57	20	9	4	4	60	20	9	7	6	24	53	13	4	6	29	49	9	7
046	ST. HELENA PARISH	≤1	5	32	33	30	≤1	≤1	16	46	38	≤1	≤1	36	37	26	≤1	≤1	30	35	36
046005	ST. HELENA ARTS AND TECHNOLOGY ACADEMY	≤1	5	32	33	30	≤1	≤1	16	46	38	≤1	≤1	36	37	26	≤1	≤1	30	35	36
047	ST. JAMES PARISH	3	38	34	21	3	≤1	31	36	28	4	4	18	46	27	5	≤1	15	59	20	5
047001	FIFTH WARD ELEMENTARY SCHOOL	≤1	22	43	35	≤1	≤1	26	30	35	9	≤1	13	43	43	≤1	≤1	17	65	17	≤1
047002	GRAMERCY ELEMENTARY SCHOOL	5	39	31	23	3	3	32	33	27	5	7	27	48	16	3	≤1	16	60	19	4
047003	LUTCHER ELEMENTARY SCHOOL	≤1	≤1	18	59	24	≤1	≤1	24	65	12	≤1	≤1	27	47	27	≤1	≤1	27	47	27
047006	PAULINA ELEMENTARY SCHOOL	5	51	28	15	≤1	≤1	41	36	20	≤1	5	17	50	24	3	≤1	19	61	15	4
047010	SIXTH WARD ELEMENTARY SCHOOL	≤1	39	52	6	3	≤1	24	42	27	6	3	9	48	24	15	≤1	6	61	24	9
047011	VACHERIE ELEMENTARY SCHOOL	2	31	42	23	2	2	29	42	27	≤1	2	21	38	37	2	≤1	15	60	21	4
048	ST. JOHN THE BAPTIST PARISH	3	37	37	17	6	2	32	32	25	9	4	13	49	25	9	2	12	57	17	12
048006	LAPLACE ELEMENTARY SCHOOL	2	36	42	16	5	≤1	23	38	33	6	2	10	52	30	6	≤1	4	66	21	10
048008	EAST ST. JOHN ELEMENTARY SCHOOL	≤1	35	44	19	2	≤1	35	35	17	13	≤1	4	54	33	10	≤1	6	56	29	10
048017	WEST ST. JOHN ELEMENTARY SCHOOL (K-7)	≤1	24	56	20	≤1	≤1	44	36	20	≤1	≤1	4	64	24	8	≤1	8	64	24	4
048020	FIFTH WARD ELEMENTARY SCHOOL	2	16	35	30	16	2	7	33	44	14	2	7	42	23	26	2	7	44	21	26
048021	LAKE PONTCHARTRAIN ELEMENTARY SCHOOL	2	46	36	12	4	2	44	32	16	6	6	32	46	12	4	2	30	54	6	8
048024	JOHN L. ORY COMMUNICATIONS MAGNET ELEMEN	17	58	15	8	2	13	60	15	9	2	21	30	42	6	2	8	32	57	≤1	4
048025	GARYVILLE/MT. AIRY MATH & SCIENCE MAGNET	≤1	23	36	25	16	≤1	18	23	32	27	≤1	5	23	55	18	≤1	7	41	25	27
048028	EMILY C. WATKINS ELEMENTARY	2	43	35	15	6	≤1	35	41	20	4	≤1	11	68	17	4	2	11	64	11	11
049	ST. LANDRY PARISH	2	31	40	21	7	≤1	21	30	37	11	≤1	13	45	31	10	≤1	10	52	22	15
049003	CANKTON ELEMENTARY SCHOOL	≤1	38	41	17	4	≤1	22	27	46	6	≤1	15	44	34	5	≤1	10	63	16	11
049007	EAST ELEMENTARY SCHOOL	4	37	37	14	8	≤1	27	45	25	2	4	22	59	14	2	4	27	55	12	2
049009	EUNICE ELEMENTARY SCHOOL	2	50	45	2	≤1	≤1	41	36	23	≤1	≤1	11	71	18	≤1	≤1	7	71	20	2
049013	GLENDALE ELEMENTARY SCHOOL	6	38	40	15	2	≤1	22	28	38	12	2	24	49	22	4	≤1	22	55	16	8
049014	GRAND COTEAU ELEMENTARY SCHOOL	2	37	44	15	2	≤1	13	38	38	10	≤1	12	50	37	2	≤1	4	62	25	10

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
049015	GRAND PRAIRIE ELEMENTARY SCHOOL	2	32	39	20	7	≤1	31	34	32	3	2	15	48	30	5	2	12	42	33	12
049016	GROLEE ELEMENTARY SCHOOL	≤1	17	35	33	15	≤1	5	18	55	22	≤1	7	40	32	22	≤1	3	42	23	32
049017	HIGHLAND ELEMENTARY SCHOOL	≤1	19	49	30	2	≤1	9	35	44	12	≤1	5	53	35	7	≤1	5	53	30	12
049018	KROTZ SPRINGS ELEMENTARY SCHOOL	≤1	26	56	15	3	≤1	21	26	47	6	≤1	6	52	33	9	≤1	3	61	30	6
049019	LAWTELL ELEMENTARY SCHOOL	≤1	27	40	24	9	≤1	18	40	29	13	≤1	12	43	32	11	≤1	10	52	19	19
049021	LEONVILLE ELEMENTARY SCHOOL	2	26	55	15	2	≤1	25	33	31	10	≤1	10	51	33	6	≤1	14	63	10	12
049028	NORTH ELEMENTARY SCHOOL	3	31	24	31	10	≤1	3	38	41	17	≤1	≤1	50	36	14	≤1	≤1	46	36	18
049029	NORTHEAST ELEMENTARY SCHOOL	≤1	17	45	32	7	≤1	15	20	52	13	2	≤1	33	40	25	≤1	≤1	38	38	23
049033	PALMETTO ELEMENTARY SCHOOL	6	33	27	24	9	≤1	52	30	15	3	≤1	21	59	12	9	≤1	12	59	21	9
049035	PARK VISTA ELEMENTARY SCHOOL	5	41	37	15	2	≤1	29	29	36	4	4	20	41	31	4	≤1	20	53	16	11
049037	PORT BARRE ELEMENTARY SCHOOL	5	43	36	13	5	2	30	38	26	3	3	24	43	22	8	≤1	19	56	15	10
049040	SOUTH STREET ELEMENTARY SCHOOL	≤1	16	33	34	16	≤1	2	20	38	41	≤1	3	27	53	17	≤1	≤1	37	32	32
049041	SOUTHWEST ELEMENTARY SCHOOL	≤1	16	30	32	22	≤1	5	5	54	35	≤1	3	22	39	36	≤1	3	28	25	44
049044	WASHINGTON ELEMENTARY SCHOOL	≤1	10	48	38	5	≤1	10	29	52	10	≤1	≤1	43	48	10	≤1	≤1	48	29	24
050	ST. MARTIN PARISH	2	30	38	23	8	≤1	32	42	22	4	3	13	50	27	8	≤1	9	52	25	14
050001	BREAUX BRIDGE ELEMENTARY SCHOOL	3	20	41	25	11	≤1	33	41	23	2	3	11	40	36	11	≤1	9	40	32	19
050005	CATAHOULA ELEMENTARY SCHOOL	≤1	26	35	39	≤1	≤1	17	61	17	4	4	17	52	26	≤1	≤1	13	70	17	≤1
050010	PARKS PRIMARY SCHOOL	2	42	42	12	2	≤1	45	39	14	2	5	21	54	15	5	≤1	19	58	16	7
050016	ST. MARTINVILLE PRIMARY SCHOOL	≤1	19	36	36	8	≤1	24	43	27	7	≤1	6	50	33	10	≤1	4	47	32	16
050018	STEPHENSVILLE ELEMENTARY SCHOOL	7	33	47	13	≤1	≤1	60	27	13	≤1	7	27	40	27	≤1	≤1	7	73	13	7
050019	TECHE ELEMENTARY SCHOOL	≤1	37	34	19	10	2	29	42	22	6	2	13	54	22	9	≤1	7	56	23	14
051	ST. MARY PARISH	3	39	36	16	7	≤1	34	32	27	6	3	17	47	25	8	2	13	53	20	13
051001	J.S. AUCOIN ELEMENTARY SCHOOL	3	46	40	6	6	6	43	43	9	≤1	9	29	40	11	11	9	14	54	9	14
051003	BAYOU VISTA ELEMENTARY SCHOOL	5	55	28	12	≤1	≤1	49	31	17	3	6	26	53	11	3	2	34	50	13	2
051004	BERWICK ELEMENTARY SCHOOL	≤1	47	41	7	4	3	45	30	19	3	3	25	56	15	≤1	≤1	20	61	11	7
051007	CENTERVILLE HIGH SCHOOL	8	51	32	8	≤1	≤1	51	32	16	≤1	≤1	30	54	16	≤1	3	24	57	14	3
051010	W.P. FOSTER ELEMENTARY SCHOOL	≤1	30	43	13	13	≤1	35	22	35	9	4	22	26	43	4	≤1	13	48	26	13
051018	LAGRANGE ELEMENTARY SCHOOL	≤1	31	31	34	3	≤1	34	28	31	7	≤1	≤1	55	26	19	≤1	≤1	42	29	29
051019	JULIA B. MAITLAND SCHOOL	2	36	34	14	14	5	11	27	48	9	5	2	35	42	16	2	2	47	30	19
051026	M.D. SHANNON ELEMENTARY SCHOOL	7	52	22	7	11	4	30	37	30	≤1	7	15	56	19	4	≤1	11	63	7	19
051028	HATTIE A. WATTS ELEMENTARY SCHOOL	3	41	37	14	4	≤1	34	36	26	3	≤1	14	51	29	6	≤1	8	58	25	10
051030	J. A. HERNANDEZ ELEMENTARY SCHOOL	≤1	16	50	26	8	≤1	16	24	45	16	3	6	23	49	20	≤1	6	37	34	23
051031	WYANDOTTE ELEMENTARY SCHOOL	7	40	47	5	2	5	35	42	19	≤1	5	28	44	21	2	7	14	58	16	5
051035	M.E. NORMAN ELEMENTARY SCHOOL	≤1	31	44	17	8	≤1	36	33	25	6	≤1	28	42	25	6	≤1	17	56	25	3
051040	RAINTREE ELEMENTARY SCHOOL	≤1	23	30	32	15	≤1	24	25	36	15	≤1	7	45	31	15	≤1	8	47	20	24
052	ST. TAMMANY PARISH	6	48	30	12	4	3	43	30	18	6	6	23	51	15	4	3	21	55	14	7
052002	ABITA SPRINGS MIDDLE SCHOOL	6	53	29	9	3	3	44	29	19	4	7	17	58	12	6	2	23	57	12	6
052003	W.L. ABNEY ELEMENTARY SCHOOL	2	38	32	21	8	≤1	24	36	28	12	2	9	55	24	9	≤1	8	55	22	15
052004	ALTON ELEMENTARY SCHOOL	≤1	46	38	15	≤1	≤1	42	46	4	8	≤1	12	64	24	≤1	≤1	4	60	28	8
052005	BAYOU LACOMBE MIDDLE SCHOOL	2	38	38	17	5	≤1	38	29	19	14	≤1	19	63	14	3	≤1	14	63	13	10
052006	BONNE ECOLE ELEMENTARY SCHOOL	6	57	24	12	2	2	49	25	16	8	11	26	53	7	3	3	22	58	14	3
052008	GLYNN H. BROCK ELEMENTARY SCHOOL	≤1	34	48	10	8	≤1	26	32	38	4	2	13	56	23	6	≤1	10	50	25	15
052009	CAROLYN PARK MIDDLE SCHOOL	≤1	28	36	20	16	≤1	20	38	24	17	≤1	7	53	22	16	≤1	4	52	22	21
052011	CLEARWOOD JUNIOR HIGH SCHOOL	2	38	37	20	3	≤1	40	35	20	5	6	20	56	17	2	3	20	49	25	4
052016	FIFTH WARD JUNIOR HIGH SCHOOL	≤1	35	35	29	2	≤1	31	35	33	2	≤1	16	52	28	4	≤1	16	53	24	6
052017	FLORIDA AVENUE ELEMENTARY SCHOOL	2	40	34	18	6	≤1	16	32	44	8	≤1	10	48	29	13	2	8	53	24	13

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052018	FOLSOM ELEMENTARY SCHOOL	≤1	46	39	9	4	≤1	51	29	16	3	3	18	61	13	5	4	14	66	11	5	
052020	LEE ROAD JUNIOR HIGH SCHOOL	7	39	27	22	4	9	42	28	15	6	≤1	15	53	31	≤1	≤1	16	57	20	6	
052021	LITTLE OAK MIDDLE SCHOOL	10	49	28	9	4	5	43	31	16	5	7	27	50	13	3	4	22	59	10	5	
052028	MANDEVILLE MIDDLE SCHOOL	9	60	23	6	≤1	3	52	26	16	2	9	30	49	11	≤1	7	32	50	9	≤1	
052031	PINE VIEW MIDDLE SCHOOL	4	41	31	15	9	2	40	26	20	11	7	15	50	19	10	≤1	11	61	11	17	
052036	SIXTH WARD ELEMENTARY SCHOOL	≤1	40	35	14	11	≤1	42	26	18	14	4	25	42	23	7	≤1	14	49	21	16	
052044	RIVERSIDE ELEMENTARY SCHOOL	≤1	36	44	16	3	≤1	27	43	23	7	2	22	54	19	2	≤1	11	65	19	3	
052051	TCHFUNCTE MIDDLE SCHOOL	10	62	18	8	2	8	58	20	10	4	14	38	38	7	3	7	38	45	5	4	
052057	LAKE HARBOR MIDDLE SCHOOL	12	60	23	4	≤1	6	59	22	11	3	≤1	12	33	45	8	3	9	36	44	7	5
052062	HENRY MAYFIELD ELEMENTARY SCHOOL	3	29	48	17	2	≤1	29	40	27	3	≤1	15	53	23	8	≤1	4	58	28	11	
052063	JOSEPH B. LANCASTER ELEMENTARY SCHOOL	6	64	27	3	≤1	4	51	31	11	3	5	31	56	8	≤1	5	28	59	6	2	
052888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
053	TANGIPAHOA PARISH	2	26	33	24	14	≤1	22	28	31	18	3	13	42	26	16	≤1	12	45	20	22	
053001	AMITE ELEMENTARY MAGNET SCHOOL	≤1	18	34	31	17	≤1	19	23	43	15	≤1	7	35	33	24	≤1	11	33	19	35	
053003	CHAMP COOPER ELEMENTARY SCHOOL	4	38	42	17	≤1	≤1	31	22	38	8	7	19	53	15	5	5	14	56	21	4	
053004	CHESBROUGH ELEMENTARY SCHOOL	≤1	32	35	26	7	≤1	32	33	19	16	4	14	41	29	12	3	22	51	10	13	
053011	INDEPENDENCE ELEMENTARY SCHOOL	6	26	44	20	4	≤1	26	33	35	6	≤1	10	56	31	4	≤1	9	57	27	6	
053014	O.W. DILLON MEMORIAL ELEMENTARY SCHOOL	≤1	9	34	27	30	≤1	4	32	30	34	≤1	≤1	36	43	21	≤1	≤1	29	34	38	
053016	LORANGER ELEMENTARY SCHOOL	4	34	29	25	8	≤1	21	37	30	11	4	18	48	24	7	≤1	13	55	18	13	
053020	NATALBANY ELEMENTARY SCHOOL	3	19	30	28	20	≤1	29	29	26	15	3	9	40	27	21	2	8	40	21	29	
053025	D.C. REEVES ELEMENTARY SCHOOL	3	31	40	19	7	2	28	31	26	14	5	17	47	20	11	2	17	49	17	15	
053026	ROSELAND ELEMENTARY MONTESSORI SCHOOL	3	26	23	31	17	≤1	11	26	43	20	3	11	39	31	17	3	11	36	22	28	
053027	SOUTHEASTERN LA UNIVERSITY LAB SCHOOL	≤1	73	23	4	≤1	≤1	27	46	23	4	4	38	46	12	≤1	≤1	23	69	8	≤1	
053028	SPRING CREEK ELEMENTARY SCHOOL	2	27	43	22	7	≤1	20	32	37	12	3	20	45	25	7	≤1	15	48	22	15	
053037	HAMMOND WESTSIDE ELEMENTARY MONTESSORI S	≤1	20	26	27	26	≤1	11	21	39	29	≤1	8	31	33	28	≤1	5	38	20	37	
053039	HAMMOND EASTSIDE ELEMENTARY MAGNET SCHOO	3	28	26	24	19	≤1	24	19	27	28	4	10	35	25	25	≤1	13	37	20	30	
053052	TANGIPAHOA ALTERNATIVE SOLUTIONS PROGRAM	≤1	≤1	22	13	65	≤1	≤1	≤1	13	87	≤1	≤1	8	42	50	≤1	≤1	27	9	64	
053888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
054	TENSAS PARISH	≤1	23	50	23	5	≤1	18	38	30	15	≤1	5	38	43	15	3	≤1	45	15	38	
054003	NEWELLTON ELEMENTARY SCHOOL	≤1	15	62	23	≤1	≤1	31	38	23	8	≤1	≤1	46	23	31	≤1	≤1	46	23	31	
054005	TENSAS ELEMENTARY SCHOOL	≤1	26	44	22	7	≤1	11	37	33	19	≤1	7	33	52	7	4	≤1	44	11	41	
055	TERREBONNE PARISH	2	37	35	19	8	≤1	29	37	24	9	4	18	48	23	8	2	15	54	18	12	
055001	ACADIAN ELEMENTARY SCHOOL	≤1	29	35	22	13	≤1	17	35	30	17	≤1	7	49	26	16	≤1	6	58	15	21	
055002	BAYOU BLACK ELEMENTARY SCHOOL	4	31	35	27	4	≤1	19	42	35	4	≤1	11	67	19	4	4	7	48	33	7	
055004	BOURG ELEMENTARY SCHOOL	5	33	40	15	8	3	29	47	15	5	6	24	49	15	5	5	14	59	13	9	
055006	BROADMOOR ELEMENTARY SCHOOL	6	51	23	15	4	3	44	31	15	7	6	34	43	14	2	2	23	55	13	8	
055007	CALDWELL MIDDLE SCHOOL	2	35	41	15	8	≤1	34	40	15	10	5	22	48	19	6	2	23	54	14	7	
055008	COTEAU-BAYOU BLUE ELEMENTARY SCHOOL	≤1	26	46	23	4	≤1	27	39	29	5	5	24	44	21	5	≤1	15	59	18	7	
055009	DULARGE ELEMENTARY SCHOOL	≤1	22	59	16	3	≤1	43	35	19	3	≤1	11	49	38	3	≤1	22	46	19	14	
055014	ELYSIAN FIELDS MIDDLE SCHOOL	≤1	25	39	25	11	≤1	13	54	29	5	2	9	44	35	11	2	9	53	24	13	
055016	GIBSON ELEMENTARY SCHOOL	≤1	16	47	37	≤1	≤1	42	16	32	11	5	10	50	30	5	5	≤1	50	30	15	
055017	GRAND CAILLOU ELEMENTARY SCHOOL	≤1	39	28	23	9	≤1	24	31	37	8	4	16	43	26	11	≤1	10	45	29	16	
055022	LEGION PARK ELEMENTARY SCHOOL	≤1	26	37	23	14	2	19	37	30	12	2	7	37	44	9	≤1	7	47	33	14	
055023	LISA PARK ELEMENTARY SCHOOL	2	58	26	12	≤1	≤1	43	37	15	4	11	28	44	12	4	4	25	58	8	6	
055025	MONTEGUT ELEMENTARY SCHOOL	≤1	36	33	24	6	≤1	24	30	33	12	≤1	16	53	22	9	3	16	50	25	6	
055027	MULBERRY ELEMENTARY SCHOOL	7	65	18	8	2	2	47	39	10	3	9	24	52	11	4	3	24	59	10	4	

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055029	OAKSHIRE ELEMENTARY SCHOOL	4	45	31	16	4	4	26	43	19	7	5	21	51	21	3	2	12	57	16	12
055030	POINTE-AUX-CHENES ELEMENTARY SCHOOL	10	33	48	5	5	≤1	43	29	29	≤1	5	19	67	10	≤1	≤1	5	81	10	5
055035	SOUTHDOWN ELEMENTARY SCHOOL	≤1	21	39	32	7	≤1	13	30	32	25	≤1	11	46	32	11	≤1	7	59	23	11
055038	UPPER LITTLE CAILLOU ELEMENTARY SCHOOL	≤1	39	39	16	6	2	39	31	22	6	2	18	58	18	4	2	20	59	14	4
055039	VILLAGE EAST MIDDLE SCHOOL	≤1	17	35	23	26	≤1	8	29	42	19	≤1	5	36	38	21	≤1	5	32	25	37
056	UNION PARISH	≤1	17	24	37	22	≤1	14	27	43	16	≤1	7	32	34	26	≤1	3	37	25	36
056002	DOWNSVILLE CHARTER SCHOOL	3	38	35	21	3	≤1	12	41	35	12	3	26	41	18	12	≤1	12	56	18	15
056003	UNION PARISH ELEMENTARY SCHOOL	≤1	12	21	41	26	≤1	14	24	44	17	≤1	3	29	38	30	≤1	≤1	32	26	41
057	VERMILION PARISH	5	42	33	16	4	2	36	29	22	11	5	20	52	18	4	2	14	56	19	9
057003	DOZIER ELEMENTARY SCHOOL	8	64	18	8	≤1	≤1	41	45	13	≤1	8	18	63	9	≤1	≤1	17	67	11	4
057005	EATON PARK ELEMENTARY SCHOOL	≤1	18	26	38	16	≤1	10	11	43	36	≤1	9	38	37	17	≤1	4	39	28	29
057007	FORKED ISLAND/E. BROUSSARD ELEM SCHOOL	≤1	29	44	15	12	≤1	36	24	21	18	≤1	18	47	29	6	≤1	6	68	9	18
057010	JAMES A. HEROD ELEMENTARY SCHOOL	≤1	26	44	26	5	≤1	6	28	43	23	≤1	8	55	31	5	≤1	6	41	46	6
057012	KAPLAN ELEMENTARY SCHOOL	4	42	36	16	2	3	36	39	13	10	5	14	62	14	5	3	9	58	22	9
057014	CECIL PICARD ELEMENTARY SCHOOL AT MAURIC	8	55	32	5	≤1	9	64	20	5	≤1	10	41	37	10	≤1	3	23	65	8	≤1
057015	MEAUX ELEMENTARY SCHOOL	10	56	18	15	2	5	46	26	16	7	11	33	45	8	3	5	34	45	13	3
057017	JESSE OWENS ELEMENTARY SCHOOL	5	41	41	9	5	≤1	45	32	18	5	5	9	64	23	≤1	5	18	55	9	14
057020	SEVENTH WARD ELEMENTARY SCHOOL	7	40	44	9	≤1	≤1	37	49	14	≤1	5	19	60	14	2	2	16	70	9	2
057027	INDIAN BAYOU ELEMENTARY SCHOOL	≤1	41	43	16	≤1	3	43	35	19	≤1	≤1	24	65	11	≤1	≤1	16	57	19	8
057029	LEBLANC ELEMENTARY SCHOOL	7	45	35	10	2	≤1	41	26	26	6	6	24	52	16	≤1	2	12	65	16	5
058	VERNON PARISH	2	46	38	12	3	≤1	39	33	23	5	4	21	56	17	2	2	18	61	14	6
058003	EVANS HIGH SCHOOL	≤1	41	46	12	≤1	≤1	38	48	10	5	5	13	62	21	≤1	3	15	67	10	5
058004	HICKS HIGH SCHOOL	≤1	26	58	16	≤1	≤1	30	25	40	5	≤1	32	42	21	5	≤1	21	47	26	5
058005	HORNBECK HIGH SCHOOL	3	25	47	19	6	≤1	22	31	41	6	≤1	12	48	30	9	≤1	6	55	24	15
058008	PICKERING ELEMENTARY SCHOOL	2	56	32	8	2	≤1	23	34	33	10	4	18	58	17	2	2	16	57	16	9
058010	PITKIN HIGH SCHOOL	≤1	38	38	22	3	≤1	34	38	28	≤1	≤1	6	63	22	9	≤1	16	59	16	9
058011	SOUTH POLK ELEMENTARY SCHOOL	≤1	44	37	14	4	3	40	30	22	5	3	19	57	17	3	2	11	69	13	6
058013	SIMPSON HIGH SCHOOL	≤1	47	21	16	16	≤1	42	26	26	5	≤1	37	53	11	≤1	≤1	21	58	16	5
058015	WEST LEESVILLE ELEMENTARY SCHOOL	2	41	43	12	2	≤1	47	27	21	4	4	21	57	16	2	4	27	50	14	5
058016	ROSEFINE ELEMENTARY SCHOOL	5	52	32	9	2	≤1	38	42	17	3	7	25	55	14	≤1	≤1	17	70	11	≤1
058018	ANACOCO ELEMENTARY SCHOOL	4	51	38	6	≤1	2	56	27	12	2	7	29	51	11	≤1	2	23	64	7	2
059	WASHINGTON PARISH	3	29	36	26	6	2	26	33	33	6	2	13	46	29	10	≤1	9	46	24	20
059002	ENON ELEMENTARY SCHOOL	2	22	31	36	9	≤1	16	23	48	14	≤1	14	52	23	11	≤1	7	48	25	20
059003	FRANKLINTON ELEMENTARY SCHOOL	6	30	34	24	6	2	25	37	31	5	4	17	45	26	8	2	11	46	21	19
059007	MT. HERMON SCHOOL	3	28	33	33	5	≤1	24	37	27	12	≤1	12	39	37	12	2	7	51	20	20
059009	THOMAS ELEMENTARY SCHOOL	≤1	30	44	20	5	3	33	32	30	≤1	≤1	11	47	31	10	≤1	9	45	28	18
059013	WESLEY RAY ELEMENTARY SCHOOL	≤1	26	33	31	10	≤1	24	24	40	12	≤1	5	43	38	14	≤1	5	38	33	24
060	WEBSTER PARISH	3	41	32	18	7	≤1	32	29	25	12	2	17	46	26	8	≤1	14	54	18	13
060001	BROWN UPPER ELEMENTARY SCHOOL	3	33	24	30	10	≤1	23	29	29	20	≤1	7	42	35	14	≤1	13	46	26	14
060004	NORTH WEBSTER UPPER ELEMENTARY SCHOOL	2	44	38	14	2	2	36	46	16	≤1	≤1	18	61	22	≤1	≤1	12	71	12	6
060005	DOYLINE HIGH SCHOOL	8	35	41	11	5	5	35	30	27	3	≤1	22	35	38	5	≤1	6	56	25	14
060008	CENTRAL ELEMENTARY SCHOOL	≤1	42	33	18	6	≤1	38	28	19	13	4	26	45	19	6	≤1	24	53	14	9
060014	E. S. RICHARDSON ELEMENTARY SCHOOL	3	43	30	16	8	≤1	31	25	29	14	3	16	46	25	9	≤1	13	52	18	15
061	WEST BATON ROUGE PARISH	≤1	35	40	19	5	≤1	31	33	28	8	2	11	54	27	7	≤1	13	58	18	11
061003	CHAMBERLIN ELEMENTARY SCHOOL	≤1	28	56	11	6	≤1	31	49	17	3	≤1	11	64	22	3	≤1	6	61	25	8
061004	COHN ELEMENTARY SCHOOL	≤1	24	41	26	8	≤1	22	23	42	13	≤1	10	47	33	10	≤1	10	52	16	21



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		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
061006	LUKEVILLE UPPER ELEMENTARY	≤1	42	37	17	3	≤1	35	34	23	6	3	11	55	25	6	≤1	16	59	18	6	
062	WEST CARROLL PARISH	3	29	35	18	14	≤1	21	32	35	10	4	16	52	23	5	5	11	56	18	9	
062001	EPPS HIGH SCHOOL	≤1	37	33	19	11	≤1	19	44	30	7	12	12	46	31	≤1	≤1	19	65	12	4	
062003	FOREST SCHOOL	≤1	23	35	25	18	≤1	13	30	43	15	≤1	10	55	25	10	≤1	8	55	25	13	
062005	KILBOURNE HIGH SCHOOL	≤1	29	43	10	19	≤1	33	33	14	19	≤1	20	50	25	5	≤1	10	55	20	15	
062014	OAK GROVE ELEMENTARY SCHOOL	7	30	34	16	12	≤1	24	28	40	6	5	21	53	18	3	12	11	53	17	8	
063	WEST FELICIANA PARISH	5	43	35	14	2	5	36	35	21	4	4	13	58	20	5	4	17	57	14	8	
063001	BAINS ELEMENTARY SCHOOL	5	43	35	14	2	5	36	35	21	4	4	13	58	20	5	4	17	57	14	8	
064	WINN PARISH	2	33	36	19	9	2	31	36	25	6	≤1	11	47	30	11	≤1	10	49	22	18	
064001	ATLANTA HIGH SCHOOL	5	14	50	27	5	≤1	23	41	32	5	≤1	18	41	36	5	≤1	9	50	27	14	
064002	CALVIN HIGH SCHOOL	4	32	52	8	4	8	20	36	32	4	≤1	16	48	24	12	≤1	12	52	20	16	
064003	DODSON HIGH SCHOOL	≤1	38	33	24	5	≤1	24	48	24	5	≤1	9	50	41	≤1	≤1	≤1	50	41	9	
064006	WINNFIELD PRIMARY SCHOOL	2	36	31	20	11	2	35	33	23	7	2	9	48	28	13	≤1	12	48	19	20	
065	CITY OF MONROE SCHOOL DISTRICT	≤1	25	40	26	8	≤1	23	27	35	14	2	12	48	28	9	≤1	10	51	23	14	
065004	CARVER ELEMENTARY SCHOOL	≤1	23	44	26	7	≤1	18	28	51	4	≤1	4	49	33	14	≤1	≤1	51	26	23	
065005	J.S. CLARK MAGNET ELEMENTARY SCHOOL	2	62	34	2	≤1	2	57	34	6	2	11	32	55	2	≤1	≤1	26	72	2	≤1	
065006	BARKDULL FAULK ELEMENTARY SCHOOL	≤1	21	47	21	12	3	38	15	35	9	3	15	42	27	12	≤1	3	42	36	18	
065008	SALLIE HUMBLE ELEMENTARY SCHOOL	3	29	41	23	4	3	30	35	27	5	≤1	16	44	30	9	≤1	15	50	24	11	
065010	BERG JONES ELEMENTARY SCHOOL	≤1	16	44	27	13	≤1	8	27	48	17	2	2	53	27	16	≤1	≤1	48	29	23	
065013	LINCOLN ELEMENTARY SCHOOL	≤1	49	36	11	4	≤1	51	26	19	4	≤1	21	57	15	6	6	26	51	6	11	
065015	MINNIE RUFFIN ELEMENTARY SCHOOL	≤1	21	32	36	11	≤1	9	25	36	30	≤1	8	37	38	16	≤1	13	43	20	24	
065023	SHERROUSE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
065024	CYPRESS POINT ELEMENTARY SCHOOL	≤1	26	56	17	2	≤1	30	46	19	6	4	15	70	9	2	2	11	65	20	2	
065026	MADISON JAMES FOSTER ELEMENTARY SCHOOL	≤1	8	42	37	13	≤1	6	18	63	13	≤1	6	50	31	13	≤1	5	44	37	15	
065028	THOMAS JEFFERSON ELEMENTARY	≤1	13	33	44	10	≤1	5	15	44	35	≤1	5	40	49	5	≤1	3	55	29	14	
065888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
066	CITY OF BOGALUSA SCHOOL DISTRICT	≤1	18	37	35	10	≤1	18	33	35	14	≤1	14	45	32	8	≤1	2	63	25	10	
066001	CENTRAL ELEMENTARY SCHOOL	≤1	18	37	35	10	≤1	18	33	35	14	≤1	14	45	32	8	≤1	2	63	25	10	
067	ZACHARY COMMUNITY SCHOOL DISTRICT	12	54	26	6	2	7	59	25	8	≤1	13	26	48	12	≤1	6	33	51	7	3	
067003	ZACHARY ELEMENTARY SCHOOL	12	54	26	6	2	7	59	25	8	≤1	13	26	48	12	≤1	6	33	51	7	3	
068	CITY OF BAKER SCHOOL DISTRICT	≤1	19	43	25	12	≤1	28	33	31	6	≤1	12	44	29	14	≤1	12	46	25	17	
068001	BAKER HEIGHTS ELEMENTARY SCHOOL	≤1	14	58	19	9	2	37	30	23	19	7	≤1	7	57	31	5	≤1	14	62	19	5
068004	BAKERFIELD ELEMENTARY SCHOOL	≤1	8	26	42	24	≤1	13	32	45	11	≤1	≤1	26	39	34	≤1	≤1	21	37	42	
068005	PARK RIDGE ACADEMIC MAGNET SCHOOL	4	43	43	11	≤1	≤1	36	39	25	≤1	4	36	50	11	≤1	≤1	25	57	18	≤1	
069	CENTRAL COMMUNITY SCHOOL DISTRICT	7	47	33	11	3	3	41	36	17	4	5	27	55	12	2	4	22	64	7	3	
069006	CENTRAL INTERMEDIATE SCHOOL	7	47	33	11	3	3	41	36	17	4	5	27	55	12	2	4	22	64	7	3	
101	SPECIAL SCHOOL DISTRICT	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
101036	METHODIST HOME FOR CHILDREN OF GREATER N	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
304	LA SCHOOLS FOR THE DEAF AND VISUALLY IMP	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
304001	LOUISIANA SCHOOL FOR THE DEAF	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
304002	LOUISIANA SCHOOL FOR THE VISUALLY IMPAIR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
321001	NEW VISION LEARNING ACADEMY	2	43	37	13	4	2	28	52	15	2	2	15	59	13	11	≤1	13	63	15	9	
328001	SOUTHWEST LOUISIANA CHARTER SCHOOL	≤1	20	38	36	5	≤1	7	24	48	20	2	3	38	41	15	≤1	4	39	31	25	
329001	V. B. GLENCOE CHARTER SCHOOL	2	52	39	2	4	≤1	61	22	11	7	≤1	20	61	17	2	≤1	17	72	7	4	
331001	INTERNATIONAL SCHOOL OF LOUISIANA	7	59	26	7	≤1	4	41	38	14	3	4	26	54	16	≤1	≤1	22	62	9	6	
333001	AVOYELLES PUBLIC CHARTER SCHOOL	6	69	20	6	≤1	≤1	72	28	≤1	≤1	8	28	51	13	≤1	≤1	19	75	4	2	

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
336001	DELHI CHARTER SCHOOL	2	27	40	24	6	≤1	15	32	35	18	3	18	46	21	11	2	10	52	15	21	
337001	BELLE CHASSE ACADEMY	6	60	30	3	≤1	6	57	27	7	3	8	34	49	10	≤1	2	24	71	2	≤1	
339001	MILESTONE ACADEMY	≤1	21	45	29	5	≤1	2	31	52	14	≤1	2	57	36	5	≤1	7	55	33	5	
340001	MAX CHARTER ALTERNATIVE EDUCATION	≤1	17	50	33	≤1	≤1	11	22	61	6	≤1	5	53	26	16	≤1	≤1	63	16	21	
341001	D'ARBONNE WOODS CHARTER SCHOOL	≤1	39	42	18	≤1	≤1	38	43	13	5	6	17	45	26	5	≤1	9	61	25	5	
343002	LOUISIANA VIRTUAL CHARTER ACADEMY	2	15	35	33	15	≤1	11	15	38	36	≤1	15	44	29	12	≤1	12	43	21	23	
343888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
345001	LOUISIANA CONNECTIONS ACADEMY	≤1	30	44	12	14	2	14	23	37	25	4	15	54	24	4	2	14	54	21	8	
346001	LAKE CHARLES CHARTER ACADEMY	≤1	24	40	25	12	≤1	13	30	30	27	≤1	8	42	35	15	≤1	14	36	28	22	
347001	LYCEE FRANCAIS DE LA NOUVELLE-ORLEANS	7	63	22	4	4	4	56	26	15	≤1	11	22	48	19	≤1	≤1	22	59	19	≤1	
3A2001	TALLULAH CHARTER SCHOOL	5	60	12	16	7	≤1	57	16	20	7	≤1	47	23	23	7	2	30	56	7	5	
3A3001	BATON ROUGE CHARTER ACADEMY AT MID-CITY	≤1	21	26	39	13	≤1	11	28	46	15	≤1	8	39	38	15	≤1	≤1	39	41	20	
3A3002	IBERVILLE CHARTER ACADEMY	≤1	2	22	46	29	≤1	3	15	36	46	≤1	≤1	23	33	44	≤1	≤1	15	26	59	
3A4001	DELTA CHARTER SCHOOL MST	5	50	38	7	≤1	≤1	24	38	33	7	5	2	19	55	21	2	≤1	12	67	14	7
3A6001	NORTHSHORE CHARTER SCHOOL	≤1	12	33	35	19	≤1	2	14	53	32	≤1	5	25	50	20	≤1	≤1	36	38	27	
3B1001	ADVANTAGE CHARTER ACADEMY	≤1	15	26	40	19	≤1	9	26	38	26	≤1	≤1	30	34	36	≤1	2	40	24	34	
3B1002	WILLOW CHARTER ACADEMY	≤1	18	29	39	14	≤1	7	25	36	32	≤1	≤1	42	42	14	≤1	≤1	38	35	26	
3B5001	NORTHEAST CLAIBORNE CHARTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	≤1	≤1	30	40	30	≤1	≤1	20	40	40	
3B6001	ACADIANA RENAISSANCE CHARTER ACADEMY	5	50	33	12	≤1	3	40	26	25	6	6	24	51	15	3	3	27	54	13	3	
W7B001	LAFAYETTE RENAISSANCE CHARTER ACADEMY	≤1	43	43	9	4	≤1	25	29	35	12	3	20	45	28	4	≤1	19	54	17	9	
318001	LSU LABORATORY SCHOOL	35	56	9	≤1	≤1	27	66	7	≤1	≤1	27	45	27	≤1	≤1	28	50	22	≤1	≤1	
319001	SOUTHERN UNIVERSITY LAB SCHOOL	≤1	56	36	8	≤1	≤1	16	44	32	8	≤1	≤1	56	32	12	≤1	4	64	16	16	
319002	SOUTHERN UNIVERSITY LABORATORY VIRTUAL S	≤1	45	18	18	18	≤1	30	10	20	40	≤1	8	69	23	≤1	≤1	≤1	69	31	≤1	
322001	A. E. PHILLIPS LABORATORY SCHOOL	41	59	≤1	≤1	≤1	12	79	6	3	≤1	21	56	24	≤1	≤1	21	53	26	≤1	≤1	
323001	A. J. BROWN ELEMENTARY SCHOOL	≤1	35	13	35	17	4	9	22	43	22	≤1	4	26	26	43	≤1	4	30	22	43	
307	HOWARD SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
3AP001	CELERITY LANIER CHARTER SCHOOL	≤1	7	34	38	21	≤1	2	16	50	32	≤1	4	27	41	29	≤1	4	20	41	36	
3AP002	CELERITY CRESTWORTH CHARTER SCHOOL	≤1	12	24	47	18	≤1	≤1	6	47	47	≤1	≤1	18	47	35	≤1	≤1	18	47	35	
3AP003	CELERITY DALTON CHARTER SCHOOL	≤1	10	33	20	37	≤1	4	31	29	37	≤1	≤1	35	33	33	≤1	≤1	43	18	39	
RBR	RECOVERY SCHOOL DISTRICT—BATON ROUGE	≤1	9	32	32	27	≤1	2	20	41	36	≤1	2	29	39	31	≤1	2	29	33	37	
RNO	RECOVERY SCHOOL DISTRICT—NEW ORLEANS	≤1	24	36	27	12	≤1	19	32	33	15	≤1	6	41	35	17	≤1	6	42	29	23	
300001	PIERRE A. CAPDAU LEARNING ACADEMY	≤1	17	33	23	27	≤1	23	33	40	4	≤1	13	46	25	17	≤1	23	46	17	15	
300002	NELSON ELEMENTARY SCHOOL	≤1	7	36	32	25	≤1	2	25	47	25	≤1	≤1	20	38	42	≤1	≤1	13	33	53	
300004	GENTILLY TERRACE ELEMENTARY SCHOOL	≤1	11	36	40	13	≤1	8	19	38	36	≤1	≤1	31	40	29	≤1	2	39	24	35	
363001	HARRIET TUBMAN CHARTER SCHOOL	≤1	15	41	37	7	≤1	25	41	27	7	≤1	2	39	49	11	≤1	2	39	40	19	
363002	PAUL HABANS CHARTER SCHOOL	≤1	14	25	29	32	≤1	13	23	45	20	≤1	5	34	34	27	≤1	7	27	38	29	
364001	FANNIE C. WILLIAMS CHARTER SCHOOL	≤1	16	44	30	10	≤1	20	43	34	3	≤1	5	44	43	8	≤1	≤1	43	41	16	
366001	LAGNIAPPE ACADEMY OF NEW ORLEANS	≤1	40	35	20	5	≤1	20	60	20	≤1	5	≤1	53	37	5	≤1	≤1	84	11	5	
367001	EDGAR P. HARNEY SPIRIT OF EXCELLENCE ACA	3	37	39	13	8	≤1	13	53	26	8	3	11	42	34	11	≤1	11	53	26	11	
368001	MORRIS JEFF COMMUNITY SCHOOL	2	39	33	22	4	≤1	9	46	33	11	≤1	9	46	33	11	≤1	≤1	50	31	19	
369001	RENEW CULTURAL ARTS ACADEMY AT LIVE OAK	≤1	20	35	33	12	≤1	17	31	39	12	≤1	5	44	33	18	4	7	32	32	25	
369002	RENEW SCITECH ACADEMY AT LAUREL	≤1	49	30	14	7	≤1	40	33	21	4	≤1	6	65	25	4	≤1	10	61	17	13	
369003	RENEW DOLORES T. AARON ELEMENTARY	≤1	35	51	8	6	≤1	22	49	23	6	≤1	5	51	32	12	≤1	8	53	25	14	
369006	RENEWSCHAUMBURG ELEMENTARY	3	23	43	28	3	≤1	22	32	36	9	4	3	38	38	18	≤1	5	38	36	20	
369888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
373001	ARISE ACADEMY	2	27	39	20	12	2	17	29	29	22	2	≤1	45	33	21	≤1	2	50	26	22	



Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
373002	MILDRED OSBORNE CHARTER SCHOOL	≤1	12	30	32	26	≤1	5	14	42	39	≤1	≤1	21	51	28	≤1	≤1	32	33	35
374001	SUCCESS PREPARATORY ACADEMY	3	31	36	26	3	3	31	25	23	18	3	8	39	34	16	2	11	36	23	28
381001	AKILI ACADEMY OF NEW ORLEANS	≤1	16	35	36	12	≤1	19	29	35	17	≤1	3	30	46	20	≤1	6	36	28	30
385001	SYLVANIE WILLIAMS COLLEGE PREP	≤1	21	34	31	14	2	12	31	40	16	≤1	7	51	30	12	≤1	≤1	51	23	26
385003	LAWRENCE D. CROCKER COLLEGE PREP	2	16	42	21	19	≤1	14	26	44	16	≤1	7	35	33	25	2	5	33	28	32
388001	ANDREW H. WILSON CHARTER SCHOOL	≤1	8	30	49	14	≤1	≤1	15	47	38	≤1	3	26	46	26	≤1	≤1	35	38	26
390001	JAMES M. SINGLETON CHARTER SCHOOL	≤1	16	22	49	13	2	18	42	35	4	4	2	39	34	21	2	4	39	32	23
391001	DR. MARTIN LUTHER KING CHARTER SCHOOL FO	≤1	28	50	18	4	≤1	16	50	32	≤1	≤1	3	54	38	4	≤1	3	68	18	12
391002	JOSEPH A. CRAIG CHARTER SCHOOL	2	20	37	35	6	≤1	35	22	35	8	≤1	12	37	27	24	2	10	33	37	18
392001	MCDONOGH #28 CITY PARK ACADEMY	≤1	15	28	41	17	≤1	15	26	41	19	≤1	8	40	38	15	≤1	6	47	21	26
393001	LAFAYETTE ACADEMY	4	68	18	10	≤1	8	66	19	7	≤1	2	32	55	6	5	12	42	37	2	8
393002	ESPERANZA CHARTER SCHOOL	≤1	11	36	30	23	≤1	2	38	38	23	2	8	49	25	17	≤1	≤1	38	42	21
393003	MCDONOGH 42 CHARTER SCHOOL	2	15	44	25	13	≤1	17	25	40	17	2	4	51	29	14	≤1	2	49	31	18
395001	MARTIN BEHRMAN ELEMENTARY SCHOOL	5	48	36	9	≤1	≤1	13	44	40	3	≤1	9	53	31	5	≤1	10	53	29	8
395002	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	≤1	20	31	26	22	≤1	16	42	29	13	≤1	6	37	34	24	≤1	3	49	24	24
395003	WILLIAM J. FISCHER ELEMENTARY SCHOOL	≤1	7	29	44	20	≤1	4	20	40	34	≤1	3	19	36	41	≤1	≤1	23	31	45
395004	MCDONOGH #32 ELEMENTARY SCHOOL	≤1	5	28	41	26	≤1	4	26	48	22	≤1	2	20	45	33	≤1	≤1	24	35	40
398002	KIPP MCDONOGH 15 SCHOOL FOR THE CREATIVE	≤1	20	36	31	13	≤1	17	28	36	19	2	9	41	39	10	≤1	4	41	37	18
398004	KIPP CENTRAL CITY PRIMARY	≤1	26	51	21	2	≤1	35	42	20	3	≤1	8	53	32	6	≤1	6	50	35	10
399001	SAMUEL J. GREEN CHARTER SCHOOL	2	27	33	32	7	≤1	20	37	37	7	≤1	3	57	25	15	≤1	2	43	28	27
399002	ARTHUR ASHE CHARTER SCHOOL	≤1	35	45	17	3	≤1	22	38	32	8	≤1	5	53	27	15	≤1	2	60	20	18
399004	JOHN DIBERT COMMUNITY SCHOOL	≤1	23	46	28	4	≤1	16	35	32	18	≤1	2	35	46	18	≤1	2	37	39	23
399005	LANGSTON HUGHES CHARTER ACADEMY	≤1	17	40	27	16	≤1	10	24	28	38	≤1	≤1	41	43	16	≤1	3	28	38	31
3A5001	MARY D. COGHILL CHARTER SCHOOL	≤1	25	33	25	16	≤1	10	46	19	22	≤1	3	39	36	21	≤1	3	44	27	26
NPS	NONPUBLIC SCHOLARSHIP SCHOOLS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500008	OUR LADY OF FATIMA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500020	ST. JOSEPH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
501014	ST. ANTHONY OF PADUA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
501016	ST. FRANCES CABRINI SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502001	ASCENSION DIOCESAN REGIONAL SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502006	HOLY GHOST SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502007	MATER DOLOROSA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502009	OUR LADY OF MERCY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502016	ST. ALPHONSUS SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502018	ST. ELIZABETH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502019	ST. FRANCIS XAVIER SCHOOL (C)	≤1	20	27	47	7	≤1	13	13	60	13	≤1	≤1	20	67	13	≤1	7	33	33	27
502021	REDEMPTORIST ELEMENTARY SCHOOL (C)	6	12	29	53	≤1	≤1	11	44	33	11	≤1	≤1	18	35	47	≤1	≤1	24	12	65
502023	ST. JOHN ELEMENTARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502031	ST. LOUIS KING OF FRANCE SCHOOL (C)	≤1	7	47	20	27	≤1	≤1	7	53	40	≤1	7	20	33	40	≤1	≤1	27	33	40
502033	CATHOLIC ELEMENTARY SCHOOL OF POINTE COU	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503005	MARIA IMMACOLATA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503012	ST. JOSEPH ELEMENTARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503013	ST. MARY'S NATIVITY (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
504007	HOLY FAMILY CATHOLIC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
504009	IMMACULATE HEART OF MARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
505006	OUR LADY'S SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
505011	ST. THEODORE'S HOLY FAMILY CATHOLIC SCHO	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506007	ASCENSION OF OUR LORD SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506014	HOLY ROSARY ACADEMY (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506020	HOLY GHOST ELEMENTARY SCHOOL (C)	≤1	27	20	40	13	≤1	7	7	33	53	≤1	≤1	27	20	53	≤1	≤1	20	27	53
506036	OUR LADY OF DIVINE PROVIDENCE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506038	OUR LADY OF GRACE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506041	OUR LADY OF PERPETUAL HELP SCHOOL (C)	≤1	7	47	27	20	≤1	7	13	47	33	≤1	≤1	33	40	27	≤1	13	20	27	40
506044	OUR LADY OF PROMPT SUCCOR SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506048	RESURRECTION OF OUR LORD SCHOOL (C)	2	24	40	35	≤1	≤1	4	38	47	11	≤1	5	44	40	11	≤1	5	62	25	7
506049	SACRED HEART OF JESUS SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506054	ST. AGNES SCHOOL (C)	≤1	≤1	46	38	15	≤1	≤1	8	62	31	≤1	≤1	25	67	8	≤1	≤1	50	25	25
506055	ST. ALPHONSUS SCHOOL (C)	≤1	6	67	22	6	≤1	≤1	39	61	≤1	≤1	11	72	17	≤1	≤1	17	83	≤1	≤1
506056	ST. ANDREW THE APOSTLE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506057	ST. ANGELA MERICI SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506059	ST. ANTHONY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506071	ST. DOMINIC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506079	ST. JOAN OF ARC SCHOOL (C)	≤1	7	43	36	14	≤1	7	7	50	36	≤1	≤1	29	64	7	≤1	≤1	29	50	21
506080	ST. JOAN OF ARC SCHOOL (C)	≤1	46	31	15	8	≤1	8	38	31	23	8	8	38	38	8	≤1	8	46	23	23
506087	ST. LEO THE GREAT SCHOOL (C)	5	26	68	≤1	≤1	≤1	53	37	11	≤1	5	≤1	53	42	≤1	5	5	74	16	≤1
506094	ST. MARY MAGDALEN SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506095	ST. MARY'S ACADEMY (GIRLS) (C)	≤1	39	42	18	≤1	≤1	12	39	42	6	≤1	6	45	45	3	≤1	3	58	39	≤1
506104	ST. PETER SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506105	ST. PETER CLAVER SCHOOL (C)	≤1	25	50	19	6	≤1	≤1	25	50	25	≤1	6	31	56	6	≤1	6	19	63	13
506111	ST. RITA SCHOOL (C)	≤1	31	25	25	19	≤1	6	31	44	19	≤1	13	31	38	19	≤1	6	38	31	25
506116	ST. STEPHEN SCHOOL (C)	≤1	11	58	26	5	≤1	≤1	32	42	26	≤1	≤1	53	42	5	≤1	≤1	37	42	21
506157	GOOD SHEPHERD NATIVITY MISSION SCHOOL (C)	≤1	33	42	25	25	≤1	25	42	33	≤1	≤1	8	58	25	8	≤1	17	50	25	8
506159	ST. BENEDICT THE MOOR (C)	≤1	60	30	10	≤1	≤1	60	30	10	≤1	10	10	70	10	≤1	≤1	30	60	≤1	10
522001	CONQUERING WORD CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
533001	ALFRED BOOKER JR. ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
579001	FAMILY COMMUNITY CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
582001	GETHSEMANE CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
621001	MCMILLIAN'S FIRST STEPS CDC/ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
626001	ST. JOHN LUTHERAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
627001	ST. PAUL LUTHERAN SCHOOL (L)	≤1	15	31	38	15	≤1	8	≤1	54	38	≤1	≤1	31	23	46	≤1	≤1	31	46	23
652001	RIVERSIDE ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
656001	OLD BETHEL CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
667001	JOHN PAUL THE GREAT ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
674001	ANGLES ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
702001	HOSANNA CHRISTIAN ACADEMY (AG)	≤1	42	33	18	7	≤1	18	40	36	7	2	9	51	33	4	≤1	7	60	22	11
705001	GREATER BATON ROUGE HOPE ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
706001	PREVAILING FAITH CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
718001	DREAMKEEPERS ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
719001	EVANGEL CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
722001	JEHOVAH-JIREH CHRISTIAN ACADEMY	≤1	30	20	30	20	≤1	10	20	60	10	≤1	≤1	40	40	20	≤1	10	30	30	30
727001	BOUTTE CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
729001	GARDERE COMMUNITY CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

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Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
735001	NORTHLAKE CHRISTIAN HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
735002	NORTHLAKE CHRISTIAN ELEMENTARY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
760001	VICTORY CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
872001	BISHOP MCMANUS SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
886001	CLAIBORNE CHRISTIAN SCHOOL (CG)	≤1	50	30	10	10	7	7	7	40	40	≤1	≤1	40	50	10	NR	NR	NR	NR	NR
897001	NEW ORLEANS ADVENTIST ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
927001	LIFE OF CHRIST CHRISTIAN ACADEMY/ALTERNA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
933002	ASCENSION CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
938001	THE UPPERROOM BIBLE CHURCH ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
988001	RIVERDALE CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
989001	LIGHT CITY CHRISTIAN ACADEMY	≤1	17	50	25	8	≤1	8	25	58	8	≤1	8	50	17	25	≤1	25	50	17	8
992001	UNION CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
994001	ECOLE BILINGUE DE LA NOUVELLE-ORLEANS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

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### Percent of Students at Each Achievement Level for Spring 2015 Tests- By District and School - Grade 5

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates less than ten students in a subgroup.

\* A=Advanced; M=Mastery; B=Basic; AB=Approaching Basic; U=Unsatisfactory

Note: 2015 grade 3-8 results constitute new baseline performance on new assessments and/or more inclusive student populations than in past years.

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
STATE	LOUISIANA STATEWIDE	≤1	32	34	24	9	3	25	31	32	9	3	15	44	24	14	5	13	48	21	13
001	ACADIA PARISH	≤1	33	39	22	5	2	31	38	23	5	3	18	48	21	11	3	11	54	23	9
001002	BRANCH ELEMENTARY SCHOOL	5	40	36	17	2	7	37	39	12	5	10	24	41	12	12	10	17	46	17	10
001004	CHURCH POINT ELEMENTARY SCHOOL	≤1	20	47	28	5	2	23	37	28	10	≤1	10	42	33	15	≤1	8	51	31	10
001010	NORTH CROWLEY ELEMENTARY SCHOOL	≤1	22	41	32	5	≤1	15	36	41	8	≤1	12	49	24	15	2	8	59	20	10
001011	EGAN ELEMENTARY SCHOOL	≤1	48	35	9	9	≤1	30	39	26	4	8	29	50	8	4	≤1	17	67	8	8
001012	ESTHERWOOD ELEMENTARY SCHOOL	3	31	34	25	6	3	19	31	41	6	≤1	22	59	9	9	≤1	6	53	31	9
001013	EVANGELINE ELEMENTARY SCHOOL	≤1	42	50	4	4	≤1	23	35	35	8	4	36	39	18	4	≤1	11	75	11	4
001014	IOTA ELEMENTARY SCHOOL	≤1	51	35	9	5	≤1	33	35	24	8	4	25	52	13	6	≤1	19	59	12	9
001016	MERMENTAU ELEMENTARY SCHOOL	5	23	50	18	5	≤1	41	45	9	5	≤1	26	52	17	4	5	19	48	24	5
001018	MIRE ELEMENTARY SCHOOL	≤1	45	28	21	4	3	40	27	25	4	6	29	46	17	3	3	16	60	13	9
001019	MORSE ELEMENTARY SCHOOL	≤1	38	50	13	≤1	6	41	41	13	≤1	≤1	16	59	25	≤1	≤1	6	59	25	9
001022	RICHARD ELEMENTARY SCHOOL	2	50	26	17	4	≤1	30	50	20	≤1	4	13	56	21	6	10	10	56	15	8
001023	ROSS ELEMENTARY SCHOOL	≤1	17	43	33	6	3	24	51	17	5	≤1	3	52	28	17	≤1	5	57	33	5
001024	SOUTH CROWLEY ELEMENTARY SCHOOL	≤1	29	41	25	4	4	57	31	6	2	2	24	51	18	6	2	10	63	22	4
001025	SOUTH RAYNE ELEMENTARY SCHOOL	3	18	42	28	10	4	29	37	25	5	≤1	8	37	31	23	3	3	37	41	16
002	ALLEN PARISH	≤1	39	42	15	4	≤1	25	35	36	4	2	20	56	18	4	7	25	56	9	3
002001	ELIZABETH HIGH SCHOOL	≤1	38	46	13	4	4	38	29	29	≤1	≤1	25	63	13	≤1	≤1	17	63	21	≤1
002002	FAIRVIEW HIGH SCHOOL	≤1	58	38	4	≤1	≤1	8	19	73	≤1	≤1	19	54	27	≤1	≤1	8	38	46	4
002007	OAKDALE MIDDLE SCHOOL	≤1	31	38	22	8	≤1	15	33	45	6	3	15	53	22	8	10	28	49	8	5
002008	OBERLIN ELEMENTARY SCHOOL	≤1	35	45	18	3	≤1	25	33	40	3	3	10	63	20	5	3	15	73	10	≤1
002010	REEVES HIGH SCHOOL	≤1	14	50	36	≤1	≤1	≤1	57	43	≤1	≤1	≤1	57	43	≤1	≤1	7	71	21	≤1
002015	KINDER MIDDLE SCHOOL	≤1	45	42	8	3	3	37	38	17	4	4	29	54	10	3	8	27	55	6	4
003	ASCENSION PARISH	3	48	30	15	4	8	40	31	19	3	7	24	47	15	7	12	26	46	10	6
003001	G. W. CARVER PRIMARY SCHOOL	≤1	37	35	24	4	≤1	34	38	24	3	≤1	9	49	32	9	≤1	12	60	16	11
003008	GONZALES PRIMARY SCHOOL	2	19	40	29	10	7	17	31	40	5	2	9	51	23	16	9	9	57	16	10
003011	DUPLESSIS PRIMARY SCHOOL	6	48	30	15	2	10	39	25	25	2	6	29	48	13	4	15	37	41	4	3
003015	LOWERY ELEMENTARY SCHOOL	≤1	14	32	38	16	≤1	9	35	46	10	≤1	≤1	26	37	36	3	10	34	34	20
003018	GALVEZ PRIMARY SCHOOL	5	61	27	5	2	20	54	24	2	≤1	6	23	60	8	2	14	30	52	≤1	2
003020	LAKE ELEMENTARY SCHOOL	4	48	31	13	3	3	36	41	18	2	14	32	41	8	5	15	30	41	11	3
003023	DUTCHTOWN PRIMARY SCHOOL	5	65	22	7	≤1	6	48	37	10	≤1	≤1	40	35	6	3	27	35	31	5	≤1
003024	ST. AMANT PRIMARY SCHOOL	≤1	44	40	10	5	5	36	37	21	≤1	5	26	58	10	≤1	7	21	66	3	4
003027	OAK GROVE PRIMARY SCHOOL	4	56	29	9	2	11	47	26	14	2	15	23	49	11	2	17	32	43	6	3
003029	PECAN GROVE PRIMARY SCHOOL	≤1	38	35	22	4	6	46	29	18	≤1	5	18	58	18	2	9	18	55	9	8
003030	PRAIRIEVILLE PRIMARY SCHOOL	2	73	13	10	2	21	55	18	5	≤1	6	43	41	6	4	24	36	34	2	4
003031	CENTRAL PRIMARY SCHOOL	≤1	38	42	13	6	4	28	40	24	5	4	13	58	20	5	5	22	53	12	8

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
003032	LAKESIDE PRIMARY SCHOOL	≤1	54	31	10	4	10	46	29	13	2	3	24	52	16	4	9	23	54	10	3
003033	SPANISH LAKE PRIMARY SCHOOL	3	58	29	9	≤1	6	57	24	11	3	7	39	42	8	5	14	35	39	8	4
003034	SORRENTO PRIMARY SCHOOL	2	45	31	16	6	≤1	39	33	21	6	6	11	52	24	7	5	14	57	11	12
004	ASSUMPTION PARISH	≤1	20	43	31	7	≤1	19	33	39	9	≤1	6	42	37	15	≤1	6	49	30	15
004003	BELLE ROSE MIDDLE SCHOOL	≤1	21	31	41	8	≤1	15	44	31	10	≤1	5	36	31	28	≤1	3	38	36	23
004005	LABADIEVILLE MIDDLE SCHOOL	≤1	9	43	39	9	≤1	7	23	52	17	≤1	3	38	47	12	≤1	3	38	40	19
004007	NAPOLEONVILLE MIDDLE SCHOOL	≤1	21	38	32	9	≤1	19	26	47	7	≤1	5	29	44	21	≤1	5	53	29	13
004009	PIERRE PART MIDDLE SCHOOL	≤1	29	54	15	2	≤1	32	45	20	3	≤1	9	65	23	3	≤1	11	63	18	8
005	AVOYELLES PARISH	≤1	21	33	32	13	≤1	17	29	37	16	2	10	39	25	24	4	6	45	27	19
005003	BUNKIE ELEMENTARY SCHOOL	≤1	11	30	44	15	6	20	18	20	36	2	8	23	26	42	≤1	2	35	27	36
005007	COTTONPORT ELEMENTARY	≤1	14	23	45	18	≤1	9	20	52	20	3	7	29	29	31	2	2	33	36	28
005012	LAFARGUE ELEMENTARY SCHOOL	≤1	57	25	16	2	≤1	35	41	19	5	6	24	57	8	5	6	19	55	17	2
005015	MARKSVILLE ELEMENTARY SCHOOL	≤1	10	32	33	25	≤1	7	29	45	19	≤1	8	32	34	26	7	2	34	26	31
005019	PLAUCHEVILLE ELEMENTARY SCHOOL	≤1	22	48	25	5	2	23	32	36	8	≤1	8	52	24	16	3	5	58	26	8
005020	RIVERSIDE ELEMENTARY SCHOOL	≤1	4	29	46	21	≤1	2	25	58	15	2	2	29	31	35	6	4	45	31	14
006	BEAUREGARD PARISH	≤1	30	42	22	6	2	24	34	31	9	4	20	50	19	8	5	15	49	23	9
006008	MERRYVILLE HIGH SCHOOL	3	26	45	21	5	3	21	50	16	11	3	30	46	16	5	3	16	65	14	3
006009	PINE WOOD ELEMENTARY SCHOOL	≤1	30	42	20	8	2	22	33	35	8	4	17	47	22	9	6	12	46	25	10
006010	SINGER HIGH SCHOOL	≤1	21	42	36	≤1	≤1	15	21	36	27	3	15	48	27	6	≤1	18	42	21	18
006012	SOUTH BEAUREGARD UPPER ELEMENTARY SCHOOL	≤1	34	43	20	3	3	30	35	30	≤1	4	24	55	10	6	4	20	53	16	6
006022	EAST BEAUREGARD ELEMENTARY SCHOOL	2	33	33	24	7	2	24	38	24	11	7	18	53	16	7	9	9	47	31	4
007	BIENVILLE PARISH	≤1	24	32	34	9	≤1	19	29	36	16	3	10	48	22	18	3	10	56	20	11
007003	CASTOR HIGH SCHOOL	≤1	29	31	33	7	≤1	19	31	33	17	2	12	57	19	10	≤1	5	64	19	12
007004	CRAWFORD ELEMENTARY SCHOOL	≤1	17	29	38	15	≤1	6	25	44	25	≤1	4	37	35	25	2	8	54	17	19
007006	GIBSLAND-COLEMAN HIGH SCHOOL	≤1	20	30	40	10	≤1	10	30	35	25	≤1	≤1	43	14	43	≤1	≤1	52	38	10
007007	RINGGOLD ELEMENTARY SCHOOL	≤1	44	21	30	5	2	30	28	30	9	4	18	53	13	11	9	18	53	20	≤1
007009	SALINE HIGH SCHOOL	≤1	9	51	31	9	≤1	29	31	34	6	6	15	50	21	9	3	18	53	15	12
008	BOSSIER PARISH	≤1	37	33	22	7	4	28	31	30	7	5	21	45	20	9	7	17	50	18	9
008002	APOLLO ELEMENTARY SCHOOL	≤1	42	37	18	3	2	32	37	27	3	11	30	42	15	3	6	23	56	15	≤1
008005	BENTON ELEMENTARY SCHOOL	3	31	36	22	8	8	32	36	21	3	10	25	44	15	6	8	16	50	15	11
008007	BOSSIER ELEMENTARY SCHOOL	≤1	6	40	31	23	≤1	13	25	42	21	≤1	2	42	30	26	≤1	10	42	36	12
008012	CENTRAL PARK ELEMENTARY SCHOOL	≤1	17	42	27	15	≤1	13	31	38	19	≤1	6	42	29	23	≤1	10	58	17	15
008014	CURTIS ELEMENTARY SCHOOL	≤1	49	28	20	2	3	29	38	24	6	3	31	42	19	6	6	21	54	15	5
008018	R. V. KERR ELEMENTARY SCHOOL	≤1	29	35	32	5	≤1	13	29	37	22	2	6	47	24	21	5	6	52	18	19
008019	MEADOWVIEW ELEMENTARY SCHOOL	≤1	17	35	31	17	≤1	9	37	48	6	≤1	3	45	33	19	≤1	3	36	39	22
008021	CARRIE MARTIN ELEMENTARY SCHOOL	≤1	23	27	38	12	≤1	8	23	62	8	≤1	4	44	30	22	≤1	7	48	30	15
008023	PLANTATION PARK ELEMENTARY SCHOOL	≤1	20	23	41	15	≤1	13	25	47	14	≤1	6	25	42	27	≤1	6	32	37	24
008030	WALLER ELEMENTARY SCHOOL	≤1	19	36	29	15	≤1	16	32	40	12	≤1	9	47	33	11	≤1	8	45	27	19
008033	STOCKWELL PLACE ELEMENTARY SCHOOL	≤1	50	28	16	6	15	50	22	12	≤1	16	34	36	11	4	20	23	41	12	4
008040	PRINCETON ELEMENTARY SCHOOL	≤1	35	40	21	3	2	19	33	40	6	2	17	57	20	4	2	17	61	15	6
008042	LEGACY ELEMENTARY SCHOOL	2	59	26	12	2	8	57	25	9	≤1	7	34	47	10	2	11	25	55	7	2
008043	W.T. LEWIS ELEMENTARY SCHOOL	4	52	26	16	2	5	54	21	17	4	7	39	43	7	4	22	25	39	11	4
008044	ELM GROVE ELEMENTARY SCHOOL	≤1	30	44	16	9	≤1	15	28	49	9	7	15	47	21	10	12	12	48	14	15
009	CADDO PARISH	≤1	26	34	28	10	3	22	30	33	11	3	12	42	26	17	5	10	44	25	16
009002	ARTHUR CIRCLE ELEMENTARY SCHOOL	≤1	16	47	18	20	4	14	37	31	14	10	20	33	18	20	6	14	39	20	22
009004	BARRET PAIDEIA ACADEMY	≤1	8	35	50	8	≤1	≤1	38	50	12	≤1	≤1	46	42	12	≤1	≤1	35	58	8

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009006	BLANCHARD ELEMENTARY SCHOOL	≤1	29	43	25	3	4	22	35	32	8	5	12	56	19	8	5	7	48	26	13
009015	CHEROKEE PARK ELEMENTARY SCHOOL	≤1	16	28	37	19	2	10	31	48	10	≤1	3	23	45	30	≤1	≤1	27	32	41
009016	CLAIBORNE FUNDAMENTAL ELEMENTARY SCHOOL	2	66	29	3	≤1	5	52	38	5	≤1	≤1	26	69	5	≤1	7	22	66	5	≤1
009018	CRESWELL ELEMENTARY SCHOOL	≤1	15	33	33	20	≤1	30	33	30	7	≤1	11	40	30	19	≤1	4	41	30	24
009019	EDEN GARDENS FUNDAMENTAL ELEMENTARY SCHO	13	81	6	≤1	≤1	19	61	20	≤1	≤1	25	43	32	≤1	≤1	36	36	28	≤1	≤1
009023	FAIRFIELD MAGNET SCHOOL	6	74	17	3	≤1	9	52	35	4	≤1	22	46	29	3	≤1	30	42	26	≤1	≤1
009024	FOREST HILL ELEMENTARY SCHOOL	≤1	34	37	23	6	≤1	34	28	31	7	3	18	47	21	12	12	14	47	22	6
009027	HERNDON MAGNET SCHOOL	≤1	44	43	12	≤1	5	30	42	21	2	4	21	63	11	≤1	4	17	67	10	2
009033	JUDSON FUNDAMENTAL ELEMENTARY SCHOOL	≤1	30	62	6	2	≤1	24	54	22	≤1	2	20	56	20	2	8	18	64	4	6
009040	MOORINGSPOET ELEMENTARY SCHOOL	≤1	20	46	27	7	≤1	12	27	49	12	≤1	8	68	19	5	≤1	5	38	38	19
009043	NORTH HIGHLANDS ELEMENTARY SCHOOL	≤1	12	44	36	8	≤1	28	36	26	10	≤1	6	44	36	14	≤1	2	36	44	18
009044	NORTHSIDE ELEMENTARY SCHOOL	≤1	10	24	41	24	≤1	5	33	45	17	≤1	2	19	45	34	≤1	≤1	29	40	31
009046	OAK PARK MICROSOCIETY ELEMENTARY SCHOOL	≤1	4	30	51	15	≤1	4	10	58	29	≤1	≤1	12	46	42	≤1	≤1	20	46	34
009048	OIL CITY MAGNET SCHOOL	2	7	40	37	14	2	17	21	45	14	≤1	10	50	29	12	≤1	12	45	19	24
009050	PINE GROVE ELEMENTARY SCHOOL	≤1	11	38	47	4	≤1	≤1	31	51	18	≤1	≤1	33	29	38	≤1	≤1	40	44	16
009051	QUEENSBOROUGH ELEMENTARY SCHOOL	≤1	8	38	38	15	3	3	31	44	21	≤1	3	13	23	62	≤1	3	26	36	36
009053	RIVERSIDE ELEMENTARY SCHOOL	2	55	30	7	7	3	23	30	35	8	10	18	48	13	10	8	15	55	13	8
009055	SHREVE ISLAND ELEMENTARY SCHOOL	≤1	40	37	17	5	5	33	39	18	5	2	21	54	15	7	4	6	58	24	9
009057	SOUTH HIGHLANDS ELEMENTARY MAGNET SCHOOL	11	74	14	≤1	≤1	44	51	4	≤1	≤1	20	43	34	3	≤1	30	39	30	≤1	≤1
009058	SOUTHERN HILLS ELEMENTARY SCHOOL	≤1	11	32	49	8	≤1	16	34	39	11	≤1	2	36	42	20	≤1	≤1	31	44	25
009060	A. C. STEERE ELEMENTARY SCHOOL	4	25	30	32	8	3	25	35	28	8	4	18	45	20	13	7	15	48	24	6
009061	E. B. WILLIAMS STONER HILL ELEM LAB SCHO	≤1	14	31	46	9	≤1	≤1	26	60	14	≤1	3	46	31	20	≤1	≤1	37	46	17
009062	SUMMER GROVE ELEMENTARY SCHOOL	≤1	24	34	23	20	≤1	23	31	33	12	≤1	9	50	26	14	2	14	57	18	9
009063	SUMMERFIELD ELEMENTARY SCHOOL	≤1	21	36	32	11	≤1	22	25	36	17	≤1	7	44	29	19	≤1	7	46	24	23
009064	SUNSET ACRES ELEMENTARY SCHOOL	≤1	7	31	34	28	≤1	5	22	50	23	≤1	≤1	18	35	46	≤1	3	27	36	34
009065	JACK P. TIMMONS ELEMENTARY SCHOOL	≤1	47	29	21	3	≤1	28	54	15	3	≤1	14	65	19	3	5	8	59	22	5
009066	UNIVERSITY ELEMENTARY SCHOOL	≤1	28	41	27	4	2	31	33	28	6	2	17	51	23	6	3	8	59	20	9
009067	VIVIAN ELEMENTARY/MIDDLE SCHOOL	3	22	33	25	17	≤1	17	22	42	19	3	6	53	25	14	3	17	44	14	22
009068	WALNUT HILL ELEMENTARY/MIDDLE SCHOOL	≤1	30	38	27	3	≤1	31	38	26	4	3	14	53	25	6	13	20	49	12	6
009070	WERNER PARK ELEMENTARY SCHOOL	≤1	8	34	44	14	≤1	5	26	52	18	≤1	5	31	33	31	≤1	2	36	36	27
009072	WESTWOOD ELEMENTARY SCHOOL	≤1	19	33	31	17	≤1	19	31	38	12	≤1	4	26	34	36	≤1	6	43	25	26
009075	TURNER ELEMENTARY/6TH GRADE ACADEMY	≤1	16	40	35	10	≤1	11	26	42	21	≤1	4	39	33	24	≤1	2	50	30	18
009079	KEITHVILLE ELEMENTARY/MIDDLE SCHOOL	≤1	21	40	33	6	≤1	8	33	40	19	≤1	2	46	33	19	≤1	2	44	35	19
009096	ALEXANDER LEARNING CENTER	≤1	13	13	40	33	≤1	7	20	33	40	≤1	7	7	53	33	≤1	≤1	20	33	47
009103	J. S. CLARK ELEMENTARY SCHOOL	≤1	10	32	39	19	≤1	28	39	28	4	≤1	4	44	32	20	≤1	≤1	36	33	30
009106	MAGNOLIA SCHOOL OF EXCELLENCE	≤1	15	38	39	8	≤1	3	14	59	24	≤1	8	27	36	28	≤1	6	67	22	4
010	CALCASIEU PARISH	≤1	35	38	21	6	4	30	32	27	6	3	17	50	21	9	5	15	51	19	10
010002	BARBE ELEMENTARY SCHOOL	≤1	26	50	24	≤1	3	22	46	24	5	≤1	5	49	30	16	3	8	49	30	11
010004	BELL CITY HIGH SCHOOL	≤1	37	50	11	2	≤1	20	43	33	4	≤1	17	65	13	4	11	30	50	4	4
010005	LEBLEU SETTLEMENT ELEMENTARY SCHOOL	≤1	44	43	11	2	11	52	29	8	≤1	6	23	58	9	3	6	18	63	8	5
010006	BRENTWOOD ELEMENTARY SCHOOL	≤1	15	39	30	15	≤1	9	27	55	9	≤1	≤1	29	40	31	≤1	≤1	31	40	29
010009	JESSIE D. CLIFTON ELEMENTARY SCHOOL	≤1	19	39	39	3	≤1	13	32	45	10	≤1	≤1	35	32	32	≤1	6	48	32	13
010010	COLLEGE OAKS ELEMENTARY SCHOOL	≤1	26	37	18	18	≤1	21	21	50	8	≤1	11	32	39	18	≤1	5	53	26	16
010011	COMBRE/FONDEL ELEMENTARY SCHOOL	≤1	11	19	44	26	≤1	≤1	37	30	33	≤1	2	34	46	17	≤1	≤1	22	37	41
010012	T. S. COOLEY ELEMENTARY MAGNET SCHOOL	14	82	4	≤1	≤1	61	33	6	≤1	≤1	43	43	14	≤1	≤1	33	43	24	≤1	≤1
010016	DOLBY ELEMENTARY SCHOOL	≤1	38	42	19	2	4	26	36	32	2	4	11	53	25	9	2	18	58	18	5

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010018	FAIRVIEW ELEMENTARY SCHOOL	≤1	38	16	32	14	≤1	22	35	35	8	≤1	14	35	30	22	5	8	46	32	8	
010019	FRASCH ELEMENTARY SCHOOL	≤1	47	40	12	≤1	≤1	31	44	20	4	4	19	57	18	2	2	14	63	17	5	
010023	W. T. HENNING ELEMENTARY SCHOOL	2	38	47	9	4	2	35	48	13	2	2	13	60	22	4	2	9	64	20	5	
010024	HENRY HEIGHTS ELEMENTARY SCHOOL	≤1	26	31	31	12	≤1	19	24	40	17	2	5	33	38	21	2	5	39	39	15	
010027	JOHN J. JOHNSON II ELEMENTARY SCHOOL	≤1	17	28	34	21	≤1	10	38	41	10	≤1	≤1	24	31	45	≤1	≤1	34	24	41	
010028	M. J. KAUFMAN ELEMENTARY SCHOOL	≤1	33	38	23	5	5	33	38	18	5	≤1	12	57	24	7	≤1	7	67	17	10	
010029	JOHN F. KENNEDY ELEMENTARY SCHOOL	≤1	25	45	20	10	≤1	40	25	30	5	≤1	10	45	45	≤1	≤1	45	45	5	5	
010030	E. K. KEY ELEMENTARY SCHOOL	≤1	21	45	28	7	≤1	28	28	34	10	≤1	11	45	33	11	≤1	11	47	25	16	
010039	MOSS BLUFF ELEMENTARY SCHOOL	≤1	35	38	22	5	≤1	44	26	24	4	4	30	55	8	3	3	20	58	12	7	
010042	A. A. NELSON ELEMENTARY SCHOOL	≤1	53	39	5	3	3	31	46	18	2	3	26	53	14	4	14	24	48	12	3	
010043	OAK PARK ELEMENTARY SCHOOL	≤1	22	37	33	7	≤1	20	22	46	11	2	7	43	37	11	≤1	4	46	33	17	
010045	CYPRESS COVE ELEMENTARY SCHOOL	≤1	34	42	20	3	2	27	38	27	8	≤1	13	62	22	4	5	9	62	13	11	
010046	PRIEN LAKE ELEMENTARY SCHOOL	2	60	31	5	≤1	16	57	22	3	≤1	8	36	47	8	2	3	27	61	7	2	
010050	ST. JOHN ELEMENTARY SCHOOL	≤1	38	36	24	2	3	44	33	18	2	3	18	56	18	5	4	18	50	22	6	
010051	STARKS HIGH SCHOOL	≤1	24	29	41	6	≤1	29	29	29	12	≤1	4	44	36	16	≤1	16	28	48	8	
010053	VINCENT SETTLEMENT ELEMENTARY SCHOOL	≤1	53	42	6	≤1	8	53	32	8	≤1	2	34	62	2	≤1	15	26	57	2	≤1	
010054	RICHARD W. VINCENT ELEMENTARY SCHOOL	≤1	26	46	20	8	2	10	30	49	10	2	3	56	31	8	≤1	11	55	23	11	
010055	VINTON ELEMENTARY SCHOOL	2	19	43	30	6	≤1	40	25	28	8	≤1	13	40	29	19	2	13	40	35	11	
010059	T. H. WATKINS ELEMENTARY SCHOOL	≤1	22	17	52	9	≤1	17	35	39	9	≤1	4	48	26	22	≤1	≤1	48	26	26	
010060	J. I. WATSON MIDDLE SCHOOL	≤1	19	47	28	6	≤1	14	29	44	13	≤1	12	55	29	4	≤1	12	61	20	5	
010061	PEARL WATSON ELEMENTARY SCHOOL	≤1	9	24	39	28	≤1	11	24	46	19	≤1	≤1	26	41	33	≤1	≤1	22	44	33	
010063	WESTERN HEIGHTS ELEMENTARY SCHOOL	3	34	39	24	≤1	3	32	45	16	5	≤1	9	66	18	7	≤1	20	61	11	7	
010065	WESTWOOD ELEMENTARY SCHOOL	≤1	53	27	12	5	8	42	26	22	≤1	4	29	57	7	2	13	28	43	11	5	
010067	RALPH F. WILSON ELEMENTARY SCHOOL	≤1	24	48	28	≤1	≤1	28	34	34	3	≤1	7	54	25	14	≤1	4	61	29	7	
010068	GILLIS ELEMENTARY SCHOOL	5	27	48	18	2	5	25	39	27	5	5	17	61	12	5	9	21	51	13	6	
010081	DEQUINCY ELEMENTARY SCHOOL	≤1	28	43	26	3	3	29	31	33	26	4	≤1	19	56	18	6	7	15	62	10	6
010082	MAPLEWOOD ELEMENTARY	≤1	36	41	21	2	4	32	41	21	2	2	28	50	14	6	7	9	53	19	12	
011	CALDWELL PARISH	≤1	34	41	23	2	≤1	12	40	36	12	3	13	46	30	9	2	13	54	17	15	
011003	UNION CENTRAL ELEMENTARY SCHOOL	≤1	29	29	42	≤1	≤1	13	23	48	16	3	16	34	31	16	6	3	41	16	34	
011004	COLUMBIA ELEMENTARY SCHOOL	≤1	38	46	14	3	≤1	16	62	19	3	3	19	44	31	3	≤1	25	53	17	6	
011005	GRAYSON ELEMENTARY SCHOOL	≤1	34	45	19	2	≤1	8	36	42	15	2	6	54	29	10	≤1	10	63	17	10	
012	CAMERON PARISH	≤1	33	29	32	6	≤1	11	31	40	18	2	15	45	26	12	3	9	59	20	8	
012003	GRAND LAKE HIGH SCHOOL	≤1	43	25	27	5	≤1	13	38	36	13	4	26	40	21	9	6	17	55	15	6	
012004	HACKBERRY HIGH SCHOOL	≤1	36	36	18	9	≤1	18	36	27	18	≤1	≤1	67	25	8	≤1	≤1	83	8	8	
012005	JOHNSON BAYOU HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
012007	SOUTH CAMERON HIGH SCHOOL	≤1	17	26	48	9	≤1	4	13	52	30	≤1	4	39	35	22	≤1	≤1	57	30	13	
013	CATAHOULA PARISH	≤1	32	35	25	7	≤1	21	36	34	8	3	11	39	30	17	2	14	41	25	18	
013002	CENTRAL HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
013005	HARRISONBURG HIGH SCHOOL	≤1	48	43	10	≤1	≤1	24	43	33	≤1	≤1	14	57	29	≤1	10	10	57	14	10	
013007	JONESVILLE JUNIOR HIGH SCHOOL	≤1	26	35	29	9	≤1	16	39	36	9	2	5	38	34	22	≤1	14	34	31	20	
013011	SICILY ISLAND HIGH SCHOOL	≤1	39	28	22	11	6	44	11	28	11	11	28	28	17	17	≤1	17	44	11	28	
014	CLAIBORNE PARISH	≤1	20	30	33	17	2	5	17	56	21	≤1	4	28	31	37	≤1	3	37	27	33	
014004	HAYNESVILLE JR./SR. HIGH SCHOOL	≤1	14	22	44	19	≤1	≤1	11	69	19	≤1	8	25	31	36	≤1	3	25	25	47	
014006	HOMER ELEMENTARY SCHOOL	≤1	24	32	29	15	2	3	15	54	25	≤1	≤1	22	38	40	≤1	2	40	29	29	
014011	SUMMERFIELD HIGH SCHOOL	≤1	20	35	25	20	5	20	30	35	10	≤1	10	50	10	30	≤1	5	50	25	20	
015	CONCORDIA PARISH	≤1	20	28	35	16	2	17	35	38	8	3	11	39	24	22	3	11	42	23	20	



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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
015005	FERRIDAY UPPER ELEMENTARY SCHOOL	≤1	8	20	44	28	≤1	11	29	49	11	≤1	4	22	37	36	≤1	3	28	34	35	
015006	MONTEREY HIGH SCHOOL	3	33	39	21	3	9	30	39	12	9	11	23	57	3	6	≤1	17	66	14	3	
015011	VIDALIA UPPER ELEMENTARY SCHOOL	≤1	31	36	27	6	≤1	22	40	32	5	5	16	55	14	9	8	21	52	12	7	
015014	CONCORDIA EDUCATION CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
016	DESOTO PARISH	≤1	30	32	27	10	2	21	29	38	11	4	15	44	24	14	3	13	48	22	14	
016004	LOGANSPORT HIGH SCHOOL	≤1	27	24	27	21	≤1	9	29	38	24	≤1	12	48	18	21	3	12	58	9	18	
016010	STANLEY HIGH SCHOOL	≤1	37	22	37	4	≤1	37	26	30	7	4	11	56	22	7	≤1	15	52	33	≤1	
016020	MANSFIELD MIDDLE SCHOOL	≤1	15	31	37	16	≤1	6	31	52	10	≤1	10	30	36	23	2	9	39	31	19	
016023	NORTH DESOTO ELEMENTARY SCHOOL 3-5	≤1	40	37	17	5	4	32	27	27	10	6	19	51	16	7	3	16	53	16	11	
017	EAST BATON ROUGE PARISH	2	27	33	28	11	3	20	28	35	13	3	11	36	28	22	5	9	44	25	16	
017002	AUDUBON ELEMENTARY SCHOOL	≤1	21	43	29	8	3	19	46	30	3	≤1	4	47	30	19	≤1	9	51	27	14	
017011	BELFAIR MONTESSORI SCHOOL	4	57	25	14	≤1	11	57	18	14	≤1	11	14	54	18	4	≤1	25	64	7	4	
017013	BERNARD TERRACE ELEMENTARY SCHOOL	2	27	32	31	8	7	31	27	29	7	8	12	32	25	22	8	12	46	24	10	
017014	BROADMOOR ELEMENTARY SCHOOL	2	15	42	27	14	≤1	12	21	48	27	19	≤1	7	32	40	21	≤1	2	39	27	32
017018	BROWNFIELDS ELEMENTARY SCHOOL	≤1	35	45	17	3	≤1	19	48	26	6	3	6	54	28	10	≤1	4	62	26	6	
017019	BUCHANAN ELEMENTARY SCHOOL	12	41	21	17	9	11	36	15	26	12	14	28	20	21	18	24	20	34	16	6	
017022	CEDARCREST-SOUTHMOOR ELEMENTARY SCHOOL	≤1	15	40	31	15	≤1	10	25	50	15	≤1	10	49	18	23	≤1	8	48	32	11	
017026	CLAIBORNE ELEMENTARY SCHOOL	≤1	10	34	37	19	≤1	10	33	40	17	≤1	2	27	37	35	≤1	4	48	28	19	
017027	CRESTWORTH ELEMENTARY SCHOOL	≤1	23	30	41	7	≤1	34	39	20	7	2	9	55	23	11	5	11	50	27	7	
017032	THE DUFROCQ SCHOOL	≤1	45	31	20	3	4	30	28	28	10	3	24	39	22	12	≤1	8	63	18	10	
017034	FOREST HEIGHTS ACADEMY OF EXCELLENCE	3	65	28	4	≤1	3	48	33	16	≤1	≤1	30	58	7	3	30	25	36	9	≤1	
017037	GLEN OAKS PARK ELEMENTARY SCHOOL	2	19	47	24	7	2	12	13	58	14	2	11	40	35	11	≤1	9	41	34	15	
017040	GREENBRIER ELEMENTARY SCHOOL	≤1	16	47	25	13	≤1	13	39	38	11	≤1	2	42	39	17	≤1	5	55	33	8	
017043	HIGHLAND ELEMENTARY SCHOOL	≤1	23	45	23	9	≤1	19	36	43	2	2	19	40	28	11	2	4	45	28	21	
017044	HOWELL PARK ELEMENTARY SCHOOL	≤1	9	24	57	11	≤1	4	13	50	33	≤1	≤1	25	34	41	≤1	2	16	48	34	
017047	JEFFERSON TERRACE ELEMENTARY SCHOOL	≤1	8	42	35	15	≤1	15	33	38	15	≤1	2	31	35	31	≤1	2	40	29	29	
017050	LABELLE AIRE ELEMENTARY SCHOOL	≤1	13	42	32	14	≤1	17	43	32	7	≤1	4	25	49	20	≤1	6	37	35	23	
017051	LASALLE ELEMENTARY SCHOOL	2	25	39	24	10	2	14	19	53	14	2	10	42	33	13	2	13	50	22	13	
017053	MAGNOLIA WOODS ELEMENTARY SCHOOL	≤1	32	37	26	5	4	30	35	25	7	2	14	40	32	12	7	7	47	28	11	
017057	MELROSE ELEMENTARY SCHOOL	≤1	8	24	46	22	≤1	5	23	42	30	≤1	4	18	30	49	≤1	≤1	30	38	31	
017058	MERRYDALE ELEMENTARY SCHOOL	≤1	11	16	48	24	≤1	19	29	34	18	≤1	2	19	39	41	2	3	42	32	20	
017064	NORTHEAST ELEMENTARY SCHOOL	≤1	18	37	32	13	≤1	5	42	45	8	≤1	8	37	37	18	≤1	11	55	11	24	
017068	PARK ELEMENTARY SCHOOL	≤1	4	39	43	13	≤1	4	28	43	24	≤1	≤1	15	43	41	≤1	≤1	22	43	35	
017069	PARK FOREST ELEMENTARY SCHOOL	≤1	10	37	39	13	≤1	6	21	49	23	≤1	4	13	26	57	3	3	46	26	23	
017072	PARKVIEW ELEMENTARY SCHOOL	20	62	11	5	≤1	28	43	20	9	≤1	24	28	42	4	3	38	32	27	3	≤1	
017073	POLK ELEMENTARY SCHOOL	4	25	38	21	13	8	16	24	40	12	≤1	25	33	29	13	8	8	42	17	25	
017075	PROGRESS ELEMENTARY SCHOOL	≤1	32	42	23	3	≤1	17	28	45	11	≤1	≤1	44	41	15	≤1	6	65	23	6	
017077	RIVEROAKS ELEMENTARY SCHOOL	2	29	48	14	7	5	27	34	21	13	5	21	42	25	7	4	11	51	28	7	
017078	RYAN ELEMENTARY SCHOOL	≤1	27	41	16	16	3	21	36	31	10	≤1	3	42	31	24	≤1	≤1	53	24	22	
017081	SHARON HILLS ELEMENTARY SCHOOL	≤1	18	20	45	18	≤1	15	28	50	8	≤1	≤1	26	47	26	≤1	5	39	47	8	
017082	SHENANDOAH ELEMENTARY SCHOOL	≤1	35	32	28	4	3	28	31	32	5	3	22	57	14	5	≤1	16	53	23	7	
017084	B. R. FOREIGN LANGUAGE ACAD. IMMERSION M	6	65	26	3	≤1	18	59	24	≤1	≤1	9	38	53	≤1	≤1	32	29	35	3	≤1	
017089	TWIN OAKS ELEMENTARY SCHOOL	≤1	18	34	38	10	≤1	6	27	52	15	≤1	5	30	36	28	≤1	3	39	33	25	
017091	UNIVERSITY TERRACE ELEMENTARY SCHOOL	≤1	5	42	30	23	≤1	16	21	44	19	3	8	25	25	40	5	8	41	31	15	
017093	VILLA DEL REY ELEMENTARY SCHOOL	≤1	22	38	34	6	2	22	28	41	8	2	3	49	30	16	5	11	57	16	11	
017094	BATON ROUGE VISUAL AND PERFORMING ARTS C	≤1	70	25	4	≤1	7	45	37	10	≤1	10	28	54	7	≤1	16	34	45	4	≤1	



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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
017095	WEDGEWOOD ELEMENTARY SCHOOL	≤1	23	30	30	16	≤1	12	35	33	20	≤1	3	38	28	30	≤1	4	49	34	13
017096	WESTDALE HEIGHTS ACADEMIC MAGNET SCHOOL	7	82	10	≤1	≤1	28	63	9	≤1	≤1	24	44	32	≤1	≤1	43	35	22	≤1	≤1
017098	WESTMINSTER ELEMENTARY SCHOOL	≤1	20	27	32	21	≤1	2	21	57	20	≤1	≤1	33	35	33	≤1	2	44	25	29
017100	WILDWOOD ELEMENTARY SCHOOL	5	26	28	31	11	3	18	25	32	22	2	17	42	20	19	2	17	48	13	20
017101	WINBOURNE ELEMENTARY SCHOOL	≤1	9	26	50	16	≤1	4	20	54	23	≤1	≤1	13	46	40	≤1	3	33	34	31
017110	CHILDREN'S CHARTER SCHOOL	≤1	17	56	19	8	≤1	3	34	46	17	≤1	≤1	49	29	23	≤1	3	60	20	17
017112	J. K. HAYNES CHARTER INC.	≤1	28	44	26	2	2	12	51	28	7	2	5	50	31	12	2	12	48	29	10
017120	WHITE HILLS ELEMENTARY SCHOOL	≤1	32	48	16	4	≤1	12	60	20	8	≤1	8	50	33	8	≤1	17	42	21	21
017128	CAPITOL ELEMENTARY SCHOOL	≤1	21	40	34	6	≤1	25	38	26	11	≤1	2	45	34	19	≤1	4	66	23	8
017131	WOODLAWN ELEMENTARY	≤1	49	31	12	7	5	34	31	23	8	3	22	50	15	10	3	13	60	16	8
017135	INSPIRE CHARTER ACADEMY (NATL. HERITAGE	≤1	13	20	44	24	≤1	6	20	51	23	≤1	≤1	26	31	41	3	4	25	36	33
017141	EDEN PARK SUPERINTENDENT ACADEMY	≤1	≤1	6	52	42	≤1	≤1	6	51	43	≤1	≤1	4	30	66	≤1	≤1	15	25	60
017145	SOUTH BATON ROUGE CHARTER ACADEMY	≤1	17	36	31	16	≤1	17	25	44	13	2	5	30	44	19	≤1	3	41	35	21
017888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
018	EAST CARROLL PARISH	≤1	10	31	42	17	≤1	28	25	20	26	≤1	3	38	28	29	≤1	10	57	19	13
018005	SOUTHSIDE ELEMENTARY SCHOOL	≤1	10	31	42	17	≤1	28	25	20	26	≤1	3	38	28	29	≤1	10	57	19	13
019	EAST FELICIANA PARISH	≤1	22	35	34	9	6	26	29	29	10	≤1	9	36	34	20	4	13	47	22	14
019003	CLINTON ELEMENTARY SCHOOL	≤1	3	24	62	12	≤1	9	24	48	18	≤1	3	21	39	36	≤1	≤1	61	24	15
019007	JACKSON ELEMENTARY SCHOOL	≤1	21	34	34	11	2	21	37	29	12	≤1	2	37	41	20	4	14	43	25	14
019009	SLAUGHTER ELEMENTARY SCHOOL	≤1	36	44	15	5	15	41	24	19	2	4	19	44	24	9	6	20	44	19	11
019013	EAST FELICIANA PARISH ENRICHMENT ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
020	EVANGELINE PARISH	≤1	27	37	25	10	2	23	36	31	8	2	18	46	23	11	4	10	57	19	10
020001	BASILE HIGH SCHOOL	≤1	31	40	19	10	≤1	22	40	34	4	3	19	43	22	12	≤1	18	52	15	13
020002	BAYOU CHICOT ELEMENTARY SCHOOL	2	26	37	25	10	≤1	21	32	35	13	2	23	47	21	7	7	10	62	14	8
020004	CHATAIGNIER ELEMENTARY SCHOOL	≤1	22	29	39	10	5	24	34	34	2	2	19	38	21	19	≤1	12	40	36	12
020008	MAMOU HIGH SCHOOL	≤1	22	39	26	14	≤1	17	34	33	15	≤1	11	43	28	17	2	2	50	31	15
020013	VIDRINE ELEMENTARY SCHOOL	3	54	28	8	8	15	51	15	18	≤1	13	38	31	13	5	18	26	41	8	8
020014	VILLE PLATTE HIGH SCHOOL	≤1	22	41	28	9	≤1	18	47	28	5	≤1	9	59	24	7	2	6	74	14	4
021	FRANKLIN PARISH	≤1	20	40	31	9	≤1	22	35	35	8	≤1	9	43	34	13	3	9	43	29	16
021001	BASKIN SCHOOL	≤1	16	52	19	13	≤1	19	29	42	10	≤1	10	42	35	13	≤1	6	55	29	10
021003	FORT NECESSITY SCHOOL	≤1	19	35	41	5	≤1	8	33	44	14	≤1	11	39	33	17	≤1	3	46	29	23
021004	GILBERT SCHOOL	≤1	24	28	37	11	2	28	37	28	4	2	13	33	33	20	4	9	41	26	20
021006	CROWVILLE SCHOOL	≤1	19	42	27	13	≤1	17	38	38	8	≤1	15	46	33	6	2	13	33	38	15
021010	WINNSBORO ELEMENTARY SCHOOL	≤1	22	45	29	5	≤1	29	37	28	6	≤1	2	52	34	13	6	13	44	25	13
022	GRANT PARISH	≤1	34	40	20	6	3	30	33	27	7	4	16	53	18	10	4	18	49	22	7
022001	COLFAX ELEMENTARY SCHOOL	≤1	15	26	41	18	3	9	24	45	18	3	9	34	25	28	≤1	9	44	41	6
022004	GEORGETOWN HIGH SCHOOL	≤1	56	33	11	≤1	≤1	61	33	6	≤1	≤1	11	72	17	≤1	≤1	17	61	22	≤1
022007	POLLOCK ELEMENTARY SCHOOL	≤1	32	47	16	4	≤1	30	37	28	4	4	11	60	21	3	4	23	49	20	3
022008	VERDA ELEMENTARY SCHOOL	≤1	39	39	17	4	≤1	43	26	22	9	≤1	25	46	13	17	≤1	13	50	17	21
022010	SOUTH GRANT ELEMENTARY SCHOOL	≤1	40	38	17	5	6	27	35	25	6	5	24	48	13	10	10	18	47	16	10
023	IBERIA PARISH	≤1	27	41	25	7	4	29	29	31	7	2	12	47	25	14	2	12	52	22	12
023005	CENTER STREET ELEMENTARY SCHOOL	≤1	18	42	33	7	4	22	31	35	9	4	11	31	33	20	2	9	46	28	15
023006	COTEAU ELEMENTARY SCHOOL	2	21	57	15	4	4	36	40	15	4	2	21	53	21	2	≤1	17	50	26	7
023008	DODSON STREET ELEMENTARY SCHOOL	≤1	42	44	9	4	7	56	22	13	2	≤1	27	43	27	2	5	14	57	20	5
023010	JOHNSTON HOPKINS ELEMENTARY SCHOOL	≤1	11	42	34	13	≤1	18	20	53	8	≤1	2	27	39	33	≤1	≤1	41	30	28
023012	JEANERETTE ELEMENTARY SCHOOL	≤1	20	40	30	10	3	23	47	20	7	≤1	≤1	33	47	20	≤1	≤1	60	30	10

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
023019	LOREAUVILLE ELEMENTARY SCHOOL	≤1	31	57	8	3	5	34	35	23	3	7	16	53	19	5	5	26	55	9	4
023025	NORTH LEWIS ELEMENTARY SCHOOL	5	39	27	19	10	5	32	23	36	5	5	15	51	16	13	4	16	55	12	13
023026	NORTH STREET ELEMENTARY SCHOOL	≤1	32	44	21	3	≤1	32	24	35	9	≤1	9	55	21	15	3	6	58	24	9
023027	PARK ELEMENTARY SCHOOL	≤1	8	30	50	13	≤1	5	18	53	25	≤1	8	25	33	35	≤1	3	35	28	35
023029	PESSON ADDITION ELEMENTARY SCHOOL	2	26	42	28	3	2	26	43	26	3	2	8	38	38	15	≤1	6	45	30	18
023030	DELCAMBRE ELEMENTARY SCHOOL	≤1	51	38	8	≤1	10	59	24	6	≤1	5	26	58	12	≤1	4	32	54	10	≤1
023033	ST. CHARLES STREET ELEMENTARY SCHOOL	≤1	14	36	29	21	≤1	17	27	41	15	≤1	≤1	48	18	35	≤1	≤1	38	35	28
023034	DASPIT ROAD ELEMENTARY SCHOOL	≤1	17	44	36	3	2	19	38	38	5	3	13	59	21	5	≤1	6	60	24	10
023035	SUGARLAND ELEMENTARY SCHOOL	≤1	24	32	36	8	2	28	40	20	10	≤1	6	50	20	24	≤1	6	48	32	14
023070	JEFFERSON ISLAND ROAD ELEMENTARY	3	34	39	22	2	8	41	24	24	3	5	27	49	10	8	7	17	61	12	3
023071	MAGNOLIA ELEMENTARY	≤1	22	45	29	4	≤1	11	23	53	14	≤1	4	55	31	9	≤1	11	58	26	5
023072	CANEVIEW ELEMENTARY SCHOOL	≤1	27	36	27	9	5	32	33	29	2	≤1	8	51	29	12	≤1	12	62	12	14
024	IBERVILLE PARISH	2	36	31	22	9	3	28	36	25	8	2	18	48	22	11	2	11	52	23	12
024003	CRESCENT ELEMENTARY/JUNIOR HIGH SCHOOL	≤1	51	30	15	5	≤1	23	44	27	6	2	21	62	8	7	≤1	16	66	13	5
024019	DORSEYVILLE ELEMENTARY SCHOOL	2	30	39	20	9	≤1	34	38	21	7	≤1	11	58	20	11	2	7	51	25	15
024022	IBERVILLE ELEMENTARY SCHOOL	3	33	25	28	11	4	27	34	26	9	2	25	37	25	11	3	12	48	27	10
024023	NORTH IBERVILLE ELEMENTARY	3	23	49	23	3	6	26	46	11	11	3	14	46	29	9	3	6	56	26	9
024025	EAST IBERVILLE ELEMENTARY/HIGH SCHOOL	≤1	45	26	17	12	5	36	19	31	10	2	9	47	26	16	2	9	44	21	23
025	JACKSON PARISH	≤1	29	35	26	9	≤1	7	40	38	14	3	14	44	29	10	7	14	45	22	11
025006	JONESBORO-HODGE MIDDLE SCHOOL	≤1	7	37	44	12	2	≤1	37	51	10	3	3	47	36	11	3	11	41	32	13
025007	QUITMAN HIGH SCHOOL	≤1	48	25	20	7	≤1	5	45	35	15	4	29	41	21	5	14	27	48	7	4
025010	WESTON HIGH SCHOOL	≤1	26	47	19	9	2	14	36	29	19	2	13	44	29	13	4	4	46	27	19
026	JEFFERSON PARISH	2	32	35	23	8	4	28	33	28	7	4	14	46	23	12	6	12	50	20	11
026003	A.C. ALEXANDER ELEMENTARY SCHOOL	≤1	40	39	13	7	≤1	42	34	19	4	≤1	10	63	13	13	7	27	49	12	4
026005	J.J. AUDUBON ELEMENTARY SCHOOL	≤1	23	35	23	19	≤1	15	24	44	18	2	10	37	26	26	≤1	6	45	27	21
026008	ALICE BIRNEY ELEMENTARY SCHOOL	≤1	23	43	22	12	3	26	35	27	9	≤1	19	45	21	14	≤1	11	57	18	12
026009	BISSONET PLAZA ELEMENTARY SCHOOL	≤1	26	35	30	9	≤1	25	29	34	11	3	6	46	22	24	2	6	54	23	16
026012	MILDRED S. HARRIS ELEMENTARY SCHOOL	≤1	19	47	28	5	2	19	35	39	5	≤1	2	54	35	9	≤1	5	61	21	12
026013	BRIDGEDALE ELEMENTARY SCHOOL	≤1	32	37	23	8	6	39	36	15	3	2	17	47	23	11	5	16	59	19	2
026016	GEORGE COX ELEMENTARY SCHOOL	3	28	38	28	4	≤1	19	38	38	6	≤1	4	46	35	14	≤1	22	48	25	6
026020	ELLA DOLHONDE ELEMENTARY SCHOOL	3	40	31	19	7	7	40	33	17	3	2	7	59	24	9	7	5	57	19	12
026024	ALLEN ELLENDER SCHOOL	2	31	33	20	13	≤1	6	24	33	26	≤1	11	60	22	7	≤1	9	49	31	11
026025	J.C. ELLIS ELEMENTARY SCHOOL	≤1	45	33	17	4	≤1	28	33	32	5	≤1	19	53	18	9	16	22	48	5	9
026027	ESTELLE ELEMENTARY SCHOOL	≤1	35	39	23	3	5	27	35	28	4	3	15	49	27	5	4	10	58	20	8
026031	GRAND ISLE HIGH SCHOOL	≤1	38	38	15	8	≤1	23	31	38	8	≤1	≤1	62	31	8	≤1	8	46	38	8
026032	GREEN PARK ELEMENTARY SCHOOL	≤1	32	49	15	4	2	49	40	9	≤1	2	7	56	26	9	2	6	59	28	6
026033	GREENLAWN TERRACE ELEMENTARY SCHOOL	≤1	22	31	41	6	≤1	24	40	32	3	≤1	27	47	14	12	8	29	41	18	5
026036	SHIRLEY JOHNSON/GRETNA PARK ELEMENTARY S	≤1	14	30	30	26	≤1	20	47	29	3	≤1	2	44	24	30	≤1	2	47	30	20
026038	HARAHAN ELEMENTARY SCHOOL	≤1	21	45	31	3	7	56	27	11	≤1	≤1	11	51	31	8	≤1	7	51	28	15
026040	WILLIAM HART ELEMENTARY SCHOOL	≤1	20	34	21	25	2	13	36	32	18	2	4	44	25	25	≤1	4	58	22	16
026043	HAZEL PARK/HILDA KNOFF SCHOOL	≤1	17	33	42	8	≤1	15	37	33	15	≤1	16	63	12	10	2	16	53	22	8
026044	PHOEBE HEARST SCHOOL	≤1	37	36	13	14	4	22	27	39	7	5	14	45	20	16	3	14	49	19	15
026047	JEFFERSON ELEMENTARY SCHOOL	2	33	37	17	11	4	22	26	39	9	2	4	54	30	11	≤1	4	56	19	22
026050	HAROLD KELLER ELEMENTARY SCHOOL	3	38	38	16	5	7	36	23	26	8	5	7	49	31	8	5	15	47	24	8
026057	LIVE OAK MANOR ELEMENTARY SCHOOL	≤1	26	41	30	4	≤1	22	33	26	19	≤1	4	33	52	11	≤1	11	37	41	11
026060	RUDOLPH MATAS SCHOOL	3	44	37	11	6	3	27	36	30	4	3	21	49	18	10	6	17	57	11	10

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
026061	MCDONOGH 26/HOMEDALE ELEMENTARY SCHOOL	≤1	18	33	38	10	≤1	7	33	48	12	2	5	50	32	12	≤1	8	58	17	17
026063	METAIRIE ACADEMY FOR ADVANCED STUDIES	15	71	12	≤1	≤1	48	47	4	≤1	≤1	36	44	19	≤1	≤1	45	28	27	≤1	≤1
026065	VIC A. PITRE ELEMENTARY SCHOOL	≤1	11	33	35	21	2	13	38	31	17	≤1	10	40	30	21	2	3	49	33	13
026066	ELLA C. PITTMAN ELEMENTARY SCHOOL	≤1	36	34	18	11	2	22	32	34	9	5	15	46	28	6	5	17	50	23	5
026069	MARIE B. RIVIERE ELEMENTARY SCHOOL	≤1	31	49	17	3	3	48	38	11	≤1	3	15	52	23	6	6	26	48	12	8
026073	WALTER SCHNECKENBURGER ELEM SCHOOL	≤1	20	47	31	2	≤1	18	49	31	2	≤1	22	56	20	2	16	22	51	9	2
026074	CATHERINE STREHLE ELEMENTARY SCHOOL	≤1	21	38	36	5	2	10	31	42	16	≤1	5	29	42	24	≤1	≤1	23	32	45
026075	TERRYTOWN ELEMENTARY SCHOOL	3	28	40	21	8	2	35	39	18	5	2	12	59	14	13	4	22	61	7	7
026078	MILLER WALL ELEMENTARY SCHOOL	≤1	19	29	37	15	2	6	35	44	13	≤1	6	19	44	31	≤1	2	27	38	33
026082	MYRTLE C. THIBODEAUX ELEMENTARY SCHOOL	≤1	18	41	27	14	≤1	2	27	61	10	≤1	10	59	20	10	≤1	10	61	18	10
026083	WOODLAND WEST ELEMENTARY SCHOOL	3	27	38	26	5	≤1	19	29	44	6	≤1	15	47	26	10	4	9	62	19	6
026084	G.T. WOODS ELEMENTARY SCHOOL	≤1	32	29	32	7	≤1	32	43	21	4	≤1	4	57	21	18	≤1	≤1	61	25	14
026087	PAUL J. SOLIS ELEMENTARY SCHOOL	≤1	27	31	35	7	≤1	26	38	31	5	≤1	10	45	35	10	2	8	55	26	8
026088	CELERITY WOODMERE CHARTER SCHOOL	≤1	12	25	38	25	≤1	6	9	54	31	≤1	≤1	29	42	29	≤1	3	43	30	24
026089	CHATEAU ESTATES ELEMENTARY SCHOOL	3	42	28	21	7	3	25	42	24	7	3	18	53	17	9	8	12	61	14	5
026093	LUCILLE CHERBONNIER/NORBERT RILLIEUX ELE	2	25	42	18	13	3	25	30	30	12	2	12	28	33	25	≤1	≤1	47	30	23
026094	JOSHUA BUTLER ELEMENTARY SCHOOL	≤1	20	50	24	5	≤1	18	42	32	8	≤1	5	46	36	13	≤1	3	51	30	16
026096	GERALDINE BOUDREAUX ELEMENTARY SCHOOL	2	26	35	29	9	3	30	28	31	9	2	11	42	28	17	≤1	8	43	28	20
026097	LEO E. KERNER JR. ELEMENTARY SCHOOL	≤1	38	44	14	3	5	41	35	17	2	2	19	66	11	2	3	13	69	11	3
026098	CONGETTA TRIPPE JANET ELEMENTARY SCHOOL	≤1	29	44	22	3	≤1	31	48	19	2	≤1	13	59	19	8	≤1	7	53	31	9
026103	WESTBANK COMMUNITY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
026108	GRETNA NO. 2 ACADEMY FOR ADVANCED STUDIE	19	72	7	2	≤1	26	59	14	2	≤1	24	47	29	≤1	≤1	19	40	41	≤1	≤1
026112	MARTYN ALTERNATIVE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
026115	JUDGE LIONEL R. COLLINS ELEMENTARY SCHOO	≤1	20	35	40	5	≤1	15	55	27	3	≤1	3	45	40	12	≤1	5	40	35	20
026116	WASHINGTON MONTESSORI	≤1	29	36	25	11	≤1	25	39	29	7	≤1	≤1	46	50	4	≤1	4	50	36	11
026117	LINCOLN ELEMENTARY SCHOOL FOR THE ARTS	≤1	29	40	27	4	≤1	9	31	54	6	5	21	47	19	8	4	6	54	27	9
026118	JOHN CLANCY/JOSEPH MAGGIORE ELEMENTARY S	≤1	39	30	18	13	2	52	23	18	5	≤1	5	54	23	18	2	3	44	33	18
026121	MARRERO ACADEMY FOR ADVANCED STUDIES	3	78	16	3	≤1	5	54	33	8	≤1	5	52	38	5	≤1	22	25	44	6	2
026122	AIRLINE PARK ACADEMY FOR ADVANCED STUDIE	6	83	9	2	≤1	35	59	6	≤1	≤1	41	45	14	≤1	≤1	47	29	24	≤1	≤1
026124	INTERNATIONAL SCHOOL OF LOUISIANA JEFFER	≤1	64	36	≤1	≤1	18	64	18	≤1	≤1	9	9	73	9	≤1	9	27	64	≤1	≤1
026125	KENNER DISCOVERY HEALTH SCIENCES ACADEMY	≤1	51	39	8	≤1	≤1	46	47	7	≤1	7	28	54	11	≤1	19	28	50	3	≤1
027	JEFFERSON DAVIS PARISH	≤1	30	34	25	9	2	23	35	31	9	4	21	44	21	11	7	15	49	19	11
027002	ELTON ELEMENTARY SCHOOL	≤1	44	44	8	4	4	16	44	36	≤1	4	20	52	16	8	12	16	52	12	8
027003	FENTON ELEMENTARY SCHOOL	≤1	25	56	19	≤1	≤1	38	19	25	19	≤1	29	50	14	7	7	14	57	21	≤1
027004	HATHAWAY HIGH SCHOOL	≤1	40	40	13	7	10	27	40	20	3	10	20	40	30	≤1	7	13	50	20	10
027009	JENNINGS ELEMENTARY SCHOOL	≤1	14	29	39	17	≤1	14	29	43	13	≤1	16	34	27	22	≤1	10	41	25	24
027010	LACASSINE HIGH SCHOOL	4	41	24	20	12	≤1	22	43	24	12	2	16	53	22	8	14	16	53	16	2
027011	LAKE ARTHUR ELEMENTARY SCHOOL	≤1	43	31	21	4	≤1	41	30	23	4	4	34	46	14	≤1	16	23	47	11	3
027013	WELSH ELEMENTARY SCHOOL	≤1	36	45	17	≤1	≤1	23	46	23	6	7	19	53	13	7	4	18	60	16	≤1
028	LAFAYETTE PARISH	≤1	34	33	23	8	4	28	30	31	8	4	16	43	24	12	4	12	48	21	14
028001	ACADIAN MIDDLE SCHOOL	≤1	13	36	38	14	≤1	19	31	39	9	≤1	6	30	38	27	≤1	≤1	33	42	24
028003	L.J. ALLEMAN MIDDLE SCHOOL	5	51	29	12	3	7	40	21	25	6	13	27	37	16	6	8	16	52	11	12
028004	ALICE N. BOUCHER ELEMENTARY SCHOOL	≤1	7	39	41	12	≤1	16	26	43	16	≤1	3	25	49	24	3	≤1	39	38	21
028005	PAUL BREAUX MIDDLE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
028007	BROUSSARD MIDDLE SCHOOL	2	26	38	31	3	≤1	33	23	39	4	2	12	50	24	12	2	5	58	25	10
028009	CARENCREO HEIGHTS ELEMENTARY SCHOOL	≤1	37	27	24	11	≤1	23	29	45	3	≤1	5	43	33	19	≤1	8	46	32	14

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028013	DUSON ELEMENTARY SCHOOL	≤1	28	22	38	13	≤1	9	41	47	3	3	6	36	45	9	3	3	52	24	18
028014	J.W. FAULK ELEMENTARY SCHOOL	≤1	8	21	56	15	≤1	8	35	45	12	≤1	5	18	40	37	≤1	≤1	22	31	48
028017	L. LEO JUDICE ELEMENTARY SCHOOL	3	62	32	2	2	8	35	40	13	3	8	33	52	7	≤1	10	33	54	2	2
028018	LAFAYETTE MIDDLE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
028022	EDGAR MARTIN MIDDLE SCHOOL	2	42	34	14	8	6	41	23	24	6	13	28	38	14	6	13	24	39	13	11
028023	MILTON ELEMENTARY SCHOOL	≤1	48	34	12	7	4	34	31	27	4	≤1	18	56	13	11	5	18	55	9	12
028024	S.J. MONTGOMERY ELEMENTARY SCHOOL	≤1	40	36	19	5	4	28	36	23	9	≤1	6	53	27	13	2	11	54	22	10
028026	MYRTLE PLACE ELEMENTARY SCHOOL	≤1	40	36	18	5	5	27	20	42	5	2	22	38	25	13	6	9	43	26	17
028028	OSSUN ELEMENTARY SCHOOL	≤1	25	31	30	14	≤1	25	26	40	8	≤1	9	41	32	18	≤1	4	50	26	19
028029	PLANTATION ELEMENTARY SCHOOL	2	46	26	21	4	10	35	37	13	4	10	22	34	19	14	14	18	32	26	10
028030	PRAIRIE ELEMENTARY SCHOOL	≤1	42	28	25	4	6	34	34	24	2	4	20	40	31	5	2	12	60	15	12
028032	SCOTT MIDDLE SCHOOL	≤1	21	32	33	14	≤1	6	19	52	23	≤1	9	46	30	15	≤1	4	53	26	17
028038	YOUNGSVILLE MIDDLE SCHOOL	≤1	35	34	24	6	4	31	38	22	5	2	17	58	16	7	4	20	51	17	8
028039	RIDGE ELEMENTARY SCHOOL	2	39	25	17	17	4	29	28	29	10	4	13	46	25	12	5	19	46	20	10
028040	EVANGELINE ELEMENTARY SCHOOL	≤1	54	46	≤1	≤1	15	38	31	15	≤1	4	8	54	23	12	≤1	4	69	15	12
028047	CHARLES M. BURKE ELEMENTARY SCHOOL	3	39	27	26	4	10	25	26	27	12	10	15	37	27	11	10	15	40	22	12
028048	ERNEST GALLET ELEMENTARY SCHOOL	4	52	28	11	5	7	44	27	19	3	5	36	43	10	5	6	18	51	16	8
028049	LIVE OAK ELEMENTARY SCHOOL	≤1	22	46	25	7	2	26	36	28	9	3	8	50	30	9	2	6	51	28	13
028050	N. P. MOSS PREPARATORY ACADEMY	≤1	≤1	14	41	45	≤1	≤1	9	45	45	≤1	≤1	13	53	33	≤1	≤1	19	44	38
028051	J. WALLACE JAMES ELEMENTARY SCHOOL	≤1	26	51	20	3	≤1	23	38	34	5	4	19	55	16	6	3	11	59	17	9
029	LAFOURCHE PARISH	≤1	41	34	20	4	3	24	34	32	7	4	23	48	18	7	5	15	54	18	8
029002	BAYOU BOEUF ELEMENTARY SCHOOL	4	51	33	9	2	2	29	40	24	4	2	33	53	7	4	9	24	51	9	7
029004	CHACKBAY ELEMENTARY SCHOOL	≤1	58	24	18	≤1	7	33	27	27	7	4	29	49	13	4	4	13	56	22	4
029005	CUT OFF ELEMENTARY SCHOOL	≤1	39	42	18	≤1	3	30	45	19	4	5	26	47	18	4	7	20	58	11	4
029007	GALLIANO ELEMENTARY SCHOOL	≤1	54	39	4	4	2	26	41	26	6	2	31	59	4	4	2	15	72	9	2
029011	GOLDEN MEADOW UPPER ELEMENTARY SCHOOL	≤1	45	36	16	≤1	≤1	10	22	51	16	6	20	50	21	3	3	12	67	9	9
029012	W.S. LAFARGUE ELEMENTARY SCHOOL	≤1	24	37	37	≤1	≤1	25	25	38	10	≤1	22	37	31	10	≤1	3	51	32	13
029013	NORTH LAROSE ELEMENTARY SCHOOL	≤1	49	26	17	9	6	30	36	23	4	7	24	47	13	9	7	18	59	14	2
029014	SOUTH LAROSE ELEMENTARY SCHOOL	≤1	30	37	27	6	5	30	44	19	2	≤1	27	48	19	6	8	21	48	21	3
029018	LOCKPORT UPPER ELEMENTARY SCHOOL	≤1	52	32	14	≤1	4	36	40	19	≤1	13	32	45	9	≤1	13	23	53	10	2
029022	RACELAND UPPER ELEMENTARY SCHOOL	≤1	30	36	28	5	3	12	34	43	9	≤1	12	45	24	18	5	9	47	23	16
029023	ST. CHARLES ELEMENTARY SCHOOL	3	50	30	13	3	≤1	33	37	30	≤1	3	13	61	23	≤1	3	13	68	16	≤1
029027	SOUTH THIBODAUX ELEMENTARY SCHOOL	≤1	21	38	32	7	≤1	10	30	46	13	≤1	10	39	36	14	≤1	≤1	39	46	14
029028	THIBODAUX ELEMENTARY SCHOOL	≤1	42	27	20	11	3	16	32	41	8	5	11	57	16	11	≤1	20	55	15	9
029038	BAYOU BLUE MIDDLE SCHOOL	≤1	35	43	17	5	≤1	17	34	38	11	7	30	45	12	5	6	15	55	15	8
029039	BAYOU COMMUNITY ACADEMY CHARTER SCHOOL	4	67	23	6	≤1	6	56	38	≤1	≤1	4	35	52	6	4	13	25	52	8	2
029040	VIRTUAL ACADEMY OF LAFOURCHE	≤1	26	22	48	4	≤1	4	9	57	30	≤1	8	38	38	17	≤1	4	42	29	25
030	LASALLE PARISH	≤1	37	37	18	8	≤1	22	25	42	11	≤1	15	55	22	7	2	22	54	16	7
030001	FELLOWSHIP ELEMENTARY SCHOOL	≤1	24	41	29	6	≤1	18	18	59	6	≤1	6	50	44	≤1	≤1	12	47	18	24
030002	GOODPINE MIDDLE SCHOOL	≤1	48	28	17	7	≤1	17	18	47	19	≤1	18	48	22	11	3	24	52	16	5
030007	NEBO ELEMENTARY SCHOOL	≤1	36	50	7	7	≤1	21	50	29	≤1	≤1	14	64	21	≤1	7	14	50	21	7
030008	OLLA-STANDARD ELEMENTARY SCHOOL	≤1	24	47	21	9	≤1	31	34	31	3	2	12	65	16	5	≤1	23	60	14	4
031	LINCOLN PARISH	2	27	33	27	12	3	19	30	36	12	2	10	38	31	19	4	13	44	24	16
031004	CYPRESS SPRINGS ELEMENTARY SCHOOL	2	24	33	25	16	3	22	26	35	14	3	8	32	34	23	3	10	42	25	20
031005	DUBACH SCHOOL	≤1	12	35	35	19	≤1	4	31	54	12	≤1	≤1	31	42	27	≤1	8	42	27	23
031012	RUSTON ELEMENTARY SCHOOL	2	35	33	25	5	4	20	34	30	11	≤1	11	43	29	17	4	19	43	20	13

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
031014	SIMSBORO HIGH SCHOOL	2	29	42	20	7	2	27	42	24	4	2	11	48	28	11	4	22	52	15	7
031020	CHOUDRANT ELEMENTARY SCHOOL	≤1	20	26	37	17	≤1	11	23	51	15	≤1	18	41	27	14	4	4	43	35	14
032	LIVINGSTON PARISH	≤1	41	37	17	4	3	31	34	28	4	4	21	50	19	6	5	16	55	17	7
032003	NORTH CORBIN ELEMENTARY SCHOOL	3	50	37	8	2	2	32	27	39	≤1	5	21	54	16	5	10	14	57	14	5
032004	DENHAM SPRINGS ELEMENTARY SCHOOL	≤1	39	41	16	4	6	20	36	32	6	4	21	49	22	4	7	16	58	15	4
032007	DOYLE ELEMENTARY SCHOOL	≤1	42	35	15	8	7	35	24	32	2	9	24	47	12	8	6	22	52	14	6
032010	FRESHWATER ELEMENTARY SCHOOL	≤1	35	49	13	3	6	32	41	18	3	4	27	45	15	9	≤1	13	63	12	10
032011	FROST SCHOOL	≤1	20	37	29	15	≤1	15	32	44	10	2	7	50	26	14	≤1	14	43	24	19
032012	HOLDEN HIGH SCHOOL	≤1	27	31	37	6	2	6	37	54	2	8	12	42	31	8	≤1	8	59	29	4
032013	LIVE OAK ELEMENTARY SCHOOL	≤1	39	38	21	3	≤1	32	37	23	7	5	21	54	17	3	4	11	69	13	4
032017	MAUREPAS SCHOOL	≤1	19	51	30	≤1	≤1	19	46	30	5	6	6	67	19	3	3	11	53	25	8
032018	NORTHSIDE ELEMENTARY SCHOOL	≤1	52	31	13	4	≤1	31	35	31	2	≤1	18	50	23	9	2	7	71	11	9
032019	SEVENTH WARD ELEMENTARY SCHOOL	2	51	32	13	2	6	23	55	15	≤1	2	30	55	6	6	4	21	55	17	2
032020	SOUTHSIDE ELEMENTARY SCHOOL	≤1	29	43	25	4	≤1	22	35	34	8	≤1	16	45	28	12	≤1	17	43	25	13
032026	WALKER ELEMENTARY SCHOOL	4	41	38	15	≤1	5	41	29	23	2	5	19	56	14	5	5	24	48	15	7
032028	FRENCH SETTLEMENT ELEMENTARY SCHOOL	≤1	40	40	18	2	2	31	29	35	3	5	15	51	25	5	2	15	48	23	12
032031	LEVI MILTON ELEMENTARY SCHOOL	≤1	37	35	18	9	≤1	31	35	27	7	3	20	50	18	9	5	15	48	19	12
032032	ALBANY MIDDLE SCHOOL	≤1	35	38	24	≤1	6	51	28	13	2	2	19	50	20	9	5	20	48	19	7
032033	LEWIS VINCENT ELEMENTARY SCHOOL	≤1	38	34	22	4	3	32	35	25	4	6	25	50	15	4	6	18	57	13	6
032037	SOUTH LIVE OAK ELEMENTARY SCHOOL	≤1	51	35	12	3	≤1	47	34	18	≤1	11	29	49	11	≤1	≤1	17	65	13	4
032038	SPRINGFIELD MIDDLE SCHOOL	≤1	34	36	23	6	2	23	25	40	10	2	13	47	25	14	6	13	51	19	11
032040	SOUTH WALKER ELEMENTARY SCHOOL	4	40	41	14	2	5	37	34	23	≤1	7	26	46	19	3	6	21	50	20	2
032041	EASTSIDE ELEMENTARY SCHOOL	≤1	54	35	6	3	≤1	38	41	20	≤1	3	37	43	16	≤1	9	25	52	11	3
032043	NORTH LIVE OAK ELEMENTARY SCHOOL	≤1	46	37	12	4	2	22	35	33	8	4	20	53	17	5	≤1	14	64	15	5
032044	GRAY'S CREEK ELEMENTARY SCHOOL	≤1	60	34	6	≤1	2	25	43	28	3	6	20	52	18	3	3	11	63	15	8
032047	SOUTH FORK ELEMENTARY SCHOOL	2	48	31	16	3	2	29	37	29	5	5	18	39	33	5	7	11	52	23	7
032048	JUBAN PARC ELEMENTARY SCHOOL	≤1	46	35	15	3	5	41	31	18	5	≤1	18	59	17	5	6	18	55	14	6
033	MADISON PARISH	≤1	5	26	41	28	≤1	7	25	35	33	≤1	≤1	18	35	46	≤1	2	23	43	32
033003	TALLULAH ELEMENTARY SCHOOL	≤1	3	33	44	21	≤1	10	36	26	28	≤1	≤1	16	37	47	≤1	≤1	16	47	37
033007	WRIGHT ELEMENTARY SCHOOL	≤1	7	21	39	33	≤1	5	18	41	36	≤1	2	19	34	45	≤1	3	28	40	29
034	MOREHOUSE PARISH	≤1	12	32	38	18	≤1	12	27	45	15	≤1	6	35	30	28	≤1	3	41	30	26
034003	BEEKMAN CHARTER SCHOOL	≤1	7	51	40	2	≤1	18	58	22	2	2	11	58	24	4	≤1	7	56	27	11
034010	DELTA JUNIOR HIGH SCHOOL	≤1	5	38	48	9	≤1	9	34	50	7	≤1	2	41	33	24	≤1	2	36	26	36
034014	OAK HILL ELEMENTARY SCHOOL	≤1	6	28	39	28	≤1	5	18	49	28	≤1	3	23	33	41	≤1	≤1	27	39	32
034016	PINE GROVE ELEMENTARY SCHOOL	≤1	8	28	42	22	≤1	5	20	61	12	≤1	6	30	34	30	≤1	3	49	24	25
034023	MOREHOUSE MAGNET SCHOOL	≤1	77	23	≤1	≤1	≤1	69	27	4	≤1	8	23	65	4	≤1	4	12	69	15	≤1
035	NATCHITOCHE PARISH	≤1	24	30	31	14	2	23	26	32	16	4	12	32	30	22	5	9	37	27	22
035005	EAST NATCHITOCHE ELEMENTARY & MIDDLE SC	≤1	9	33	41	17	≤1	13	25	41	21	≤1	4	30	38	29	≤1	≤1	26	45	28
035006	FAIRVIEW-ALPHA ELEMENTARY & JUNIOR HIGH	≤1	11	28	50	11	≤1	9	25	55	11	≤1	9	30	45	16	2	5	48	17	28
035007	GOLDONNA ELEMENTARY & JUNIOR HIGH SCHOOL	≤1	20	30	35	15	≤1	25	35	30	10	≤1	15	55	20	10	≤1	25	45	20	10
035008	MARTHAVILLE ELEMENTARY & JUNIOR HIGH SCH	≤1	39	36	12	12	≤1	30	33	21	15	≤1	12	36	30	21	6	12	42	24	15
035012	L.P. VAUGHN ELEMENTARY & MIDDLE SCHOOL	≤1	13	28	42	17	≤1	9	19	42	30	≤1	≤1	22	41	35	≤1	≤1	30	35	34
035013	N.S.U. ELEMENTARY LAB SCHOOL	7	48	43	≤1	2	11	36	43	11	≤1	25	30	36	9	≤1	32	30	32	5	≤1
035015	GEORGE L. PARKS ELEMENTARY & MIDDLE SCHO	≤1	13	17	38	33	≤1	10	15	42	33	≤1	4	17	25	54	≤1	2	29	29	40
035017	PROVENCAL ELEMENTARY & JUNIOR HIGH SCHOO	≤1	30	40	20	10	4	46	32	18	≤1	2	12	55	18	12	2	12	49	18	18
035024	CLOUTIERVILLE ELEMENTARY SCHOOL	≤1	16	29	39	16	≤1	23	35	35	6	≤1	7	33	43	17	≤1	13	30	47	10

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035030	FRANKIE RAY JACKSON SR. TECHNICAL CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
035031	NATCHITOCHE MAGNET SCHOOL	8	83	10	≤1	≤1	13	73	15	≤1	≤1	18	43	40	≤1	≤1	10	23	68	≤1	≤1
036	ORLEANS PARISH	4	45	31	15	5	6	31	34	25	5	9	20	43	19	10	12	20	48	12	8
036005	AUDUBON CHARTER SCHOOL	6	57	29	5	2	14	37	33	15	≤1	14	23	48	15	≤1	15	22	49	11	3
036011	MARY BETHUNE ELEMENTARY LITERATURE/TECHN	≤1	55	23	19	2	2	34	43	13	9	≤1	13	64	19	4	6	32	51	9	2
036013	EINSTEIN CHARTER SCHOOL	≤1	18	46	20	16	≤1	19	27	41	13	≤1	7	32	29	32	≤1	10	46	21	22
036056	ALICE M. HARTE ELEMENTARY CHARTER SCHOOL	≤1	38	32	26	4	≤1	31	38	29	≤1	3	9	47	28	13	≤1	12	65	14	9
036060	EDWARD HYNES CHARTER SCHOOL	≤1	40	43	15	≤1	21	37	40	≤1	≤1	16	55	19	7	3	15	69	12	≤1	
036079	LUSHER CHARTER SCHOOL	15	71	13	≤1	≤1	16	62	20	3	≤1	≤1	26	50	23	≤1	≤1	32	36	30	2
036149	ROBERT RUSSA MOTON CHARTER SCHOOL	≤1	30	41	24	5	≤1	11	43	41	5	≤1	3	49	43	5	≤1	≤1	54	24	22
036158	LAKE FOREST ELEMENTARY CHARTER SCHOOL	3	69	26	≤1	2	9	34	50	5	2	23	34	41	2	≤1	34	39	25	2	≤1
036161	BENJAMIN FRANKLIN ELEM. MATH AND SCIENCE	≤1	30	31	29	10	2	14	35	42	7	2	11	48	24	14	≤1	11	54	22	12
036187	ENCORE ACADEMY	4	27	31	23	15	≤1	12	38	27	23	8	8	42	23	19	19	23	38	8	12
037	OUACHITA PARISH	≤1	35	37	21	6	3	27	32	30	7	4	22	45	20	9	7	15	48	19	10
037003	CENTRAL ELEMENTARY SCHOOL	≤1	35	41	20	3	4	23	39	30	4	4	21	52	16	7	7	13	50	22	9
037004	CLAIBORNE SCHOOL	≤1	52	36	8	3	9	45	27	17	2	7	39	47	5	3	15	33	43	7	2
037007	DREW ELEMENTARY SCHOOL	4	42	35	15	4	5	41	32	16	6	3	36	41	17	3	11	18	54	13	3
037008	JACK HAYES ELEMENTARY SCHOOL	≤1	37	36	20	7	5	27	38	27	3	4	16	58	16	5	≤1	14	55	22	8
037010	HIGHLAND ELEMENTARY SCHOOL	≤1	40	40	13	7	2	15	61	17	4	4	27	58	7	4	7	27	60	4	2
037011	KIROLI ELEMENTARY SCHOOL	≤1	54	37	10	≤1	7	35	37	20	≤1	7	33	49	10	≤1	14	23	51	8	3
037012	LAKESHORE SCHOOL	≤1	27	35	31	8	2	20	20	40	19	6	12	43	28	11	5	14	38	28	17
037013	LENWIL ELEMENTARY SCHOOL	≤1	19	42	28	12	≤1	12	21	51	16	≤1	14	56	23	7	2	9	58	19	12
037016	BOLEY ELEMENTARY SCHOOL	3	31	45	14	7	≤1	34	48	14	3	3	10	50	23	13	3	13	53	23	7
037022	PINECREST ELEMENTARY/MIDDLE SCHOOL	4	48	30	17	≤1	9	30	35	22	4	9	17	52	22	≤1	13	13	52	17	4
037027	RISER ELEMENTARY SCHOOL	≤1	13	44	33	9	≤1	27	27	27	18	≤1	11	45	30	15	≤1	9	51	34	6
037029	ROBINSON ELEMENTARY SCHOOL	≤1	11	24	48	17	≤1	11	32	45	11	≤1	≤1	34	40	24	≤1	≤1	37	34	29
037030	SHADY GROVE ELEMENTARY SCHOOL	≤1	11	38	33	18	≤1	4	33	44	18	≤1	4	22	41	33	≤1	≤1	22	41	37
037031	STERLINGTON ELEMENTARY SCHOOL	4	39	43	13	≤1	5	34	34	26	2	4	27	47	19	3	14	20	55	8	4
037033	SWARTZ UPPER ELEMENTARY SCHOOL	≤1	36	37	24	4	≤1	41	30	25	4	3	20	45	22	9	6	15	52	17	9
037035	SWAYZE ELEMENTARY SCHOOL	≤1	20	34	29	17	≤1	6	31	51	11	≤1	≤1	37	31	31	≤1	≤1	31	40	29
037038	WOODLAWN ELEMENTARY SCHOOL	≤1	46	42	9	3	≤1	19	37	40	4	7	29	46	16	2	3	14	65	10	8
037047	GEORGE WELCH ELEMENTARY SCHOOL	≤1	63	25	8	≤1	3	42	32	18	8	4	6	44	40	7	3	17	25	43	12
037052	RIVERBEND ELEMENTARY SCHOOL	≤1	6	28	45	21	≤1	7	16	53	23	≤1	2	28	38	31	≤1	≤1	35	38	26
038	PLAQUEMINES PARISH	≤1	48	30	17	4	7	34	33	22	3	6	23	45	18	7	6	22	51	14	6
038002	BELLE CHASSE MIDDLE SCHOOL	≤1	55	28	13	3	10	37	32	18	3	8	28	46	13	5	8	27	51	10	4
038003	BOOTHVILLE-VENICE ELEMENTARY SCHOOL	2	39	30	24	6	4	33	35	26	2	6	17	54	17	7	6	22	54	15	4
038006	PHOENIX HIGH SCHOOL	≤1	27	53	7	13	≤1	27	53	20	≤1	≤1	20	40	33	7	≤1	≤1	73	13	13
038012	SOUTH PLAQUEMINES ELEMENTARY SCHOOL	≤1	30	33	33	3	≤1	24	30	39	6	≤1	6	30	45	18	≤1	3	39	39	18
039	POINTE COUPEE PARISH	≤1	20	33	32	14	≤1	9	28	50	12	3	6	40	33	18	2	3	37	33	25
039008	UPPER POINTE COUPEE ELEMENTARY SCHOOL	≤1	13	17	35	35	≤1	≤1	13	61	26	≤1	4	30	48	17	≤1	4	26	35	35
039010	VALVERDA ELEMENTARY SCHOOL	≤1	27	41	23	7	2	17	39	38	4	6	8	56	23	6	4	3	46	28	19
039012	ROSENWALD ELEMENTARY SCHOOL	≤1	≤1	20	52	28	≤1	≤1	16	68	16	≤1	≤1	12	56	32	≤1	≤1	20	40	40
039013	ROUGON ELEMENTARY SCHOOL	≤1	18	33	37	12	≤1	3	21	58	18	≤1	5	32	33	30	≤1	5	35	36	24
040	RAPIDES PARISH	≤1	28	28	30	13	2	20	31	36	11	4	14	41	26	15	6	14	42	22	16
040001	ACADIAN ELEMENTARY	≤1	8	36	50	6	≤1	6	58	33	3	≤1	≤1	36	47	17	≤1	3	42	33	22
040004	BALL ELEMENTARY SCHOOL	≤1	54	31	10	5	3	36	36	26	≤1	5	28	54	10	3	5	26	59	10	≤1

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040005	J.I. BARRON SR. ELEMENTARY SCHOOL	3	40	33	20	4	6	33	33	23	4	17	22	42	14	5	11	18	45	15	11
040009	MABEL BRASHER ELEMENTARY SCHOOL	≤1	11	22	50	17	≤1	2	26	52	20	≤1	2	30	37	31	≤1	4	33	37	26
040012	CHEROKEE ELEMENTARY SCHOOL	2	29	24	32	13	≤1	29	33	30	7	3	10	51	25	10	3	10	55	17	15
040014	GLENMORA HIGH SCHOOL	≤1	28	19	32	21	≤1	11	21	32	36	≤1	9	35	37	20	≤1	9	39	33	20
040015	MARY GOFF ELEMENTARY SCHOOL	2	23	32	30	14	≤1	25	32	34	9	2	7	60	26	5	≤1	7	44	28	21
040016	HORSESHOE DRIVE ELEMENTARY NEW VISION AC	≤1	11	28	47	14	≤1	≤1	25	61	14	≤1	3	25	58	14	≤1	3	25	42	31
040017	D.F. HUDDLE ELEMENTARY NEW VISION ACADEM	≤1	6	13	62	19	≤1	9	15	51	25	≤1	4	16	39	41	≤1	2	27	27	44
040022	HADNOT-HAYES S.T.E.M. ELEMENTARY SCHOOL	≤1	18	18	32	32	≤1	≤1	16	42	42	≤1	3	30	24	43	3	≤1	22	30	46
040024	MARTIN PARK ELEMENTARY SCHOOL	≤1	14	33	41	11	≤1	5	30	49	16	≤1	8	48	33	11	≤1	3	57	27	13
040026	J.B. NACHMAN ELEMENTARY SCHOOL	≤1	31	28	25	15	≤1	15	30	43	13	3	19	43	25	11	5	11	57	16	11
040027	NORTH BAYOU RAPIDES ELEMENTARY	≤1	16	41	27	16	≤1	≤1	46	41	14	≤1	8	42	33	17	≤1	3	42	39	17
040028	OAK HILL HIGH SCHOOL	≤1	26	35	35	3	≤1	13	26	45	16	3	7	60	7	23	≤1	3	60	17	20
040029	PARADISE ELEMENTARY SCHOOL	≤1	32	29	29	11	≤1	19	47	32	≤1	4	16	42	28	9	5	14	57	14	11
040031	PEABODY MONTESSORI ELEMENTARY SCHOOL	≤1	33	52	13	2	6	46	37	11	≤1	2	22	56	13	7	17	26	41	17	≤1
040032	PINEVILLE ELEMENTARY SCHOOL	≤1	25	18	34	23	≤1	14	14	50	23	2	7	31	29	31	≤1	13	24	40	22
040035	PLAINVIEW HIGH SCHOOL	≤1	25	33	33	8	4	21	33	29	13	≤1	4	58	17	21	≤1	4	42	25	29
040036	POLAND JUNIOR HIGH SCHOOL	≤1	44	19	31	6	≤1	27	33	33	7	9	40	40	11	≤1	23	37	23	9	9
040038	CARTER C. RAYMOND ELEMENTARY SCHOOL	≤1	7	44	41	7	≤1	11	26	52	11	≤1	≤1	48	15	37	≤1	≤1	41	44	15
040039	JULIUS PATRICK ELEMENTARY SCHOOL	≤1	20	22	38	20	≤1	4	27	53	16	2	2	31	38	27	4	11	40	27	18
040040	ROSENTHAL MONTESSORI ELEMENTARY SCHOOL	≤1	43	46	8	3	≤1	51	32	14	3	≤1	8	65	22	5	16	41	35	5	3
040041	RUBY-WISE ELEMENTARY SCHOOL	≤1	36	15	33	15	5	37	32	24	3	2	13	52	27	6	6	21	46	21	6
040042	L.S. RUGG ELEMENTARY SCHOOL	≤1	14	29	22	36	≤1	7	32	44	17	≤1	2	17	34	47	≤1	3	24	36	37
040043	W.O. HALL ELEMENTARY SCHOOL	≤1	8	36	25	31	≤1	≤1	19	58	22	≤1	≤1	19	31	50	≤1	≤1	31	31	39
040044	LESSIE MOORE ELEMENTARY SCHOOL	≤1	13	19	46	21	≤1	2	29	56	13	2	10	36	28	24	≤1	8	30	38	24
040045	ALMA REDWINE ELEMENTARY NEW VISION ACADE	≤1	6	6	50	38	≤1	≤1	22	59	19	≤1	≤1	6	65	29	≤1	≤1	20	40	40
040047	TIOGA ELEMENTARY SCHOOL	≤1	33	31	31	4	≤1	26	38	30	5	4	16	47	28	5	3	22	50	17	8
040052	FOREST HILL ELEMENTARY SCHOOL	≤1	27	33	27	13	2	9	33	44	11	2	7	67	15	9	9	22	45	13	11
040055	NORTHWOOD HIGH SCHOOL	≤1	18	25	31	26	≤1	14	27	45	14	≤1	4	35	41	20	≤1	7	41	26	26
040056	HAYDEN R. LAWRENCE UPPER ELEMENTARY SCHO	2	28	28	33	9	3	28	35	24	11	8	26	42	20	4	15	18	44	16	7
040061	PHOENIX MAGNET ELEMENTARY SCHOOL	6	74	20	≤1	≤1	5	55	37	4	≤1	10	51	38	≤1	≤1	15	40	40	4	≤1
040065	CAROLINE DORMON JUNIOR HIGH SCHOOL	≤1	68	23	10	≤1	23	58	10	10	≤1	6	55	32	6	≤1	13	39	45	3	≤1
041	RED RIVER PARISH	≤1	21	23	44	12	≤1	11	28	42	18	2	8	36	36	18	≤1	9	48	30	12
041010	RED RIVER ELEMENTARY SCHOOL	≤1	21	23	44	12	≤1	11	28	42	18	2	8	36	36	18	≤1	9	48	30	12
042	RICHLAND PARISH	≤1	20	34	36	10	≤1	17	34	36	12	2	10	37	32	19	3	9	38	29	21
042002	DELHI MIDDLE SCHOOL	≤1	3	34	45	18	≤1	5	29	42	24	≤1	≤1	21	47	32	≤1	≤1	16	39	45
042004	HOLLY RIDGE ELEMENTARY SCHOOL	≤1	3	38	48	10	≤1	10	24	48	17	≤1	14	34	24	28	≤1	14	38	17	31
042005	MANGHAM ELEMENTARY SCHOOL	≤1	47	29	20	4	4	27	42	27	≤1	7	9	56	24	4	4	11	62	11	11
042010	RAYVILLE ELEMENTARY SCHOOL	≤1	2	34	50	14	≤1	2	20	54	24	≤1	≤1	35	43	22	≤1	≤1	31	51	18
042012	START ELEMENTARY SCHOOL	≤1	38	38	23	2	2	35	50	13	≤1	2	29	35	22	12	8	20	41	20	10
043	SABINE PARISH	≤1	26	37	26	10	≤1	21	26	40	11	2	12	47	26	13	3	15	51	21	11
043001	CONVERSE HIGH SCHOOL	≤1	23	46	29	2	2	19	35	42	2	4	10	58	25	4	2	17	62	13	6
043002	EBARB SCHOOL	≤1	21	33	38	8	≤1	13	25	50	13	≤1	8	58	25	8	≤1	8	54	13	25
043004	FLORIEN HIGH SCHOOL	≤1	40	32	18	10	≤1	26	26	42	6	4	24	42	18	12	2	22	54	22	≤1
043007	MANY JUNIOR HIGH SCHOOL	≤1	24	41	25	9	≤1	25	25	40	9	≤1	11	46	27	16	≤1	13	52	21	12
043008	NEGREET HIGH SCHOOL	≤1	56	28	14	2	2	33	40	21	5	2	16	67	12	2	9	16	60	5	9
043010	PLEASANT HILL HIGH SCHOOL	≤1	11	43	36	11	≤1	7	29	54	11	≤1	4	39	43	14	≤1	4	32	39	25

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
043011	ZWOLLE ELEMENTARY SCHOOL	3	11	32	30	24	≤1	17	13	41	30	3	8	31	34	24	6	14	38	30	13
044	ST. BERNARD PARISH	≤1	35	36	21	7	6	33	31	26	5	6	22	43	21	7	6	14	55	16	10
044001	ARABI ELEMENTARY SCHOOL	≤1	35	34	23	6	≤1	25	30	34	10	2	20	44	24	10	2	11	59	20	8
044008	J.F. GAUTHIER SCHOOL	6	42	35	10	7	9	35	33	22	≤1	9	22	54	11	5	15	17	50	15	4
044012	JOSEPH J. DAVIES ELEMENTARY SCHOOL	≤1	40	34	22	3	13	48	32	7	≤1	16	41	38	≤1	3	12	28	52	6	2
044021	W. SMITH JR. ELEMENTARY SCHOOL	≤1	18	38	37	6	≤1	28	28	35	8	≤1	9	42	37	10	≤1	4	55	23	18
044024	CHALMETTE ELEMENTARY SCHOOL	≤1	35	37	22	4	3	34	29	32	2	4	20	42	27	7	3	7	56	24	10
044027	LACOSTE ELEMENTARY SCHOOL	≤1	36	36	17	11	7	28	32	24	17	9	5	21	42	26	6	5	14	55	9
045	ST. CHARLES PARISH	3	54	31	10	3	5	40	36	16	4	4	19	53	20	4	3	15	59	15	8
045008	LAKEWOOD ELEMENTARY SCHOOL	4	55	30	10	≤1	6	44	35	13	2	4	20	56	16	4	6	17	59	10	7
045009	LULING ELEMENTARY SCHOOL	≤1	45	37	11	7	≤1	32	36	22	10	≤1	16	53	26	5	≤1	12	60	18	10
045013	NORCO ELEMENTARY SCHOOL	2	61	28	8	≤1	3	46	37	13	≤1	9	19	52	18	2	4	12	67	13	5
045015	ST. ROSE ELEMENTARY SCHOOL	≤1	50	30	15	4	5	28	40	22	5	4	12	49	28	7	2	14	51	21	11
045017	R.J. VIAL ELEMENTARY SCHOOL	3	54	34	8	≤1	5	39	38	17	≤1	3	19	55	21	2	≤1	10	62	21	6
045025	ETHEL SCHOEFFNER ELEMENTARY SCHOOL	4	58	26	10	2	7	45	32	12	4	4	23	51	17	5	4	21	56	10	10
046	ST. HELENA PARISH	≤1	19	25	33	22	≤1	3	14	49	33	≤1	3	25	27	45	≤1	2	26	32	40
046005	ST. HELENA ARTS AND TECHNOLOGY ACADEMY	≤1	19	25	33	22	≤1	3	14	49	33	≤1	3	25	27	45	≤1	2	26	32	40
047	ST. JAMES PARISH	≤1	34	39	21	6	≤1	23	41	31	4	≤1	14	50	28	8	3	10	54	26	7
047001	FIFTH WARD ELEMENTARY SCHOOL	≤1	21	37	32	11	≤1	26	42	32	≤1	≤1	11	53	32	5	5	5	53	26	11
047002	GRAMERCY ELEMENTARY SCHOOL	2	38	42	17	2	≤1	34	41	25	≤1	2	17	47	28	6	3	11	59	22	5
047003	LUTCHER ELEMENTARY SCHOOL	≤1	6	19	50	25	≤1	6	19	63	13	≤1	≤1	25	44	31	≤1	≤1	38	50	13
047006	PAULINA ELEMENTARY SCHOOL	3	44	38	11	4	3	21	37	31	8	≤1	15	61	17	6	6	15	49	21	8
047010	SIXTH WARD ELEMENTARY SCHOOL	≤1	39	39	18	3	≤1	15	36	42	6	≤1	6	30	48	15	≤1	9	76	9	6
047011	VACHERIE ELEMENTARY SCHOOL	≤1	21	42	30	6	≤1	21	64	15	≤1	≤1	18	61	18	3	≤1	6	42	48	3
048	ST. JOHN THE BAPTIST PARISH	≤1	23	34	29	13	2	21	31	34	12	2	8	37	34	19	≤1	5	43	28	22
048006	LAPLACE ELEMENTARY SCHOOL	≤1	24	34	28	14	4	23	30	33	11	3	7	36	31	23	2	5	44	24	25
048008	EAST ST. JOHN ELEMENTARY SCHOOL	≤1	20	35	32	14	≤1	16	31	42	11	≤1	≤1	39	44	16	≤1	2	46	32	20
048017	WEST ST. JOHN ELEMENTARY SCHOOL (K-7)	≤1	24	46	22	8	≤1	30	43	19	8	≤1	≤1	35	49	16	≤1	≤1	38	43	19
048020	FIFTH WARD ELEMENTARY SCHOOL	≤1	3	36	36	26	≤1	10	31	33	26	≤1	3	31	36	31	≤1	3	28	26	44
048021	LAKE PONTCHARTRAIN ELEMENTARY SCHOOL	2	16	20	44	18	≤1	16	26	44	14	≤1	6	25	35	33	≤1	10	24	37	29
048024	JOHN L. ORY COMMUNICATIONS MAGNET ELEMEN	2	48	38	10	2	8	44	37	12	≤1	10	21	42	23	4	4	13	56	17	10
048025	GARYVILLE/MT. AIRY MATH & SCIENCE MAGNET	≤1	26	26	29	19	≤1	13	20	43	23	≤1	13	26	42	19	≤1	3	39	35	23
048028	EMILY C. WATKINS ELEMENTARY	≤1	24	39	27	10	≤1	10	32	42	15	2	12	56	22	8	2	7	56	24	12
049	ST. LANDRY PARISH	≤1	24	40	26	9	≤1	15	28	41	15	≤1	9	41	31	18	2	5	47	29	17
049004	CENTRAL MIDDLE SCHOOL	≤1	29	39	24	7	≤1	20	28	40	12	3	14	46	24	13	≤1	7	54	29	9
049016	GROLEE ELEMENTARY SCHOOL	≤1	24	43	26	7	≤1	4	24	52	20	≤1	2	43	43	11	≤1	2	50	33	15
049018	KROTZ SPRINGS ELEMENTARY SCHOOL	3	34	18	21	24	13	18	13	37	18	3	16	39	29	13	8	13	39	13	26
049019	LAWTELL ELEMENTARY SCHOOL	≤1	24	39	28	9	≤1	15	35	38	11	≤1	7	43	34	16	≤1	3	43	33	20
049021	LEONVILLE ELEMENTARY SCHOOL	≤1	25	44	29	2	≤1	32	36	28	4	≤1	15	66	11	9	2	2	55	36	4
049028	NORTH ELEMENTARY SCHOOL	≤1	17	39	26	17	≤1	9	13	57	22	≤1	5	27	41	27	9	5	50	27	9
049029	NORTHEAST ELEMENTARY SCHOOL	≤1	11	44	35	10	≤1	≤1	13	58	28	≤1	≤1	32	41	27	≤1	≤1	32	44	25
049035	PARK VISTA ELEMENTARY SCHOOL	2	29	44	18	6	≤1	13	43	27	17	≤1	11	42	33	14	3	10	53	20	14
049038	PORT BARRE MIDDLE SCHOOL	≤1	28	46	16	11	4	27	26	31	12	≤1	18	45	25	11	4	5	51	30	9
049040	SOUTH STREET ELEMENTARY SCHOOL	2	10	29	38	21	≤1	2	19	63	17	≤1	≤1	21	35	44	≤1	2	33	19	46
049041	SOUTHWEST ELEMENTARY SCHOOL	≤1	7	55	31	7	≤1	17	45	31	7	≤1	≤1	45	34	21	≤1	7	69	17	7
049042	SUNSET ELEMENTARY SCHOOL	≤1	22	47	26	5	≤1	20	32	40	7	≤1	9	42	35	13	≤1	5	46	30	19



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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
049044	WASHINGTON ELEMENTARY SCHOOL	≤1	27	47	27	≤1	≤1	7	33	47	13	≤1	≤1	36	57	7	≤1	7	50	29	14
049051	NORTH CENTRAL HIGH SCHOOL	≤1	23	26	31	20	≤1	14	23	49	14	≤1	3	33	19	44	≤1	≤1	39	11	50
049054	ARNAUDVILLE ELEMENTARY SCHOOL	≤1	28	43	22	7	2	15	30	37	15	≤1	7	34	34	25	2	9	45	34	9
049055	PLAISANCE ELEMENTARY SCHOOL	≤1	28	30	34	7	≤1	6	19	48	27	≤1	9	43	27	21	≤1	7	43	30	18
050	ST. MARTIN PARISH	≤1	29	35	27	8	2	27	39	27	6	≤1	11	47	28	13	2	8	53	24	14
050001	BREAUX BRIDGE ELEMENTARY SCHOOL	≤1	25	40	26	9	≤1	20	29	37	13	≤1	7	41	30	22	≤1	≤1	43	28	29
050005	CATAHOULA ELEMENTARY SCHOOL	≤1	12	56	28	4	≤1	8	56	32	4	≤1	8	64	28	≤1	≤1	≤1	68	24	8
050009	PARKS MIDDLE SCHOOL	≤1	31	28	31	10	≤1	22	32	36	9	≤1	19	43	23	15	≤1	10	44	28	18
050016	ST. MARTINVILLE PRIMARY SCHOOL	≤1	23	34	34	9	2	22	44	31	2	≤1	5	43	38	13	≤1	9	61	23	6
050018	STEPHENSVILLE ELEMENTARY SCHOOL	≤1	45	27	27	≤1	≤1	36	45	18	≤1	≤1	36	36	18	9	≤1	18	55	18	9
050019	TECHE ELEMENTARY SCHOOL	2	37	34	20	7	3	39	43	12	3	3	11	55	24	7	4	11	57	21	8
051	ST. MARY PARISH	≤1	32	33	27	7	3	23	35	32	6	3	11	43	28	16	3	11	42	26	19
051001	J.S. AUCOIN ELEMENTARY SCHOOL	3	35	32	26	3	3	29	41	21	6	6	18	53	15	9	6	26	41	18	9
051003	BAYOU VISTA ELEMENTARY SCHOOL	2	47	25	15	11	9	38	28	25	≤1	13	28	34	13	11	9	23	45	15	8
051004	BERWICK ELEMENTARY SCHOOL	≤1	40	41	11	8	4	27	39	25	6	4	12	59	20	6	≤1	9	49	28	13
051007	CENTERVILLE HIGH SCHOOL	2	39	30	28	≤1	6	25	46	21	2	2	13	48	17	20	2	13	41	24	20
051010	W.P. FOSTER ELEMENTARY SCHOOL	≤1	11	48	33	7	≤1	15	30	48	7	≤1	4	56	30	11	≤1	≤1	48	26	26
051018	LAGRANGE ELEMENTARY SCHOOL	≤1	10	37	40	13	≤1	10	20	53	17	≤1	≤1	27	50	23	≤1	3	30	33	33
051019	JULIA B. MAITLAND SCHOOL	≤1	32	38	26	4	4	36	28	28	4	2	6	55	28	9	9	26	36	21	9
051023	PATTERSON JUNIOR HIGH SCHOOL	≤1	34	32	27	7	2	27	38	32	27	≤1	10	46	25	18	≤1	8	42	28	22
051026	M.D. SHANNON ELEMENTARY SCHOOL	≤1	33	29	19	19	5	24	24	43	5	≤1	15	35	30	20	≤1	≤1	40	25	35
051030	J. A. HERNANDEZ ELEMENTARY SCHOOL	≤1	7	41	48	3	≤1	≤1	34	41	24	≤1	≤1	10	72	17	≤1	≤1	31	45	24
051031	WYANDOTTE ELEMENTARY SCHOOL	≤1	40	33	17	10	2	33	33	29	2	2	10	46	32	10	≤1	10	51	22	17
051035	M.E. NORMAN ELEMENTARY SCHOOL	≤1	37	33	28	2	7	22	43	17	11	2	19	50	19	10	6	13	48	15	19
051040	RAINTREE ELEMENTARY SCHOOL	≤1	23	26	40	10	≤1	7	33	50	10	2	2	27	36	32	≤1	4	33	38	25
052	ST. TAMMANY PARISH	2	44	33	17	4	5	33	32	23	6	5	21	48	18	8	7	19	49	16	9
052002	ABITA SPRINGS MIDDLE SCHOOL	3	46	36	13	3	4	44	26	19	7	≤1	13	54	25	7	3	13	59	15	10
052003	W.L. ABNEY ELEMENTARY SCHOOL	≤1	28	37	28	7	≤1	16	21	54	9	2	10	40	36	13	≤1	14	48	28	9
052004	ALTON ELEMENTARY SCHOOL	≤1	39	36	21	3	≤1	44	31	22	3	≤1	15	55	24	6	≤1	3	55	24	18
052005	BAYOU LACOMBE MIDDLE SCHOOL	4	35	27	25	9	2	24	27	35	13	4	11	49	25	11	2	7	55	22	15
052006	BONNE ECOLE ELEMENTARY SCHOOL	≤1	42	30	19	8	3	35	31	20	10	6	20	48	18	8	10	25	44	13	8
052008	GLYNN H. BROCK ELEMENTARY SCHOOL	3	28	33	25	13	≤1	20	35	30	15	≤1	8	38	33	23	≤1	3	33	43	23
052009	CAROLYN PARK MIDDLE SCHOOL	≤1	21	44	30	5	3	21	34	31	10	2	9	43	27	19	≤1	10	47	21	22
052011	CLEARWOOD JUNIOR HIGH SCHOOL	≤1	42	41	10	6	6	27	38	27	2	6	19	55	10	10	6	14	53	17	10
052016	FIFTH WARD JUNIOR HIGH SCHOOL	5	37	39	17	2	3	29	47	19	2	5	20	51	17	7	3	15	58	19	5
052017	FLORIDA AVENUE ELEMENTARY SCHOOL	≤1	29	32	32	6	≤1	17	17	45	21	3	4	53	26	14	≤1	13	37	30	18
052018	FOLSOM ELEMENTARY SCHOOL	≤1	48	34	16	2	6	39	42	11	2	2	32	53	11	2	3	27	55	11	3
052020	LEE ROAD JUNIOR HIGH SCHOOL	≤1	37	41	17	4	5	34	36	20	5	4	22	50	17	7	9	9	50	22	9
052021	LITTLE OAK MIDDLE SCHOOL	3	45	34	15	3	10	41	28	15	5	9	22	46	15	8	8	22	50	11	9
052028	MANDEVILLE MIDDLE SCHOOL	2	59	25	10	4	10	42	30	13	4	5	33	46	12	4	15	24	50	6	6
052031	PINE VIEW MIDDLE SCHOOL	≤1	39	35	18	6	≤1	22	36	33	8	3	13	49	25	11	≤1	11	55	20	13
052036	SIXTH WARD ELEMENTARY SCHOOL	≤1	26	46	24	4	≤1	26	38	30	6	4	10	52	28	6	≤1	8	46	30	16
052044	RIVERSIDE ELEMENTARY SCHOOL	≤1	41	31	18	9	≤1	29	30	20	20	6	16	51	19	8	6	13	48	20	13
052051	TCHEFUNCTE MIDDLE SCHOOL	≤1	58	24	13	4	7	39	30	19	5	8	30	46	11	4	19	33	38	5	5
052057	LAKE HARBOR MIDDLE SCHOOL	≤1	53	31	12	3	6	45	31	15	3	7	26	51	11	4	10	26	47	13	4
052062	HENRY MAYFIELD ELEMENTARY SCHOOL	≤1	33	45	19	2	≤1	24	40	29	6	2	19	46	27	6	4	19	52	18	7

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052063	JOSEPH B. LANCASTER ELEMENTARY SCHOOL	≤1	54	30	13	2	6	36	37	18	3	6	27	51	12	4	8	20	55	13	5
053	TANGIPAHOA PARISH	≤1	23	31	31	15	2	14	24	42	18	2	12	34	28	23	4	9	40	25	22
053003	CHAMP COOPER ELEMENTARY SCHOOL	≤1	27	43	22	8	≤1	21	26	44	8	4	19	47	19	10	3	5	58	19	15
053004	CHESBROUGH ELEMENTARY SCHOOL	≤1	21	40	35	4	≤1	10	41	34	15	≤1	10	46	25	18	6	25	43	16	10
053013	INDEPENDENCE MIDDLE MAGNET SCHOOL	≤1	14	22	43	21	2	9	26	45	19	2	2	40	19	37	2	9	37	33	19
053014	O.W. DILLON MEMORIAL ELEMENTARY SCHOOL	≤1	5	16	53	26	≤1	9	18	50	23	≤1	2	16	42	40	2	5	28	37	28
053020	NATALBANY ELEMENTARY SCHOOL	≤1	21	32	32	14	3	24	22	39	12	2	9	36	36	18	≤1	2	37	29	31
053026	ROSELAND ELEMENTARY MONTESSORI SCHOOL	≤1	45	32	23	≤1	2	18	43	32	5	2	16	50	20	11	9	12	47	19	14
053027	SOUTHEASTERN LA UNIVERSITY LAB SCHOOL	≤1	69	19	12	≤1	≤1	38	38	19	4	8	35	54	4	≤1	12	19	62	4	4
053028	SPRING CREEK ELEMENTARY SCHOOL	≤1	36	36	23	4	≤1	15	40	28	17	≤1	21	57	15	6	≤1	23	53	15	9
053031	MARTHA VINYARD ELEMENTARY SCHOOL	≤1	30	32	28	10	≤1	16	23	47	12	3	19	35	26	16	5	12	50	19	15
053032	WEST SIDE MIDDLE SCHOOL	≤1	15	26	37	22	≤1	7	18	57	19	≤1	4	29	35	32	≤1	4	33	32	31
053037	HAMMOND WESTSIDE ELEMENTARY MONTESSORI S	≤1	8	30	37	25	≤1	4	16	44	34	≤1	2	19	36	42	≤1	≤1	30	28	40
053039	HAMMOND EASTSIDE ELEMENTARY MAGNET SCHOO	3	22	31	27	17	7	19	21	31	22	6	12	30	26	25	12	11	31	24	22
053040	LORANGER MIDDLE SCHOOL	≤1	23	34	30	12	≤1	9	30	46	15	3	12	35	31	19	5	11	37	31	16
053045	FLORIDA PARISHES JUVENILE DETENTION CNTR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
053052	TANGIPAHOA ALTERNATIVE SOLUTIONS PROGRAM	≤1	≤1	9	26	66	≤1	≤1	≤1	32	68	≤1	≤1	11	15	74	≤1	≤1	8	21	71
053888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
054	TENSAS PARISH	≤1	14	36	38	13	≤1	8	39	41	13	≤1	6	35	37	21	≤1	≤1	45	35	19
054003	NEWELLTON ELEMENTARY SCHOOL	≤1	7	31	38	24	≤1	7	17	52	24	≤1	4	25	46	25	≤1	≤1	32	29	39
054005	TENSAS ELEMENTARY SCHOOL	≤1	20	40	37	3	≤1	9	57	31	3	≤1	9	44	29	18	≤1	≤1	56	41	3
055	TERREBONNE PARISH	≤1	33	33	24	9	3	25	30	34	9	3	16	47	23	11	3	11	53	20	12
055002	BAYOU BLACK ELEMENTARY SCHOOL	≤1	46	29	17	8	4	29	46	21	≤1	≤1	25	33	17	25	8	4	50	25	13
055006	BROADMOOR ELEMENTARY SCHOOL	≤1	36	36	19	8	2	32	29	31	6	5	26	42	21	6	6	9	59	14	12
055007	CALDWELL MIDDLE SCHOOL	2	29	36	24	8	2	20	29	38	12	4	18	51	18	10	9	11	58	14	8
055008	COTEAU-BAYOU BLUE ELEMENTARY SCHOOL	2	32	33	20	13	2	25	30	35	8	3	14	52	22	9	4	11	49	26	10
055009	DULARGE ELEMENTARY SCHOOL	≤1	35	51	9	5	17	40	26	12	5	3	21	55	21	≤1	5	32	55	8	≤1
055014	ELYSIAN FIELDS MIDDLE SCHOOL	≤1	23	35	30	11	2	24	30	36	8	≤1	17	42	22	19	2	4	55	24	14
055016	GIBSON ELEMENTARY SCHOOL	≤1	20	48	28	4	≤1	24	32	40	4	4	19	42	27	8	4	8	58	15	15
055021	LACACHE MIDDLE SCHOOL	2	34	25	27	12	≤1	24	28	42	6	3	11	54	23	10	3	12	56	15	15
055022	LEGION PARK ELEMENTARY SCHOOL	≤1	23	37	29	11	≤1	29	37	23	11	≤1	12	50	26	12	≤1	6	47	32	15
055023	LISA PARK ELEMENTARY SCHOOL	≤1	50	26	19	5	2	29	36	29	3	2	21	47	26	3	2	15	58	18	7
055026	MONTEGUT MIDDLE SCHOOL	≤1	38	37	18	6	3	24	26	35	12	5	14	50	22	9	3	14	53	18	11
055027	MULBERRY ELEMENTARY SCHOOL	3	59	29	6	3	6	39	36	18	≤1	9	31	46	13	≤1	5	21	56	12	6
055029	OAKSHIRE ELEMENTARY SCHOOL	≤1	38	34	25	2	6	34	38	17	5	≤1	16	57	16	11	3	7	53	24	13
055035	SOUTHDOWN ELEMENTARY SCHOOL	≤1	15	36	36	13	≤1	8	15	55	23	≤1	4	46	31	19	≤1	7	43	30	20
055039	VILLAGE EAST MIDDLE SCHOOL	≤1	18	30	39	13	≤1	6	21	54	20	≤1	≤1	32	33	33	≤1	4	43	31	21
055044	GRAND CAILLOU MIDDLE SCHOOL	≤1	10	30	44	16	≤1	12	26	43	19	≤1	11	32	43	13	≤1	8	43	27	23
056	UNION PARISH	≤1	16	31	33	21	≤1	12	26	40	21	≤1	8	35	34	23	≤1	8	48	26	19
056002	DOWNSVILLE CHARTER SCHOOL	≤1	26	37	26	11	≤1	26	22	41	11	4	15	44	30	7	≤1	15	48	30	7
056003	UNION PARISH ELEMENTARY SCHOOL	≤1	13	29	34	24	≤1	9	27	39	24	≤1	6	33	35	27	≤1	6	48	25	22
057	VERMILION PARISH	≤1	35	37	22	5	2	24	34	33	7	4	21	47	20	7	3	14	56	18	9
057003	DOZIER ELEMENTARY SCHOOL	3	47	40	9	≤1	≤1	26	45	28	≤1	2	30	48	18	≤1	6	19	62	10	3
057005	EATON PARK ELEMENTARY SCHOOL	≤1	26	29	29	16	≤1	14	27	36	22	≤1	11	40	22	25	≤1	4	47	29	19
057007	FORKED ISLAND/E. BROUSSARD ELEM SCHOOL	≤1	36	41	23	≤1	≤1	21	36	38	5	3	26	54	15	3	5	31	51	13	≤1
057010	JAMES A. HEROD ELEMENTARY SCHOOL	≤1	15	27	44	14	≤1	5	25	48	20	≤1	4	39	38	19	≤1	4	42	33	22

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
057014	CECIL PICARD ELEMENTARY SCHOOL AT MAURIC	≤1	49	35	11	4	≤1	28	40	28	3	6	32	48	11	4	4	14	59	17	6
057015	MEAUX ELEMENTARY SCHOOL	≤1	44	41	15	≤1	2	41	37	19	2	3	22	62	10	3	5	15	62	12	7
057017	JESSE OWENS ELEMENTARY SCHOOL	≤1	48	40	12	≤1	8	24	40	28	≤1	4	24	60	12	≤1	4	16	72	8	≤1
057019	RENE A. ROST MIDDLE SCHOOL	≤1	19	41	29	9	2	11	29	47	11	7	21	42	21	10	≤1	8	59	20	13
057020	SEVENTH WARD ELEMENTARY SCHOOL	≤1	45	28	20	8	3	65	18	15	≤1	10	35	43	13	≤1	8	30	45	18	≤1
057027	INDIAN BAYOU ELEMENTARY SCHOOL	≤1	24	41	35	≤1	≤1	41	35	24	≤1	≤1	24	41	24	12	≤1	12	53	24	12
057029	LEBLANC ELEMENTARY SCHOOL	≤1	32	45	24	≤1	6	26	33	31	5	6	13	51	29	≤1	5	14	60	16	5
058	VERNON PARISH	≤1	34	38	23	5	3	30	35	28	4	4	20	50	17	8	8	18	51	16	6
058003	EVANS HIGH SCHOOL	≤1	18	36	39	6	3	19	47	31	≤1	3	18	42	33	3	6	12	55	21	6
058004	HICKS HIGH SCHOOL	≤1	41	47	12	≤1	≤1	18	32	41	9	≤1	15	62	18	6	≤1	15	74	9	3
058005	HORNBECK HIGH SCHOOL	≤1	22	53	25	≤1	≤1	31	47	22	≤1	≤1	21	56	12	12	3	12	71	9	6
058008	PICKERING ELEMENTARY SCHOOL	≤1	32	38	24	5	3	27	25	35	10	3	15	50	24	9	3	14	53	24	6
058010	PITKIN HIGH SCHOOL	≤1	31	34	28	6	6	28	34	28	3	≤1	25	53	16	6	6	9	63	19	3
058013	SIMPSON HIGH SCHOOL	≤1	22	52	22	4	11	48	22	19	≤1	7	≤1	67	15	11	7	4	52	30	7
058014	VERNON MIDDLE SCHOOL	≤1	30	37	24	7	4	28	35	29	4	3	16	51	16	13	5	21	46	19	10
058016	ROSEPINE ELEMENTARY SCHOOL	≤1	40	36	22	2	≤1	26	45	27	3	9	38	44	6	2	26	30	40	3	≤1
058018	ANACOCO ELEMENTARY SCHOOL	≤1	55	27	16	2	2	44	38	13	2	9	26	47	18	≤1	10	19	53	14	4
059	WASHINGTON PARISH	≤1	32	39	23	5	3	27	32	34	5	3	14	45	26	12	3	13	51	22	12
059002	ENON ELEMENTARY SCHOOL	5	50	32	11	2	2	34	23	34	7	9	20	34	27	9	5	7	61	16	11
059003	FRANKLINTON ELEMENTARY SCHOOL	≤1	35	42	18	5	2	21	36	38	3	2	16	47	24	11	3	18	49	23	7
059007	MT. HERMON SCHOOL	≤1	26	44	23	7	5	37	30	23	5	5	17	55	17	7	7	17	50	21	5
059009	THOMAS ELEMENTARY SCHOOL	≤1	22	36	36	5	3	32	26	34	5	≤1	11	41	33	16	≤1	5	43	29	21
059013	WESLEY RAY ELEMENTARY SCHOOL	≤1	26	39	26	8	3	18	45	29	5	3	5	42	32	18	≤1	8	58	16	18
060	WEBSTER PARISH	≤1	32	34	22	11	3	20	33	33	11	2	11	40	29	18	3	9	46	25	18
060001	BROWN UPPER ELEMENTARY SCHOOL	≤1	30	30	28	11	3	14	36	30	16	2	10	33	29	25	≤1	5	36	32	25
060004	NORTH WEBSTER UPPER ELEMENTARY SCHOOL	2	39	46	9	4	2	33	33	30	2	≤1	16	44	35	5	2	11	60	16	11
060005	DOYLINE HIGH SCHOOL	3	41	31	13	13	3	15	49	18	15	≤1	8	45	30	18	≤1	8	53	25	15
060008	CENTRAL ELEMENTARY SCHOOL	≤1	23	34	32	11	4	28	37	23	9	3	6	46	24	21	3	9	45	29	14
060014	E. S. RICHARDSON ELEMENTARY SCHOOL	≤1	32	34	21	12	2	18	26	42	12	3	12	39	28	18	4	10	46	23	18
061	WEST BATON ROUGE PARISH	≤1	26	32	33	8	≤1	19	30	36	14	≤1	9	41	31	20	2	9	47	26	16
061004	COHN ELEMENTARY SCHOOL	≤1	22	29	34	14	≤1	17	22	36	25	≤1	8	31	39	23	≤1	3	40	29	28
061005	DEVALL MIDDLE SCHOOL	≤1	21	42	35	2	≤1	5	35	51	9	4	11	48	24	13	≤1	9	54	26	11
061006	LUKEVILLE UPPER ELEMENTARY	≤1	29	31	33	7	3	24	32	32	9	≤1	8	43	29	20	4	13	48	24	12
062	WEST CARROLL PARISH	≤1	32	40	19	9	≤1	19	40	35	5	3	21	44	23	10	8	19	51	13	9
062001	EPPS HIGH SCHOOL	≤1	≤1	61	22	17	≤1	6	44	39	11	≤1	≤1	44	28	28	≤1	≤1	61	17	22
062003	FOREST SCHOOL	≤1	23	45	25	8	≤1	15	28	48	10	3	18	45	28	8	10	10	63	10	8
062005	KILBOURNE HIGH SCHOOL	≤1	37	41	11	11	4	26	44	22	4	11	19	48	15	7	≤1	26	37	22	15
062014	OAK GROVE ELEMENTARY SCHOOL	2	44	30	17	8	2	21	44	32	2	≤1	29	41	23	8	12	27	47	9	5
063	WEST FELICIANA PARISH	≤1	48	35	11	5	5	30	31	25	9	5	20	45	23	7	11	18	43	19	9
063001	BAINS ELEMENTARY SCHOOL	≤1	48	35	11	5	5	30	31	25	9	5	20	45	23	7	11	18	43	19	9
064	WINN PARISH	2	25	31	27	15	≤1	15	34	37	13	≤1	8	41	28	22	3	10	46	23	17
064001	ATLANTA HIGH SCHOOL	≤1	36	27	18	18	9	9	45	27	9	≤1	≤1	55	18	27	≤1	≤1	64	18	18
064002	CALVIN HIGH SCHOOL	≤1	25	25	35	15	≤1	20	40	30	10	≤1	≤1	50	32	18	≤1	14	36	36	14
064003	DODSON HIGH SCHOOL	4	26	41	22	7	≤1	22	48	22	7	4	8	32	36	20	≤1	4	64	16	16
064008	WINNFIELD MIDDLE SCHOOL	2	24	30	27	17	≤1	13	28	42	16	≤1	10	40	27	22	5	11	42	23	18
065	CITY OF MONROE SCHOOL DISTRICT	≤1	19	33	37	10	≤1	20	29	38	12	2	9	37	32	19	2	9	44	30	15

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
065004	CARVER ELEMENTARY SCHOOL	≤1	16	43	27	14	≤1	9	41	34	16	≤1	2	20	55	23	≤1	≤1	39	48	14	
065005	J.S. CLARK MAGNET ELEMENTARY SCHOOL	≤1	31	48	21	≤1	≤1	33	33	35	≤1	≤1	17	67	11	6	≤1	≤1	19	63	17	2
065006	BARKDULL FAULK ELEMENTARY SCHOOL	≤1	3	25	56	16	≤1	6	34	50	9	≤1	6	45	39	10	≤1	≤1	48	32	19	
065008	SALLIE HUMBLE ELEMENTARY SCHOOL	≤1	45	28	21	7	4	30	23	36	7	8	23	43	18	8	6	20	51	15	8	
065010	BERG JONES ELEMENTARY SCHOOL	≤1	3	33	57	7	≤1	5	31	48	16	≤1	3	26	52	19	≤1	3	40	33	24	
065013	LINCOLN ELEMENTARY SCHOOL	≤1	15	41	39	5	≤1	12	37	39	12	≤1	≤1	34	39	27	≤1	≤1	37	41	22	
065015	MINNIE RUFFIN ELEMENTARY SCHOOL	≤1	4	33	51	12	≤1	7	20	49	24	≤1	2	31	35	31	≤1	7	51	26	16	
065023	SHERROUSE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
065024	CYPRESS POINT ELEMENTARY SCHOOL	2	30	39	27	2	≤1	36	45	16	2	7	23	47	21	2	5	9	65	21	≤1	
065026	MADISON JAMES FOSTER ELEMENTARY SCHOOL	≤1	15	36	36	13	≤1	9	17	49	26	≤1	≤1	34	36	30	≤1	4	32	40	23	
065028	THOMAS JEFFERSON ELEMENTARY	≤1	3	22	48	28	4	38	30	23	4	≤1	≤1	23	39	38	≤1	≤1	14	55	29	
066	CITY OF BOGALUSA SCHOOL DISTRICT	≤1	18	30	36	15	≤1	14	27	45	14	≤1	7	27	42	24	≤1	5	46	32	16	
066001	CENTRAL ELEMENTARY SCHOOL	≤1	18	30	36	15	≤1	14	27	45	14	≤1	7	27	42	24	≤1	5	46	32	16	
067	ZACHARY COMMUNITY SCHOOL DISTRICT	3	51	27	16	3	9	40	31	17	3	9	24	45	15	6	14	25	48	9	5	
067006	COPPER MILL ELEMENTARY/MIDDLE SCHOOL	3	51	27	16	3	9	40	31	17	3	9	24	45	15	6	14	25	48	9	5	
068	CITY OF BAKER SCHOOL DISTRICT	≤1	23	35	28	14	≤1	11	32	48	8	≤1	6	33	37	22	≤1	5	52	20	23	
068001	BAKER HEIGHTS ELEMENTARY SCHOOL	≤1	14	39	31	17	≤1	17	36	42	6	≤1	≤1	34	50	16	≤1	5	63	21	11	
068004	BAKERFIELD ELEMENTARY SCHOOL	≤1	19	23	35	23	≤1	3	26	61	10	≤1	≤1	26	35	39	≤1	3	26	19	52	
068005	PARK RIDGE ACADEMIC MAGNET SCHOOL	≤1	37	43	17	3	≤1	13	33	43	10	3	20	40	23	13	≤1	7	63	20	10	
069	CENTRAL COMMUNITY SCHOOL DISTRICT	≤1	50	37	11	2	2	34	41	20	3	4	28	56	10	2	6	19	58	15	2	
069006	CENTRAL INTERMEDIATE SCHOOL	≤1	50	37	11	2	2	34	41	20	3	4	28	56	10	2	6	19	58	15	2	
101	SPECIAL SCHOOL DISTRICT	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101031	RENAISSANCE HOME FOR YOUTH	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101036	METHODIST HOME FOR CHILDREN OF GREATER N	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101037	RIVER OAKS HOSPITAL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101038	NORTHLAKE BEHAVIORAL HEALTH SYSTEM	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
304	LA SCHOOLS FOR THE DEAF AND VISUALLY IMP	≤1	≤1	20	33	47	≤1	≤1	7	60	33	≤1	7	13	20	60	≤1	≤1	20	53	27	
304001	LOUISIANA SCHOOL FOR THE DEAF	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
304002	LOUISIANA SCHOOL FOR THE VISUALLY IMPAIR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
321001	NEW VISION LEARNING ACADEMY	≤1	38	34	28	≤1	≤1	10	48	31	10	≤1	17	52	21	10	≤1	14	55	21	10	
328001	SOUTHWEST LOUISIANA CHARTER SCHOOL	≤1	36	30	26	8	≤1	12	39	43	6	≤1	14	51	24	11	≤1	12	52	24	11	
329001	V. B. GLENCOE CHARTER SCHOOL	≤1	31	47	22	≤1	≤1	22	44	29	2	4	≤1	4	58	29	9	≤1	7	49	29	16
331001	INTERNATIONAL SCHOOL OF LOUISIANA	≤1	68	23	6	≤1	≤1	22	50	24	3	≤1	21	55	19	4	6	27	55	9	3	
333001	AVOYELLES PUBLIC CHARTER SCHOOL	4	59	28	9	≤1	2	57	37	4	≤1	4	30	61	6	≤1	6	17	70	7	≤1	
336001	DELHI CHARTER SCHOOL	≤1	31	42	25	3	2	22	45	31	2	≤1	15	52	25	8	6	17	52	17	8	
337001	BELLE CHASSE ACADEMY	≤1	56	35	9	≤1	≤1	36	29	31	3	7	20	62	9	2	29	27	42	≤1	≤1	
339001	MILESTONE ACADEMY	≤1	12	33	46	9	≤1	7	47	44	2	≤1	2	33	30	35	2	5	39	32	23	
340001	MAX CHARTER ALTERNATIVE EDUCATION	≤1	15	38	46	≤1	≤1	8	15	62	15	≤1	15	15	38	31	≤1	≤1	38	46	15	
341001	D'ARBONNE WOODS CHARTER SCHOOL	≤1	33	51	11	5	≤1	22	48	28	3	≤1	16	51	29	4	3	13	51	25	9	
343002	LOUISIANA VIRTUAL CHARTER ACADEMY	2	30	32	25	11	≤1	16	16	38	30	2	21	38	24	15	6	15	47	18	14	
343888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
345001	LOUISIANA CONNECTIONS ACADEMY	2	32	37	25	4	2	11	22	44	20	8	14	49	21	9	6	11	50	16	18	
346001	LAKE CHARLES CHARTER ACADEMY	≤1	33	32	29	6	≤1	20	33	40	6	≤1	4	46	37	12	≤1	2	54	29	15	
349001	JS CLARK LEADERSHIP ACADEMY	≤1	25	41	25	9	9	28	38	16	9	≤1	9	53	19	19	≤1	3	44	34	19	
3A2001	TALLULAH CHARTER SCHOOL	≤1	13	15	45	28	≤1	8	29	44	19	2	8	31	40	19	≤1	10	48	19	23	
3A3001	BATON ROUGE CHARTER ACADEMY AT MID-CITY	≤1	10	23	38	29	≤1	2	17	55	26	≤1	≤1	29	27	44	≤1	≤1	25	42	33	

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
3A3002	IBERVILLE CHARTER ACADEMY	≤1	≤1	26	50	24	≤1	3	11	50	37	≤1	≤1	22	39	39	≤1	≤1	14	44	42
3A3888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
3A4001	DELTA CHARTER SCHOOL MST	≤1	40	37	13	10	≤1	30	30	37	3	≤1	27	53	20	≤1	≤1	7	73	7	13
3A6001	NORTHSHORE CHARTER SCHOOL	≤1	8	23	50	19	≤1	2	13	50	35	≤1	≤1	17	36	47	≤1	≤1	20	24	56
3B1001	ADVANTAGE CHARTER ACADEMY	≤1	14	39	39	8	2	16	35	31	16	≤1	≤1	34	48	18	≤1	8	54	28	10
3B1002	WILLOW CHARTER ACADEMY	≤1	10	28	44	18	≤1	10	18	50	22	≤1	≤1	28	42	30	≤1	≤1	34	32	34
3B5001	NORTHEAST CLAIBORNE CHARTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	≤1	≤1	50	17	33	≤1	≤1	50	8	42
3B6001	ACADIANA RENAISSANCE CHARTER ACADEMY	≤1	49	30	19	≤1	7	35	33	22	3	9	20	60	9	2	6	20	63	7	4
W7B001	LAFAYETTE RENAISSANCE CHARTER ACADEMY	≤1	18	31	39	12	≤1	18	27	38	15	≤1	11	33	34	22	≤1	4	46	28	22
JUV	JUVENILE JUSTICE FACILITIES	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
318001	LSU LABORATORY SCHOOL	9	82	8	≤1	≤1	21	70	8	≤1	≤1	27	46	27	≤1	≤1	62	22	16	≤1	≤1
319001	SOUTHERN UNIVERSITY LAB SCHOOL	≤1	36	40	20	4	≤1	12	20	52	16	≤1	4	35	38	23	≤1	4	42	31	23
319002	SOUTHERN UNIVERSITY LABORATORY VIRTUAL S	≤1	7	53	27	13	≤1	7	7	57	29	≤1	4	54	33	8	≤1	4	54	17	25
322001	A. E. PHILLIPS LABORATORY SCHOOL	9	76	15	≤1	≤1	24	71	6	≤1	≤1	15	65	21	≤1	≤1	38	50	12	≤1	≤1
323001	A. J. BROWN ELEMENTARY SCHOOL	≤1	26	41	22	11	≤1	15	26	37	22	≤1	4	37	37	22	≤1	4	44	30	22
OJJ	OFFICE OF JUVENILE JUSTICE	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
A02002	RIVERSIDE ALTERNATIVE HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
307	HOWARD SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
RBR	RECOVERY SCHOOL DISTRICT—BATON ROUGE	≤1	7	21	40	31	≤1	5	27	52	16	≤1	≤1	14	36	50	≤1	≤1	18	34	47
3AP001	CELERITY LANIER CHARTER SCHOOL	≤1	7	22	37	34	≤1	5	34	44	37	≤1	≤1	19	34	47	≤1	≤1	22	25	53
3AP002	CELERITY CRESTWORTH CHARTER SCHOOL	≤1	≤1	33	33	33	≤1	≤1	20	47	33	≤1	≤1	≤1	56	44	≤1	≤1	13	63	25
3AP003	CELERITY DALTON CHARTER SCHOOL	≤1	9	18	46	28	≤1	7	21	61	11	≤1	≤1	13	32	55	≤1	≤1	16	36	48
RNO	RECOVERY SCHOOL DISTRICT—NEW ORLEANS	≤1	18	33	32	16	≤1	12	31	40	16	≤1	5	38	32	25	≤1	7	42	29	22
300001	PIERRE A. CAPDAU LEARNING ACADEMY	≤1	11	26	43	21	≤1	2	36	53	9	≤1	2	26	33	39	≤1	2	35	37	26
300002	NELSON ELEMENTARY SCHOOL	≤1	10	24	40	26	≤1	4	12	48	36	≤1	2	20	33	45	≤1	≤1	28	34	38
300004	GENTILLY TERRACE ELEMENTARY SCHOOL	≤1	14	34	36	16	≤1	4	24	44	28	≤1	2	34	34	30	≤1	2	42	30	26
363001	HARRIET TUBMAN CHARTER SCHOOL	≤1	23	47	19	11	2	16	49	25	8	3	8	57	20	12	2	10	55	27	7
363002	PAUL HABANS CHARTER SCHOOL	≤1	4	27	35	33	≤1	2	19	53	26	≤1	≤1	36	28	36	≤1	≤1	17	43	40
364001	FANNIE C. WILLIAMS CHARTER SCHOOL	≤1	11	33	44	11	≤1	7	49	40	4	≤1	9	29	38	24	≤1	≤1	27	47	27
367001	EDGAR P. HARNEY SPIRIT OF EXCELLENCE ACA	≤1	14	32	54	≤1	11	35	32	19	3	≤1	≤1	30	41	30	≤1	≤1	24	46	30
368001	MORRIS JEFF COMMUNITY SCHOOL	7	38	31	19	5	3	16	34	40	7	≤1	14	52	21	14	7	19	36	22	16
369001	RENEW CULTURAL ARTS ACADEMY AT LIVE OAK	≤1	29	32	19	20	≤1	8	23	48	21	≤1	8	37	32	22	2	7	49	20	22
369002	RENEW SCITECH ACADEMY AT LAUREL	≤1	17	36	41	4	≤1	8	58	26	8	2	9	36	36	18	4	20	47	20	9
369003	RENEW DOLORES T. AARON ELEMENTARY	≤1	16	40	26	18	≤1	4	40	49	7	≤1	≤1	44	37	17	≤1	5	55	20	19
369006	RENEWSCHAUMBURG ELEMENTARY	≤1	18	42	21	18	≤1	14	35	33	18	≤1	≤1	36	42	21	≤1	4	60	24	12
369888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
373001	ARISE ACADEMY	≤1	16	48	16	20	≤1	4	21	45	30	≤1	2	41	29	29	≤1	4	55	20	21
373002	MILDRED OSBORNE CHARTER SCHOOL	≤1	26	32	28	14	≤1	9	25	44	23	≤1	5	32	32	32	≤1	2	28	28	42
374001	SUCCESS PREPARATORY ACADEMY	2	10	36	30	23	2	16	38	21	23	2	3	28	39	28	2	5	39	30	25
381001	AKILI ACADEMY OF NEW ORLEANS	≤1	9	38	36	17	2	17	34	30	17	≤1	8	37	31	25	4	4	42	29	21
384001	MILLER-MCCOY ACADEMY FOR MATHEMATICS AND	≤1	8	17	33	42	≤1	≤1	≤1	58	42	≤1	≤1	15	23	62	≤1	≤1	17	50	33
385001	SYLVANIE WILLIAMS COLLEGE PREP	≤1	15	25	36	25	≤1	20	28	43	9	≤1	2	30	28	40	≤1	≤1	30	40	30
385003	LAWRENCE D. CROCKER COLLEGE PREP	≤1	25	32	39	5	2	16	39	34	9	≤1	9	36	39	16	≤1	14	52	27	7
388001	ANDREW H. WILSON CHARTER SCHOOL	≤1	13	33	37	17	≤1	5	21	57	17	≤1	3	21	41	35	≤1	2	30	38	30
390001	JAMES M. SINGLETON CHARTER SCHOOL	≤1	10	20	43	27	≤1	8	18	47	27	2	2	12	49	35	2	≤1	20	41	37
391001	DR. MARTIN LUTHER KING CHARTER SCHOOL FO	≤1	27	41	25	6	≤1	8	59	29	4	≤1	2	56	32	10	≤1	6	58	24	12

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		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
391002	JOSEPH A. CRAIG CHARTER SCHOOL	≤1	2	19	38	40	≤1	≤1	24	64	12	≤1	≤1	19	48	33	≤1	≤1	21	33	45
392001	MCDONOGH #28 CITY PARK ACADEMY	≤1	22	24	40	13	≤1	≤1	20	51	29	≤1	5	32	34	30	≤1	7	36	32	25
393001	LAFAYETTE ACADEMY	≤1	28	34	28	8	≤1	24	29	35	11	≤1	12	53	25	9	≤1	2	59	28	10
393002	ESPERANZA CHARTER SCHOOL	≤1	18	42	30	10	≤1	8	38	38	16	≤1	4	58	23	15	2	6	44	25	23
393003	MCDONOGH 42 CHARTER SCHOOL	≤1	5	25	45	25	≤1	5	18	55	23	≤1	≤1	26	36	38	≤1	3	21	38	38
395001	MARTIN BEHRMAN ELEMENTARY SCHOOL	≤1	23	45	23	9	≤1	24	30	42	3	≤1	5	41	34	20	≤1	5	39	32	22
395002	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	≤1	35	37	15	13	≤1	20	35	34	11	≤1	9	54	29	9	2	16	46	23	12
395003	WILLIAM J. FISCHER ELEMENTARY SCHOOL	≤1	3	13	45	39	≤1	≤1	11	41	47	≤1	≤1	25	29	44	≤1	≤1	25	36	37
395004	MCDONOGH #32 ELEMENTARY SCHOOL	≤1	15	29	44	13	2	11	53	29	5	2	≤1	35	34	29	≤1	2	44	43	11
395888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
398001	KIPP BELIEVE COLLEGE PREP (PHILLIPS)	≤1	14	34	34	19	≤1	12	32	41	15	≤1	4	32	35	28	≤1	5	46	30	19
398002	KIPP MCDONOGH 15 SCHOOL FOR THE CREATIVE	≤1	22	38	30	9	≤1	8	29	43	19	≤1	9	42	26	21	2	7	50	30	11
398003	KIPP CENTRAL CITY ACADEMY	≤1	24	35	27	14	≤1	15	47	34	3	≤1	6	53	24	16	4	20	48	13	15
398006	KIPP NEW ORLEANS LEADERSHIP ACADEMY	≤1	22	35	26	18	≤1	12	32	41	15	≤1	3	53	22	22	≤1	8	62	19	10
399001	SAMUEL J. GREEN CHARTER SCHOOL	2	16	18	30	35	≤1	11	28	47	14	≤1	5	25	33	37	≤1	5	30	32	33
399002	ARTHUR ASHE CHARTER SCHOOL	≤1	17	41	25	15	≤1	16	32	46	5	≤1	4	41	32	22	≤1	12	37	29	21
399004	JOHN DIBERT COMMUNITY SCHOOL	≤1	24	34	31	11	≤1	14	19	40	28	≤1	6	42	28	24	≤1	14	46	20	20
399005	LANGSTON HUGHES CHARTER ACADEMY	≤1	17	33	34	16	≤1	7	24	42	27	≤1	3	21	48	27	≤1	9	36	30	25
3A5001	MARY D. COGHILL CHARTER SCHOOL	≤1	15	31	46	7	4	37	21	27	10	2	8	39	30	21	3	12	42	21	21
NPS	NONPUBLIC SCHOLARSHIP SCHOOLS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500008	OUR LADY OF FATIMA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
501016	ST. FRANCES CABRINI SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502001	ASCENSION DIOCESAN REGIONAL SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502005	HOLY FAMILY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502006	HOLY GHOST SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502007	MATER DOLOROSA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502018	ST. ELIZABETH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502019	ST. FRANCIS XAVIER SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502021	REDEMPTORIST ELEMENTARY SCHOOL (C)	≤1	31	15	46	8	≤1	8	15	54	23	≤1	8	≤1	62	31	≤1	8	15	31	46
502023	ST. JOHN ELEMENTARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502025	ST. JOSEPH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502031	ST. LOUIS KING OF FRANCE SCHOOL (C)	≤1	10	35	35	20	≤1	≤1	10	50	40	≤1	≤1	35	30	35	5	≤1	40	30	25
502033	CATHOLIC ELEMENTARY SCHOOL OF POINTE COU	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503004	HOLY SAVIOR SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503005	MARIA IMMACOLATA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503013	ST. MARY'S NATIVITY (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
504007	HOLY FAMILY CATHOLIC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
504009	IMMACULATE HEART OF MARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
505006	OUR LADY'S SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506014	HOLY ROSARY ACADEMY (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506020	HOLY GHOST ELEMENTARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506036	OUR LADY OF DIVINE PROVIDENCE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506038	OUR LADY OF GRACE SCHOOL (C)	≤1	30	30	30	10	≤1	≤1	≤1	60	40	≤1	≤1	20	50	30	NR	NR	NR	NR	NR
506041	OUR LADY OF PERPETUAL HELP SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506044	OUR LADY OF PROMPT SUCCOR SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
506048	RESURRECTION OF OUR LORD SCHOOL (C)	≤1	33	35	28	5	≤1	23	28	43	8	5	5	45	25	20	≤1	8	50	35	8
506049	SACRED HEART OF JESUS SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506054	ST. AGNES SCHOOL (C)	≤1	9	36	55	≤1	≤1	≤1	≤1	73	27	≤1	≤1	30	60	10	NR	NR	NR	NR	NR
506055	ST. ALPHONSUS SCHOOL (C)	≤1	15	39	36	9	≤1	≤1	3	76	21	≤1	≤1	27	24	48	≤1	≤1	36	36	27
506056	ST. ANDREW THE APOSTLE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506059	ST. ANTHONY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506079	ST. JOAN OF ARC SCHOOL (C)	≤1	16	32	42	11	≤1	16	26	32	26	≤1	≤1	26	42	32	≤1	≤1	32	32	37
506080	ST. JOAN OF ARC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506087	ST. LEO THE GREAT SCHOOL (C)	≤1	17	44	33	6	≤1	6	50	22	22	≤1	≤1	22	50	28	≤1	≤1	50	33	17
506094	ST. MARY MAGDALEN SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506095	ST. MARY'S ACADEMY (GIRLS) (C)	4	19	50	23	4	≤1	4	31	62	4	≤1	4	46	42	8	≤1	≤1	54	35	12
506104	ST. PETER SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506105	ST. PETER CLAVER SCHOOL (C)	≤1	36	29	21	14	≤1	7	57	29	7	≤1	7	50	14	29	≤1	7	36	43	14
506111	ST. RITA SCHOOL (C)	≤1	23	54	15	8	≤1	≤1	31	62	8	≤1	≤1	23	54	23	≤1	8	31	38	23
506116	ST. STEPHEN SCHOOL (C)	≤1	17	48	26	9	≤1	≤1	26	61	13	≤1	≤1	13	48	39	≤1	4	17	43	35
506157	GOOD SHEPHERD NATIVITY MISSION SCHOOL (C)	≤1	20	50	30	≤1	≤1	≤1	60	40	≤1	≤1	10	40	40	10	≤1	10	60	20	10
522002	CONQUERING WORD CHRISTIAN ACADEMY EASTBA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
533001	ALFRED BOOKER JR. ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
579001	FAMILY COMMUNITY CHRISTIAN SCHOOL	≤1	10	40	10	40	≤1	≤1	10	70	20	≤1	≤1	40	30	30	≤1	10	40	20	30
582001	GETHEMANE CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
626001	ST. JOHN LUTHERAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
627001	ST. PAUL LUTHERAN SCHOOL (L)	≤1	45	9	45	≤1	≤1	≤1	9	73	18	≤1	27	45	9	18	≤1	9	45	27	18
652001	RIVERSIDE ACADEMY	≤1	25	50	17	8	≤1	17	42	25	17	≤1	≤1	50	33	17	≤1	≤1	50	17	33
656001	OLD BETHEL CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
667001	JOHN PAUL THE GREAT ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
674001	ANGLES ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
702001	HOSANNA CHRISTIAN ACADEMY (AG)	≤1	17	25	44	14	≤1	8	19	61	11	≤1	8	19	44	28	≤1	3	33	33	31
705001	GREATER BATON ROUGE HOPE ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
706001	PREVAILING FAITH CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
719001	EVANGEL CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
722001	JEHOVAH-JIREH CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
727001	BOUTTE CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
729001	GARDERE COMMUNITY CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
735001	NORTHLAKE CHRISTIAN HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
735002	NORTHLAKE CHRISTIAN ELEMENTARY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
760001	VICTORY CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
872001	BISHOP MCMANUS SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
874001	NORTHEAST BAPTIST SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
886001	CLAIBORNE CHRISTIAN SCHOOL (CG)	≤1	21	47	21	11	≤1	19	19	38	24	≤1	6	50	38	6	≤1	6	69	13	13
897001	NEW ORLEANS ADVENTIST ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
905001	QUEST SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
927001	LIFE OF CHRIST CHRISTIAN ACADEMY/ALTERNA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
938001	THE UPPERROOM BIBLE CHURCH ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
988001	RIVERDALE CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
989001	LIGHT CITY CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
992001	UNION CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory



Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
994001	ECOLE BILINGUE DE LA NOUVELLE-ORLEANS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
5A7001	WALDORF SCHOOL OF NEW ORLEANS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory



### Percent of Students at Each Achievement Level for Spring 2015 Tests- By District and School - Grade 6

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates less than ten students in a subgroup.

\* A=Advanced; M=Mastery; B=Basic; AB=Approaching Basic; U=Unsatisfactory

Note: 2015 grade 3-8 results constitute new baseline performance on new assessments and/or more inclusive student populations than in past years.

Site Code	School Name	English Language Arts						Mathematics						Science						Social Studies					
		Percent of Students at Each Achievement Level						Percent of Students at Each Achievement Level						Percent of Students at Each Achievement Level						Percent of Students at Each Achievement Level					
		A	M	B	AB	U		A	M	B	AB	U		A	M	B	AB	U		A	M	B	AB	U	
STATE	LOUISIANA STATEWIDE	3	35	36	19	7		3	23	33	32	10		4	18	43	24	10		10	14	43	22	11	
001	ACADIA PARISH	3	40	34	17	7		≤1	25	31	31	11		4	19	45	22	10		6	12	46	24	13	
001001	ARMSTRONG MIDDLE SCHOOL	2	29	36	24	8		≤1	16	28	40	15		3	13	40	30	15		≤1	4	39	34	22	
001002	BRANCH ELEMENTARY SCHOOL	≤1	48	37	15	≤1		≤1	15	30	44	11		≤1	30	56	11	4		4	7	67	19	4	
001006	CHURCH POINT MIDDLE SCHOOL	≤1	31	45	11	11		≤1	20	28	37	15		≤1	10	43	30	16		≤1	5	43	29	24	
001008	CROWLEY MIDDLE SCHOOL	2	25	31	29	13		≤1	19	26	34	21		2	12	36	32	18		6	8	35	33	17	
001011	EGAN ELEMENTARY SCHOOL	17	50	25	8	≤1		4	38	38	21	≤1		8	32	56	4	≤1		4	20	64	12	≤1	
001012	ESTHERWOOD ELEMENTARY SCHOOL	9	61	17	13	≤1		4	61	13	13	9		≤1	17	70	9	4		9	30	39	17	4	
001013	EVANGELINE ELEMENTARY SCHOOL	7	41	34	10	7		≤1	24	31	38	7		7	24	45	10	14		7	31	41	17	3	
001015	IOTA MIDDLE SCHOOL	4	61	27	8	≤1		≤1	28	41	29	≤1		5	32	48	15	≤1		4	13	52	29	2	
001016	MERMENTAU ELEMENTARY SCHOOL	5	67	29	≤1	≤1		10	62	29	≤1	≤1		14	36	41	9	≤1		10	19	67	5	≤1	
001018	MIRE ELEMENTARY SCHOOL	7	39	39	11	4		≤1	24	44	28	4		6	17	53	21	4		19	13	49	8	11	
001019	MORSE ELEMENTARY SCHOOL	≤1	33	61	6	≤1		≤1	67	22	11	≤1		≤1	50	28	17	6		≤1	6	78	11	6	
001022	RICHARD ELEMENTARY SCHOOL	2	63	30	4	2		6	28	39	22	6		9	15	63	11	2		15	24	56	4	2	
002	ALLEN PARISH	4	39	37	17	4		2	21	40	30	8		4	21	49	20	6		13	15	48	18	6	
002001	ELIZABETH HIGH SCHOOL	≤1	18	41	38	3		≤1	21	44	29	6		≤1	12	47	26	15		≤1	6	44	29	21	
002002	FAIRVIEW HIGH SCHOOL	≤1	42	36	19	3		≤1	11	19	53	17		3	19	56	17	6		6	22	53	17	3	
002007	OAKDALE MIDDLE SCHOOL	3	28	42	19	8		≤1	13	49	25	13		4	12	51	25	8		19	15	38	21	7	
002008	OBERLIN ELEMENTARY SCHOOL	≤1	63	29	9	≤1		≤1	23	29	46	3		3	37	40	14	6		23	11	60	3	3	
002010	REEVES HIGH SCHOOL	6	56	17	22	≤1		13	31	56	≤1	≤1		11	37	42	11	≤1		11	16	47	21	5	
002015	KINDER MIDDLE SCHOOL	9	44	38	7	2		3	30	39	25	3		5	23	51	19	2		10	18	54	16	≤1	
003	ASCENSION PARISH	6	44	33	13	4		5	37	30	22	5		9	28	43	14	5		19	21	44	12	5	
003004	DUTCHTOWN MIDDLE SCHOOL	7	46	36	7	3		10	52	23	15	≤1		12	32	47	8	≤1		23	23	42	8	4	
003006	GALVEZ MIDDLE SCHOOL	6	44	37	11	2		4	39	32	21	3		8	29	46	14	4		6	22	55	13	5	
003007	GONZALES MIDDLE SCHOOL	2	25	34	30	8		3	22	31	33	11		4	21	45	21	9		10	14	49	19	8	
003010	LOWERY MIDDLE SCHOOL	≤1	22	33	21	24		≤1	10	26	40	24		≤1	4	39	35	23		≤1	7	32	38	23	
003012	PRAIRIEVILLE MIDDLE SCHOOL	11	62	21	5	≤1		12	51	27	8	2		16	38	36	9	≤1		45	26	25	4	≤1	
003013	ST. AMANT MIDDLE SCHOOL	4	44	36	12	5		≤1	31	36	25	6		9	29	49	9	4		12	26	49	7	6	
003020	LAKE ELEMENTARY SCHOOL	6	56	29	10	≤1		5	47	32	16	≤1		13	37	44	5	2		17	17	55	10	≤1	
003026	CENTRAL MIDDLE SCHOOL	4	44	37	13	3		2	26	35	32	5		7	23	43	23	5		14	22	50	11	3	
004	ASSUMPTION PARISH	3	38	38	18	3		3	23	32	34	8		3	13	56	20	9		4	10	50	25	11	
004003	BELLE ROSE MIDDLE SCHOOL	≤1	39	37	17	7		≤1	27	37	34	2		≤1	2	66	20	12		≤1	≤1	59	34	7	
004005	LABADIEVILLE MIDDLE SCHOOL	6	27	38	27	3		4	11	19	51	14		4	6	50	24	16		4	3	39	34	20	
004007	NAPOLEONVILLE MIDDLE SCHOOL	5	37	42	17	≤1		6	32	32	23	6		6	14	52	20	8		11	18	45	17	9	
004009	PIERRE PART MIDDLE SCHOOL	≤1	49	35	10	4		≤1	25	42	27	6		≤1	24	59	16	≤1		≤1	14	63	19	4	
005	AVOYELLES PARISH	≤1	23	40	28	7		≤1	11	27	49	13		≤1	9	43	33	13		6	10	45	28	11	

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
005003	BUNKIE ELEMENTARY SCHOOL	≤1	16	41	33	10	≤1	20	39	35	6	≤1	4	44	33	19	≤1	≤1	44	31	25
005007	COTTONPORT ELEMENTARY	≤1	16	46	32	6	≤1	4	26	60	10	≤1	4	32	46	18	4	4	52	34	6
005012	LAFARGUE ELEMENTARY SCHOOL	2	45	36	13	3	≤1	16	31	43	8	2	27	57	8	5	14	15	51	14	5
005015	MARKSVILLE ELEMENTARY SCHOOL	≤1	8	32	47	13	≤1	4	13	56	27	≤1	4	26	48	22	≤1	6	34	45	13
005019	PLAUCHEVILLE ELEMENTARY SCHOOL	≤1	24	42	26	7	≤1	8	28	51	13	≤1	≤1	54	33	11	≤1	6	51	28	14
005020	RIVERSIDE ELEMENTARY SCHOOL	≤1	24	55	18	3	≤1	17	29	43	11	3	6	42	45	3	23	35	35	6	≤1
006	BEAUREGARD PARISH	2	32	38	24	4	2	21	36	34	6	4	18	47	23	8	11	18	43	19	8
006003	DERIDDER JUNIOR HIGH SCHOOL	2	29	38	26	6	≤1	20	34	37	9	3	12	47	28	10	11	14	47	19	9
006004	EAST BEAUREGARD HIGH SCHOOL	≤1	25	41	32	2	≤1	7	37	54	2	≤1	24	53	20	3	15	32	44	5	3
006008	MERRYVILLE HIGH SCHOOL	6	40	34	17	3	3	20	37	31	9	3	23	43	14	17	6	14	40	29	11
006010	SINGER HIGH SCHOOL	≤1	36	39	18	7	≤1	14	32	39	14	4	12	50	27	8	4	15	35	23	23
006012	SOUTH BEAUREGARD UPPER ELEMENTARY SCHOOL	3	37	39	19	3	5	34	41	19	2	8	23	46	19	4	13	19	40	23	5
007	BIENVILLE PARISH	2	33	44	18	3	≤1	25	31	33	9	3	18	43	29	7	6	11	48	25	10
007001	ARCADIA HIGH SCHOOL	6	19	53	19	3	3	25	25	42	6	3	17	33	36	11	6	8	47	31	8
007003	CASTOR HIGH SCHOOL	3	42	33	17	6	≤1	49	26	23	3	6	17	56	17	6	8	11	56	14	11
007006	GIBSLAND-COLEMAN HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
007008	RINGGOLD HIGH SCHOOL	≤1	28	45	25	3	3	10	35	38	15	3	18	37	34	8	3	8	39	34	16
007009	SALINE HIGH SCHOOL	≤1	47	41	13	≤1	≤1	22	38	31	9	≤1	24	42	30	3	9	18	45	21	6
008	BOSSIER PARISH	4	39	33	18	6	3	27	33	29	8	6	23	39	23	9	18	18	41	15	8
008013	COPE MIDDLE SCHOOL	7	42	30	15	5	5	32	35	26	3	12	24	40	18	7	30	19	36	9	6
008015	ELM GROVE MIDDLE SCHOOL	2	39	44	12	4	2	28	35	26	9	5	17	42	28	8	10	18	46	17	9
008016	GREENACRES MIDDLE SCHOOL	3	34	32	21	9	≤1	18	34	35	11	4	22	36	30	8	12	19	43	18	8
008022	PLAIN DEALING HIGH SCHOOL	≤1	31	38	31	≤1	≤1	25	44	25	6	3	13	22	31	31	≤1	6	38	28	28
008025	HAUGHTON MIDDLE SCHOOL	3	42	33	18	3	2	21	35	34	8	≤1	23	47	20	9	17	24	41	13	4
008028	RUSHEON MIDDLE SCHOOL	≤1	18	31	32	18	≤1	14	31	40	15	3	7	35	33	22	3	6	41	34	18
008036	JOHNNY GRAY JONES YOUTH SHELTER & DETENT	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
008038	BENTON MIDDLE SCHOOL	6	54	27	12	2	8	44	26	18	4	16	41	31	10	2	32	21	39	6	3
009	CADDO PARISH	2	29	36	23	10	≤1	16	27	39	16	4	15	37	28	16	9	13	37	26	16
009007	BROADMOOR MIDDLE LABORATORY SCHOOL	≤1	21	28	36	15	≤1	9	24	43	25	2	7	35	31	25	3	10	43	25	19
009015	CHEROKEE PARK ELEMENTARY SCHOOL	≤1	7	40	40	14	≤1	5	16	41	39	≤1	2	19	51	28	≤1	≤1	26	33	42
009020	CADDO PARISH MIDDLE MAGNET SCHOOL	12	69	18	2	≤1	9	59	27	4	≤1	19	51	29	≤1	≤1	38	33	27	≤1	≤1
009027	HERNDON MAGNET SCHOOL	≤1	55	36	6	≤1	≤1	41	45	14	≤1	6	23	49	16	6	16	28	41	11	5
009044	NORTHSIDE ELEMENTARY SCHOOL	≤1	9	29	35	26	≤1	5	26	52	17	≤1	≤1	26	38	35	≤1	≤1	15	49	35
009046	OAK PARK MICROSOCIETY ELEMENTARY SCHOOL	≤1	13	48	22	17	≤1	6	22	50	22	≤1	≤1	30	50	20	≤1	2	50	33	15
009048	OIL CITY MAGNET SCHOOL	≤1	19	53	19	8	≤1	3	39	50	8	≤1	11	46	34	9	≤1	26	43	20	11
009050	PINE GROVE ELEMENTARY SCHOOL	2	30	46	20	2	≤1	15	52	30	4	≤1	4	33	44	19	≤1	6	41	37	17
009051	QUEENSBOROUGH ELEMENTARY SCHOOL	≤1	14	49	24	14	≤1	6	25	45	24	≤1	2	33	47	18	≤1	2	31	45	22
009052	RIDGEWOOD MIDDLE SCHOOL	≤1	18	39	30	13	≤1	6	32	49	13	≤1	4	38	34	24	≤1	2	47	33	17
009064	SUNSET ACRES ELEMENTARY SCHOOL	≤1	11	37	37	15	≤1	6	24	46	24	≤1	3	29	38	30	≤1	≤1	24	43	32
009067	VIVIAN ELEMENTARY/MIDDLE SCHOOL	≤1	20	36	32	13	≤1	4	21	52	23	2	4	39	39	18	≤1	7	39	37	18
009068	WALNUT HILL ELEMENTARY/MIDDLE SCHOOL	2	36	40	17	6	≤1	21	37	35	7	2	19	50	25	4	8	26	49	14	3
009070	WERNER PARK ELEMENTARY SCHOOL	≤1	6	43	36	15	≤1	≤1	20	52	27	≤1	≤1	27	40	32	≤1	≤1	27	40	32
009072	WESTWOOD ELEMENTARY SCHOOL	≤1	17	34	38	10	≤1	5	22	59	14	≤1	≤1	17	54	29	≤1	≤1	25	44	31
009074	YOUREE DR. MIDDLE ADVANCED PLACEMENT MAG	≤1	33	36	23	7	≤1	8	28	46	17	2	13	49	26	10	9	16	42	24	8
009075	TURNER ELEMENTARY/6TH GRADE ACADEMY	≤1	23	52	20	6	≤1	5	23	50	22	≤1	5	30	40	25	≤1	5	36	37	22
009078	DONNIE BICKHAM MIDDLE SCHOOL	≤1	26	41	26	7	≤1	11	25	49	15	5	18	45	21	11	2	7	41	34	16

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
009079	KEITHVILLE ELEMENTARY/MIDDLE SCHOOL	≤1	19	40	26	15	≤1	10	32	43	15	≤1	14	42	32	10	6	16	39	24	14	
009096	ALEXANDER LEARNING CENTER	≤1	≤1	14	33	52	≤1	≤1	5	32	64	≤1	≤1	5	50	45	≤1	≤1	9	18	73	
009103	J. S. CLARK ELEMENTARY SCHOOL	≤1	21	45	22	11	≤1	3	33	41	22	≤1	4	37	41	17	2	8	43	27	20	
009104	ACADEMIC RECOVERY OMBUDSMAN	≤1	2	10	14	74	≤1	≤1	5	12	83	≤1	≤1	6	26	68	≤1	≤1	8	14	78	
009105	COMMUNITY OMBUDSMAN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
009106	MAGNOLIA SCHOOL OF EXCELLENCE	≤1	35	37	18	9	≤1	9	22	48	21	2	13	47	28	9	11	15	49	19	5	
010	CALCASIEU PARISH	≤1	34	35	21	9	≤1	23	33	32	12	6	23	42	21	9	11	18	42	20	9	
010001	S. P. ARNETT MIDDLE SCHOOL	≤1	38	43	12	7	≤1	43	39	16	2	13	25	50	8	4	21	24	38	13	5	
010004	BELL CITY HIGH SCHOOL	≤1	26	32	32	11	≤1	11	34	47	8	≤1	15	59	23	3	3	3	54	41	≤1	
010015	DEQUINCY MIDDLE SCHOOL	≤1	41	37	16	4	2	25	35	28	10	6	24	49	16	4	12	28	41	13	6	
010034	W. W. LEWIS MIDDLE SCHOOL	4	47	32	11	6	3	41	28	21	7	6	28	49	15	2	12	18	50	16	4	
010035	LEBLANC MIDDLE SCHOOL	≤1	33	44	15	7	≤1	18	46	33	4	5	22	50	17	6	≤1	9	50	30	12	
010036	MAPLEWOOD MIDDLE SCHOOL	≤1	49	34	13	3	2	28	40	24	6	5	27	45	17	6	14	20	44	16	7	
010038	RAY D. MOLO MIDDLE MAGNET SCHOOL	2	11	31	40	16	≤1	5	18	47	29	≤1	10	30	33	26	≤1	≤1	7	36	34	23
010040	MOSS BLUFF MIDDLE SCHOOL	≤1	32	35	20	13	≤1	22	40	27	11	12	36	35	13	4	11	20	48	15	6	
010044	OAK PARK MIDDLE SCHOOL	≤1	18	29	36	17	≤1	2	17	50	31	≤1	3	31	42	25	≤1	3	25	44	28	
010051	STARKS HIGH SCHOOL	≤1	37	26	26	11	≤1	8	42	35	15	≤1	23	30	30	17	≤1	20	37	23	20	
010057	VINTON MIDDLE SCHOOL	≤1	23	45	23	9	4	23	34	36	4	2	9	43	38	9	2	7	43	36	12	
010060	J. I. WATSON MIDDLE SCHOOL	3	36	34	22	5	≤1	28	31	33	7	3	16	47	24	9	9	21	45	18	8	
010062	S. J. WELSH MIDDLE SCHOOL	2	38	36	19	5	≤1	23	35	31	9	5	26	42	21	6	23	28	35	8	5	
010066	F. K. WHITE MIDDLE SCHOOL	3	28	30	30	10	≤1	16	31	35	17	4	15	35	28	19	7	10	45	27	11	
010888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
011	CALDWELL PARISH	≤1	34	42	19	5	≤1	10	46	36	7	3	14	50	22	10	4	16	47	22	11	
011002	CALDWELL PARISH JUNIOR HIGH SCHOOL	≤1	34	42	19	5	≤1	10	46	36	7	3	14	50	22	10	4	16	47	22	11	
012	CAMERON PARISH	2	34	44	15	5	≤1	17	40	32	11	2	18	57	20	3	4	17	48	24	6	
012003	GRAND LAKE HIGH SCHOOL	3	42	33	15	6	≤1	18	39	32	11	3	18	55	21	3	4	21	46	22	6	
012004	HACKBERRY HIGH SCHOOL	≤1	9	64	27	≤1	≤1	18	27	45	9	≤1	27	55	18	≤1	≤1	10	60	30	≤1	
012005	JOHNSON BAYOU HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
012007	SOUTH CAMERON HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
013	CATAHOULA PARISH	≤1	27	44	22	7	3	14	32	38	12	4	10	45	29	12	3	8	53	23	13	
013002	CENTRAL HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
013005	HARRISONBURG HIGH SCHOOL	≤1	40	35	25	≤1	15	35	35	15	≤1	15	15	50	15	5	10	25	45	20	≤1	
013007	JONESVILLE JUNIOR HIGH SCHOOL	≤1	16	45	27	12	≤1	4	20	53	22	2	8	33	37	20	2	4	49	22	22	
013011	SICILY ISLAND HIGH SCHOOL	≤1	31	54	15	≤1	≤1	8	77	15	≤1	≤1	≤1	77	23	≤1	≤1	≤1	69	31	≤1	
014	CLAIBORNE PARISH	≤1	25	41	24	11	≤1	11	35	39	15	≤1	14	29	39	16	6	9	39	28	18	
014004	HAYNESVILLE JR./SR. HIGH SCHOOL	≤1	19	32	29	19	≤1	6	23	45	26	≤1	14	31	38	17	10	14	28	28	21	
014008	HOMER JUNIOR HIGH SCHOOL	≤1	18	47	26	9	≤1	14	40	32	14	2	9	25	46	19	2	2	39	35	23	
014011	SUMMERFIELD HIGH SCHOOL	≤1	56	33	6	6	≤1	11	39	50	≤1	≤1	33	39	22	6	11	22	61	6	≤1	
015	CONCORDIA PARISH	≤1	24	37	26	13	≤1	13	28	42	17	4	19	40	25	12	2	12	48	29	10	
015003	FERRIDAY JUNIOR HIGH SCHOOL	≤1	15	30	33	22	≤1	8	18	48	27	≤1	4	32	41	22	≤1	3	42	40	15	
015006	MONTEREY HIGH SCHOOL	4	68	25	4	≤1	4	29	54	11	4	7	50	36	7	≤1	7	32	50	11	≤1	
015009	VIDALIA JUNIOR HIGH SCHOOL	≤1	22	48	24	5	≤1	16	33	42	9	8	28	50	12	2	3	15	55	20	7	
015014	CONCORDIA EDUCATION CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	
016	DESOTO PARISH	3	42	34	15	6	2	24	34	34	7	6	21	45	22	7	19	24	40	10	7	
016004	LOGANSPOUT HIGH SCHOOL	≤1	35	43	19	3	≤1	5	19	57	19	≤1	11	63	9	17	≤1	9	46	29	17	
016010	STANLEY HIGH SCHOOL	≤1	28	47	19	6	≤1	3	39	45	13	≤1	16	44	28	13	3	16	56	19	6	

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

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016017	NORTH DESOTO MIDDLE SCHOOL 6-8	5	54	25	11	5	5	40	31	21	3	11	30	38	17	4	22	29	34	10	6
016020	MANSFIELD MIDDLE SCHOOL	2	29	43	17	9	≤1	9	42	42	7	≤1	10	50	31	8	24	24	44	3	5
017	EAST BATON ROUGE PARISH	3	28	35	22	11	3	18	30	35	14	4	11	39	29	17	10	13	41	22	14
017011	BELFAIR MONTESSORI SCHOOL	≤1	38	55	7	≤1	≤1	10	55	34	≤1	≤1	≤1	69	24	7	3	7	69	17	3
017015	BROADMOOR MIDDLE SCHOOL	≤1	13	41	34	11	2	9	26	45	17	≤1	2	31	43	23	3	10	53	21	14
017020	CAPITOL MIDDLE SCHOOL	≤1	15	37	33	14	2	9	20	51	18	2	6	39	36	17	2	3	41	33	21
017035	GLASGOW MIDDLE SCHOOL	10	21	30	23	16	9	17	23	37	14	12	9	28	22	29	14	8	28	27	23
017055	MCKINLEY MIDDLE MAGNET SCHOOL	5	56	33	6	≤1	≤1	25	49	21	4	6	25	49	18	2	17	26	49	8	≤1
017064	NORTHEAST ELEMENTARY SCHOOL	≤1	28	39	28	4	≤1	18	25	39	18	3	9	31	33	24	8	6	45	32	9
017070	PARK FOREST MIDDLE SCHOOL	≤1	14	32	38	15	≤1	6	26	45	23	≤1	5	40	35	20	≤1	3	35	39	23
017083	SHERWOOD MIDDLE ACADEMIC ACADEMY	11	66	21	≤1	≤1	10	46	34	8	≤1	14	39	43	3	≤1	37	29	32	2	≤1
017085	SOUTHEAST MIDDLE SCHOOL	≤1	17	38	29	16	≤1	8	25	44	23	≤1	6	38	38	18	≤1	5	43	34	17
017097	WESTDALE MIDDLE SCHOOL	3	28	33	20	16	5	25	25	31	13	3	11	38	28	19	6	12	36	26	19
017109	AMIKIDS BATON ROUGE	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
017111	COMMUNITY SCHOOL FOR APPRENTICESHIP LEAR	≤1	20	65	13	≤1	3	16	39	40	3	≤1	6	54	38	3	3	16	75	6	≤1
017112	J. K. HAYNES CHARTER INC.	≤1	5	33	41	21	≤1	3	21	45	32	≤1	≤1	22	32	46	≤1	≤1	25	45	30
017114	GREENVILLE SUPERINTENDENT'S ACADEMY	≤1	2	10	31	57	≤1	≤1	4	30	67	≤1	≤1	14	20	66	≤1	≤1	13	26	62
017125	WOODLAWN MIDDLE SCHOOL	3	32	40	20	4	6	22	38	29	5	3	13	47	27	10	15	21	47	14	3
017130	SCOTLANDVILLE MIDDLE PRE-ENGINEERING ACA	≤1	30	48	20	2	≤1	22	39	35	3	≤1	3	51	36	9	8	10	56	20	6
017135	INSPIRE CHARTER ACADEMY (NATL. HERITAGE	≤1	23	38	31	8	≤1	9	31	53	7	≤1	4	36	41	19	12	24	46	15	3
017137	THRIVE BATON ROUGE	≤1	17	55	28	≤1	≤1	14	34	41	10	≤1	7	32	46	14	14	14	54	18	≤1
017139	BEECHWOOD SUPERINTENDENT ACADEMY	≤1	≤1	6	19	75	≤1	≤1	≤1	56	44	≤1	≤1	≤1	25	75	≤1	≤1	6	38	56
017140	CHRISTA MCAULIFFE SUPERINTENDENT ACADEMY	≤1	≤1	15	50	35	≤1	≤1	≤1	45	55	≤1	≤1	5	48	48	≤1	≤1	14	24	62
017142	NORTH BANKS MIDDLE SCHOOL OF EXCELLENCE	≤1	5	49	32	14	≤1	5	28	52	15	≤1	2	40	39	19	2	3	63	18	15
017145	SOUTH BATON ROUGE CHARTER ACADEMY	2	26	44	20	7	4	4	31	46	15	≤1	7	44	33	15	4	7	41	28	20
017146	BROOKSTOWN MIDDLE MAGNET ACADEMY	≤1	24	41	27	8	≤1	14	34	38	14	≤1	4	40	43	13	3	11	44	30	12
017888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
018	EAST CARROLL PARISH	≤1	44	42	14	≤1	≤1	19	38	36	7	≤1	8	71	18	3	≤1	5	47	23	25
018001	GRIFFIN MIDDLE SCHOOL ACADEMY	≤1	44	42	14	≤1	≤1	19	38	36	7	≤1	8	71	18	3	≤1	5	47	23	25
019	EAST FELICIANA PARISH	≤1	27	45	17	10	≤1	18	32	37	13	≤1	10	47	26	17	≤1	4	48	27	21
019002	EAST FELICIANA MIDDLE SCHOOL	≤1	14	49	23	13	≤1	8	33	43	17	≤1	9	40	29	22	≤1	≤1	39	33	26
019009	SLAUGHTER ELEMENTARY SCHOOL	≤1	62	33	3	3	3	46	28	21	3	3	13	64	15	5	≤1	13	69	10	8
020	EVANGELINE PARISH	≤1	37	39	18	5	≤1	20	40	31	8	2	14	51	25	8	4	8	49	25	14
020001	BASILE HIGH SCHOOL	≤1	60	29	9	2	≤1	17	57	25	2	2	14	62	22	2	8	12	63	12	5
020002	BAYOU CHICOT ELEMENTARY SCHOOL	2	32	45	18	4	≤1	17	37	38	7	≤1	15	55	24	5	3	7	48	32	10
020004	CHATAIGNIER ELEMENTARY SCHOOL	≤1	41	37	22	≤1	≤1	10	51	37	2	2	15	59	20	5	2	7	59	22	10
020008	MAMOU HIGH SCHOOL	≤1	35	33	26	6	3	31	33	22	10	≤1	10	46	30	12	2	4	55	18	20
020013	VIDRINE ELEMENTARY SCHOOL	2	39	49	7	2	5	49	32	15	≤1	5	39	37	17	2	7	27	41	15	10
020014	VILLE PLATTE HIGH SCHOOL	≤1	27	43	21	9	≤1	9	40	39	12	2	6	49	29	14	2	3	36	39	20
020018	EVANGELINE CENTRAL SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
021	FRANKLIN PARISH	≤1	28	41	22	8	2	18	32	42	7	≤1	10	38	34	18	≤1	5	39	34	20
021001	BASKIN SCHOOL	≤1	22	45	22	11	≤1	9	27	55	9	≤1	7	29	46	18	≤1	4	38	38	21
021003	FORT NECESSITY SCHOOL	≤1	22	40	24	13	≤1	16	27	51	7	≤1	7	33	31	29	2	7	33	38	20
021004	GILBERT SCHOOL	≤1	29	38	27	6	2	21	44	29	4	≤1	13	42	31	15	≤1	4	33	35	27
021006	CROWVILLE SCHOOL	2	40	42	15	2	4	27	31	31	6	≤1	13	50	24	13	2	7	54	26	11
022	GRANT PARISH	2	33	43	18	4	3	20	33	38	7	3	20	54	18	4	5	10	56	21	7

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
022001	COLFAX ELEMENTARY SCHOOL	≤1	38	34	28	≤1	≤1	10	45	34	10	≤1	7	54	39	≤1	4	4	43	39	11	
022004	GEORGETOWN HIGH SCHOOL	≤1	32	41	18	9	≤1	≤1	41	55	5	≤1	10	71	19	≤1	5	5	52	38	≤1	
022007	POLLOCK ELEMENTARY SCHOOL	2	32	46	17	2	≤1	18	32	43	7	2	26	55	13	43	5	6	15	60	14	5
022008	VERDA ELEMENTARY SCHOOL	≤1	24	52	15	9	≤1	9	30	42	18	3	18	42	24	12	≤1	3	61	15	21	
022010	SOUTH GRANT ELEMENTARY SCHOOL	5	35	37	18	5	10	40	26	24	≤1	8	23	54	11	3	7	13	56	21	3	
023	IBERIA PARISH	2	38	39	16	5	2	25	35	32	6	2	14	50	27	7	5	12	47	26	10	
023005	CENTER STREET ELEMENTARY SCHOOL	≤1	29	46	18	7	≤1	38	35	21	4	≤1	13	53	31	3	≤1	13	46	28	12	
023006	COTEAU ELEMENTARY SCHOOL	4	71	22	4	≤1	6	27	53	14	≤1	≤1	16	73	12	≤1	4	31	63	2	≤1	
023007	DELCAMBRE HIGH SCHOOL	5	40	42	10	3	≤1	18	40	35	7	2	32	48	13	5	3	18	49	23	7	
023008	DODSON STREET ELEMENTARY SCHOOL	8	52	29	4	6	4	37	33	22	4	10	16	57	8	8	12	16	47	16	8	
023010	JOHNSTON HOPKINS ELEMENTARY SCHOOL	≤1	23	51	19	7	≤1	16	32	49	3	≤1	3	37	52	8	≤1	3	42	47	8	
023012	JEANERETTE ELEMENTARY SCHOOL	≤1	34	45	17	3	7	21	48	21	3	≤1	7	50	25	18	4	≤1	29	46	21	
023019	LOREAUVILLE ELEMENTARY SCHOOL	4	40	44	7	5	≤1	17	31	38	13	≤1	10	45	29	16	2	10	36	35	17	
023025	NORTH LEWIS ELEMENTARY SCHOOL	2	55	32	7	3	3	34	33	26	7	4	3	29	46	18	3	15	14	53	13	4
023026	NORTH STREET ELEMENTARY SCHOOL	3	33	48	3	12	3	21	36	24	15	≤1	3	48	39	9	3	12	58	24	3	
023027	PARK ELEMENTARY SCHOOL	2	7	40	44	7	≤1	14	26	53	7	≤1	2	35	47	16	2	≤1	26	49	23	
023029	PESSON ADDITION ELEMENTARY SCHOOL	≤1	30	39	23	7	≤1	18	33	35	15	≤1	2	49	40	9	2	13	44	25	16	
023033	ST. CHARLES STREET ELEMENTARY SCHOOL	≤1	30	32	32	5	≤1	22	30	41	8	≤1	≤1	50	42	8	≤1	6	44	22	28	
023034	DASPIT ROAD ELEMENTARY SCHOOL	2	29	42	23	4	4	51	28	17	≤1	4	11	62	23	≤1	2	6	43	38	11	
023035	SUGARLAND ELEMENTARY SCHOOL	3	35	38	18	6	3	29	35	26	6	≤1	6	50	35	9	≤1	3	44	32	21	
023070	JEFFERSON ISLAND ROAD ELEMENTARY	≤1	31	37	29	3	3	19	41	32	5	7	7	56	26	4	5	9	61	19	5	
023071	MAGNOLIA ELEMENTARY	3	35	38	22	3	≤1	26	24	47	3	≤1	9	53	32	5	≤1	9	54	27	9	
023072	CANEVIEW ELEMENTARY SCHOOL	3	46	41	8	3	3	29	47	21	≤1	3	25	56	13	4	13	18	53	17	≤1	
024	IBERVILLE PARISH	≤1	32	44	16	7	≤1	27	32	32	8	3	20	45	24	8	4	11	49	24	12	
024003	CRESCENT ELEMENTARY/JUNIOR HIGH SCHOOL	2	27	55	14	3	≤1	27	39	27	6	5	36	42	16	2	8	11	56	18	6	
024019	DORSEYVILLE ELEMENTARY SCHOOL	2	47	34	13	4	2	30	55	13	≤1	2	17	55	19	8	2	15	55	21	8	
024022	IBERVILLE ELEMENTARY SCHOOL	≤1	33	40	15	11	≤1	22	27	39	11	4	14	49	23	10	4	8	50	24	14	
024023	NORTH IBERVILLE ELEMENTARY	≤1	19	41	26	15	≤1	19	26	48	7	4	15	35	42	4	≤1	8	38	38	15	
024025	EAST IBERVILLE ELEMENTARY/HIGH SCHOOL	≤1	29	52	17	2	4	38	10	35	13	2	15	34	32	17	4	15	34	28	19	
025	JACKSON PARISH	≤1	19	37	33	10	≤1	5	25	52	18	2	13	43	26	16	3	11	45	29	12	
025006	JONESBORO-HODGE MIDDLE SCHOOL	≤1	8	35	39	18	≤1	≤1	12	55	33	≤1	10	39	34	17	3	4	38	39	15	
025007	QUITMAN HIGH SCHOOL	2	25	39	32	2	≤1	4	33	49	15	5	22	48	21	3	3	17	59	17	3	
025010	WESTON HIGH SCHOOL	≤1	25	36	27	11	≤1	12	30	53	5	≤1	8	43	21	28	4	13	40	26	17	
026	JEFFERSON PARISH	3	34	34	19	10	4	21	30	33	11	4	17	42	24	14	7	12	42	25	14	
026001	JOHN Q. ADAMS MIDDLE SCHOOL	≤1	37	35	18	9	2	22	36	30	10	2	19	46	22	12	4	9	46	26	15	
026024	ALLEN ELLENDER SCHOOL	2	30	42	20	6	≤1	16	44	34	6	≤1	16	52	29	3	2	3	54	32	10	
026025	J.C. ELLIS ELEMENTARY SCHOOL	8	58	32	≤1	3	≤1	29	39	26	6	6	30	52	11	2	2	21	58	14	6	
026027	ESTELLE ELEMENTARY SCHOOL	≤1	50	43	5	2	≤1	19	53	25	4	2	21	61	16	≤1	4	23	53	19	2	
026029	FISHER MIDDLE/HIGH SCHOOL	3	37	41	13	5	≤1	40	45	13	≤1	4	21	49	23	3	≤1	5	57	29	8	
026030	HENRY FORD MIDDLE SCHOOL	≤1	27	45	21	7	≤1	18	35	40	7	≤1	9	43	36	12	2	10	48	26	14	
026031	GRAND ISLE HIGH SCHOOL	8	42	50	≤1	≤1	≤1	8	33	58	≤1	≤1	17	67	17	≤1	≤1	25	42	33	≤1	
026035	GRETNA MIDDLE SCHOOL	≤1	25	33	29	12	≤1	11	27	47	15	2	11	44	26	17	3	7	46	28	16	
026039	T.H. HARRIS MIDDLE SCHOOL	2	21	41	19	17	≤1	11	24	42	22	≤1	11	43	29	15	5	9	39	35	13	
026042	HAYNES ACADEMY SCHOOL FOR ADVANCED STUDI	19	73	7	≤1	≤1	39	60	≤1	≤1	≤1	29	57	14	≤1	≤1	71	25	4	≤1	≤1	
026056	LIVAUDAIS MIDDLE SCHOOL	≤1	23	34	27	15	≤1	10	32	36	21	≤1	9	38	32	20	≤1	5	39	34	21	
026058	L.H. MARRERO MIDDLE SCHOOL	2	32	38	21	6	≤1	25	35	30	10	≤1	11	47	24	17	6	15	41	23	15	

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
026060	RUDOLPH MATAS SCHOOL	3	63	33	3	≤1	3	30	55	10	3	≤1	49	41	7	2	15	44	34	5	2
026062	J.D. MEISLER MIDDLE SCHOOL	2	29	33	18	19	2	25	32	29	13	≤1	8	43	18	29	≤1	8	39	30	22
026070	THEODORE ROOSEVELT MIDDLE SCHOOL	≤1	17	30	27	25	≤1	8	23	40	28	≤1	5	29	32	34	3	8	29	28	32
026085	STELLA WORLEY MIDDLE SCHOOL	≤1	18	33	33	16	≤1	12	22	50	15	≤1	7	31	39	23	≤1	4	36	35	25
026089	CHATEAU ESTATES ELEMENTARY SCHOOL	8	52	22	18	≤1	7	37	28	25	3	8	27	44	19	2	20	22	42	12	3
026099	HARRY S. TRUMAN MIDDLE SCHOOL	2	28	46	16	8	2	17	33	41	7	≤1	14	44	30	12	≤1	6	46	32	14
026100	RIVERDALE MIDDLE SCHOOL	2	39	33	18	8	≤1	16	32	42	10	≤1	12	53	26	8	5	10	52	22	12
026103	WESTBANK COMMUNITY SCHOOL	≤1	19	31	38	13	≤1	12	29	35	24	≤1	7	29	36	29	≤1	7	36	14	43
026105	PATRICK F. TAYLOR SCIENCE & TECHNOLOGY A	25	70	5	≤1	≤1	53	44	3	≤1	≤1	27	48	23	2	≤1	28	38	33	≤1	≤1
026111	L. W. RUPPEL ACADEMY FOR ADVANCED STUDIE	24	69	6	≤1	≤1	27	56	15	≤1	≤1	24	52	24	≤1	≤1	38	31	28	4	≤1
026112	MARTYN ALTERNATIVE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	≤1	≤1	20	60	20	NR	NR	NR	NR	NR
026117	LINCOLN ELEMENTARY SCHOOL FOR THE ARTS	≤1	39	39	22	≤1	≤1	9	47	39	5	≤1	8	51	31	11	≤1	6	50	41	3
026124	INTERNATIONAL SCHOOL OF LOUISIANA JEFFER	≤1	40	53	7	≤1	7	27	67	≤1	≤1	≤1	27	60	7	7	13	≤1	73	13	≤1
026125	KENNER DISCOVERY HEALTH SCIENCES ACADEMY	≤1	48	42	8	2	≤1	19	52	29	≤1	4	25	56	13	2	2	15	65	15	2
026888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
027	JEFFERSON DAVIS PARISH	3	42	38	14	4	≤1	20	41	31	7	5	23	50	17	6	6	15	54	19	5
027001	ELTON HIGH SCHOOL	9	49	26	11	6	≤1	26	31	29	14	17	11	49	14	9	9	9	54	20	9
027003	FENTON ELEMENTARY SCHOOL	≤1	21	53	21	5	≤1	11	42	42	5	≤1	11	68	16	5	≤1	≤1	68	26	5
027004	HATHAWAY HIGH SCHOOL	≤1	37	41	15	7	≤1	39	37	17	7	4	22	54	17	2	2	11	70	11	7
027009	JENNINGS ELEMENTARY SCHOOL	2	38	43	14	4	≤1	11	38	42	9	5	21	46	19	8	7	10	54	23	5
027010	LACASSINE HIGH SCHOOL	5	48	30	15	3	3	16	49	26	5	8	26	48	11	7	13	16	51	16	3
027011	LAKE ARTHUR ELEMENTARY SCHOOL	≤1	53	32	12	3	≤1	30	44	21	5	2	32	48	14	5	5	29	45	17	5
027015	WELSH-ROANOKE JUNIOR HIGH SCHOOL	4	38	39	17	3	≤1	18	44	32	5	≤1	23	51	21	4	5	19	51	21	4
028	LAFAYETTE PARISH	3	35	35	19	8	4	29	31	29	8	6	17	42	24	11	11	15	41	19	13
028001	ACADIAN MIDDLE SCHOOL	≤1	14	45	34	7	≤1	7	30	51	12	≤1	5	34	45	16	2	15	38	27	18
028003	L.J. ALLEMAN MIDDLE SCHOOL	6	53	31	9	≤1	5	46	32	15	2	6	26	50	16	2	20	22	40	13	5
028005	PAUL BREAUX MIDDLE SCHOOL	8	41	32	14	5	12	25	24	31	7	24	15	25	24	11	25	11	31	21	11
028007	BROUSSARD MIDDLE SCHOOL	≤1	31	42	19	6	3	23	41	29	4	2	11	47	31	9	10	18	45	17	10
028008	CARENCREO MIDDLE SCHOOL	≤1	22	39	29	9	≤1	12	32	44	12	≤1	9	43	33	15	2	5	37	29	27
028016	JUDICE MIDDLE SCHOOL	≤1	24	36	22	17	≤1	25	32	29	13	3	13	45	20	18	2	6	46	25	21
028018	LAFAYETTE MIDDLE SCHOOL	≤1	14	32	31	22	≤1	7	22	46	24	≤1	5	28	32	34	3	4	39	27	27
028022	EDGAR MARTIN MIDDLE SCHOOL	4	45	32	13	6	7	44	29	19	≤1	8	13	49	21	8	22	19	39	11	9
028023	MILTON ELEMENTARY SCHOOL	6	52	33	7	2	9	45	34	9	2	19	35	36	6	4	21	28	45	3	2
028032	SCOTT MIDDLE SCHOOL	≤1	28	39	24	9	≤1	25	34	35	5	≤1	8	53	27	11	8	17	52	16	7
028038	YOUNGVILLE MIDDLE SCHOOL	3	44	37	14	3	3	36	31	25	5	8	30	39	17	6	5	18	48	23	7
028050	N. P. MOSS PREPARATORY ACADEMY	≤1	2	7	38	53	≤1	≤1	8	49	44	≤1	3	16	26	55	≤1	≤1	10	23	67
028054	DAVID THIBODAUX STEM MAGNET ACADEMY	≤1	46	38	12	3	≤1	43	35	21	≤1	3	30	45	18	4	17	22	42	17	2
028888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
029	LAFOURCHE PARISH	2	36	38	17	6	3	25	37	28	8	4	20	49	20	7	9	18	44	19	9
029006	EAST THIBODAUX MIDDLE SCHOOL	≤1	34	37	16	13	≤1	20	34	34	12	≤1	17	44	25	13	≤1	7	41	29	23
029009	GOLDEN MEADOW MIDDLE SCHOOL	≤1	42	32	19	5	≤1	16	32	40	12	4	23	51	17	5	12	28	38	18	4
029015	LAROSE-CUT OFF MIDDLE SCHOOL	≤1	28	39	23	9	4	24	38	27	7	3	20	40	25	12	6	12	39	28	15
029016	LOCKPORT MIDDLE SCHOOL	2	41	44	11	2	2	37	42	17	2	3	28	55	13	2	14	22	50	14	2
029020	RACELAND MIDDLE SCHOOL	≤1	24	46	24	5	≤1	15	34	37	12	2	15	54	24	5	3	13	49	26	8
029024	SIXTH WARD MIDDLE SCHOOL	9	56	28	7	≤1	10	45	32	13	≤1	13	22	57	7	≤1	38	32	28	2	≤1
029030	WEST THIBODAUX MIDDLE SCHOOL	≤1	24	44	20	11	≤1	11	46	33	10	≤1	10	48	31	10	≤1	15	50	23	11

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
029038	BAYOU BLUE MIDDLE SCHOOL	3	37	40	17	3	5	31	38	24	2	5	21	50	18	6	11	28	43	12	6
029039	BAYOU COMMUNITY ACADEMY CHARTER SCHOOL	15	66	19	≤1	≤1	9	60	25	6	≤1	6	40	49	6	≤1	8	21	68	4	≤1
029040	VIRTUAL ACADEMY OF LAFOURCHE	≤1	34	39	22	5	≤1	7	36	40	17	≤1	5	50	30	15	≤1	≤1	50	25	25
029888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
030	LASALLE PARISH	≤1	40	39	16	4	≤1	26	34	34	5	2	24	45	24	6	7	21	51	15	5
030001	FELLOWSHIP ELEMENTARY SCHOOL	≤1	50	36	7	7	≤1	36	21	36	7	≤1	15	69	8	8	≤1	38	46	15	≤1
030005	JENA JUNIOR HIGH SCHOOL	≤1	36	40	19	4	≤1	27	34	34	5	3	27	41	23	6	13	21	46	15	6
030007	NEBO ELEMENTARY SCHOOL	≤1	45	36	9	9	≤1	≤1	40	60	≤1	≤1	30	60	10	≤1	≤1	≤1	90	10	≤1
030010	LASALLE JUNIOR HIGH SCHOOL	2	44	38	15	2	2	26	38	30	5	2	18	44	30	7	2	21	56	16	5
030888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
031	LINCOLN PARISH	4	39	38	14	4	4	29	36	26	5	3	21	44	26	6	12	17	47	18	7
031005	DUBACH SCHOOL	≤1	32	32	24	12	≤1	8	36	44	12	≤1	4	38	46	12	≤1	8	35	31	27
031009	I.A. LEWIS SCHOOL	5	38	38	15	4	5	27	35	27	6	3	22	42	27	6	13	17	47	17	6
031014	SIMSBORO HIGH SCHOOL	≤1	39	46	15	≤1	≤1	35	39	22	4	4	24	37	24	11	9	13	46	28	4
031020	CHOUDRANT ELEMENTARY SCHOOL	6	47	38	4	4	2	45	40	13	≤1	4	16	66	12	2	10	24	54	8	4
032	LIVINGSTON PARISH	3	41	37	15	4	2	29	39	26	5	7	26	49	15	4	14	18	48	16	4
032006	DENHAM SPRINGS JUNIOR HIGH SCHOOL	6	35	35	20	5	4	27	34	28	7	10	26	43	15	7	14	16	43	21	6
032008	DOYLE HIGH SCHOOL	≤1	39	33	20	7	4	29	37	23	7	2	25	46	19	7	6	17	48	18	12
032011	FROST SCHOOL	≤1	24	40	32	4	≤1	24	40	32	4	4	13	58	13	13	4	8	58	21	8
032012	HOLDEN HIGH SCHOOL	2	64	24	7	4	2	38	38	22	≤1	7	37	41	11	4	19	22	44	15	≤1
032015	LIVE OAK MIDDLE SCHOOL	≤1	40	40	15	4	≤1	28	37	26	8	7	30	49	11	3	21	22	42	14	2
032017	MAUREPAS SCHOOL	≤1	52	32	16	≤1	≤1	12	40	48	≤1	≤1	8	68	24	≤1	≤1	4	52	44	≤1
032021	SOUTHSIDE JUNIOR HIGH SCHOOL	3	39	35	17	7	2	21	43	33	2	5	15	51	22	7	4	15	56	20	5
032027	WESTSIDE JUNIOR HIGH SCHOOL	4	38	39	15	4	≤1	31	40	22	5	5	28	49	16	2	15	16	50	14	5
032028	FRENCH SETTLEMENT ELEMENTARY SCHOOL	3	43	43	11	≤1	3	32	42	22	2	11	22	62	5	2	11	12	58	15	3
032032	ALBANY MIDDLE SCHOOL	≤1	40	43	13	2	4	39	39	18	≤1	4	23	51	16	5	12	13	58	12	4
032038	SPRINGFIELD MIDDLE SCHOOL	≤1	43	36	14	6	≤1	30	34	34	2	6	26	44	18	5	9	14	49	20	7
032046	NORTH CORBIN JUNIOR HIGH SCHOOL	3	50	37	8	2	2	33	38	24	3	6	26	50	15	3	18	15	54	12	2
032049	JUBAN PARC JUNIOR HIGH SCHOOL	3	40	39	17	≤1	2	23	45	25	5	7	28	51	12	3	17	29	43	9	2
033	MADISON PARISH	≤1	5	34	37	24	≤1	2	16	58	24	≤1	≤1	20	45	34	≤1	3	26	44	26
033007	WRIGHT ELEMENTARY SCHOOL	≤1	5	34	37	24	≤1	2	16	58	24	≤1	≤1	20	45	34	≤1	3	26	44	26
033010	CHRISTIAN ACRES ALTERNATIVE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
034	MOREHOUSE PARISH	≤1	15	38	38	10	≤1	10	25	48	17	≤1	5	31	44	19	≤1	4	38	36	21
034003	BEEKMAN CHARTER SCHOOL	≤1	25	56	17	2	≤1	18	42	37	3	2	8	54	33	3	≤1	4	46	34	15
034004	MOREHOUSE JUNIOR HIGH SCHOOL	≤1	8	30	46	16	≤1	3	17	53	27	≤1	≤1	19	51	30	≤1	2	35	38	25
034010	DELTA JUNIOR HIGH SCHOOL	≤1	8	34	50	8	≤1	7	19	54	20	≤1	4	26	53	18	≤1	≤1	38	46	16
034023	MOREHOUSE MAGNET SCHOOL	15	62	23	≤1	≤1	8	54	38	≤1	≤1	15	38	46	≤1	≤1	≤1	62	38	≤1	≤1
034025	MOREHOUSE ALTERNATIVE SCHOOL	≤1	≤1	25	58	17	≤1	≤1	17	83	≤1	≤1	≤1	8	58	33	≤1	≤1	17	17	67
035	NATCHITOCHE PARISH	2	36	32	21	9	2	25	31	30	11	4	14	38	28	16	4	8	42	29	17
035005	EAST NATCHITOCHE ELEMENTARY & MIDDLE SC	≤1	25	41	19	14	≤1	6	28	44	21	≤1	2	41	35	22	≤1	≤1	28	42	30
035006	FAIRVIEW-ALPHA ELEMENTARY & JUNIOR HIGH	≤1	19	44	35	2	≤1	14	44	37	5	≤1	5	47	33	14	2	7	37	42	12
035007	GOLDONNA ELEMENTARY & JUNIOR HIGH SCHOOL	≤1	25	46	21	7	4	36	43	11	7	4	7	50	29	11	≤1	4	61	25	11
035008	MARTHAVILLE ELEMENTARY & JUNIOR HIGH SCH	≤1	46	29	8	17	≤1	21	21	33	25	≤1	13	46	33	8	8	4	58	21	8
035012	L.P. VAUGHN ELEMENTARY & MIDDLE SCHOOL	≤1	25	36	29	11	≤1	21	45	27	7	≤1	2	36	45	16	4	2	36	36	22
035014	N.S.U. MIDDLE LAB SCHOOL	7	71	21	2	≤1	7	45	43	5	≤1	12	41	38	9	≤1	12	24	59	2	3
035015	GEORGE L. PARKS ELEMENTARY & MIDDLE SCHO	≤1	≤1	26	46	28	≤1	≤1	3	64	33	≤1	≤1	8	47	45	≤1	≤1	13	39	47

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035017	PROVENCAL ELEMENTARY & JUNIOR HIGH SCHOO	≤1	64	28	6	2	6	43	32	19	≤1	9	26	47	11	9	11	17	55	17	≤1
035024	CLOUTIERVILLE ELEMENTARY SCHOOL	≤1	16	44	40	≤1	≤1	4	48	44	4	≤1	8	40	40	12	≤1	12	44	32	12
035030	FRANKIE RAY JACKSON SR. TECHNICAL CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
035031	NATCHITOCHE MAGNET SCHOOL	13	82	5	≤1	≤1	10	85	5	≤1	≤1	13	49	36	3	≤1	5	18	62	15	≤1
035032	LAKEVIEW ANNEX	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
036	ORLEANS PARISH	13	56	22	7	2	11	44	27	15	3	14	27	41	13	5	29	22	36	10	3
036005	AUDUBON CHARTER SCHOOL	14	68	18	≤1	≤1	12	40	36	12	≤1	12	37	45	5	≤1	37	29	34	≤1	≤1
036011	MARY BETHUNE ELEMENTARY LITERATURE/TECHN	17	53	28	3	≤1	≤1	19	44	36	≤1	3	14	67	11	6	8	22	50	17	3
036013	EINSTEIN CHARTER SCHOOL	8	38	26	19	8	2	26	27	31	14	3	7	48	25	16	5	9	47	23	15
036056	ALICE M. HARTE ELEMENTARY CHARTER SCHOOL	3	48	34	14	≤1	5	61	22	13	≤1	10	23	47	16	4	20	22	53	5	≤1
036060	EDWARD HYNES CHARTER SCHOOL	7	59	32	≤1	≤1	4	30	51	14	≤1	12	22	55	9	3	23	23	46	6	≤1
036079	LUSHER CHARTER SCHOOL	30	64	5	≤1	≤1	30	66	4	≤1	≤1	35	40	24	≤1	≤1	62	29	9	≤1	≤1
036132	YOUTH STUDY CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
036149	ROBERT RUSSA MOTON CHARTER SCHOOL	≤1	48	38	14	≤1	≤1	24	67	10	≤1	≤1	5	52	33	10	≤1	19	76	5	≤1
036158	LAKE FOREST ELEMENTARY CHARTER SCHOOL	16	75	9	≤1	≤1	16	58	24	2	≤1	31	55	13	2	≤1	62	25	11	2	≤1
036161	BENJAMIN FRANKLIN ELEM. MATH AND SCIENCE	2	57	28	10	2	5	42	35	17	≤1	≤1	22	46	27	5	5	15	47	31	2
036187	ENCORE ACADEMY	≤1	25	38	21	17	≤1	4	25	54	17	≤1	13	54	25	8	13	26	43	13	4
037	OUACHITA PARISH	2	39	35	19	5	2	25	36	30	8	5	22	45	21	7	12	18	45	17	8
037020	OUACHITA JUNIOR HIGH SCHOOL	2	35	42	16	5	2	19	36	35	9	4	17	48	23	8	6	11	48	26	9
037022	PINECREST ELEMENTARY/MIDDLE SCHOOL	≤1	50	38	13	≤1	≤1	25	54	17	4	4	17	58	21	≤1	8	21	58	13	≤1
037028	RISER MIDDLE SCHOOL	≤1	19	38	34	10	≤1	11	35	45	9	≤1	12	41	37	10	17	21	47	10	5
037039	WOODLAWN MIDDLE SCHOOL	2	42	30	21	5	≤1	30	37	26	6	6	23	36	24	10	9	27	35	16	13
037041	CALHOUN MIDDLE SCHOOL	≤1	49	32	15	2	2	28	39	26	5	2	28	46	18	5	8	13	55	15	8
037051	WEST RIDGE MIDDLE SCHOOL	5	52	28	11	3	4	42	37	12	5	10	30	49	8	3	26	25	39	9	≤1
037053	GOOD HOPE MIDDLE SCHOOL	≤1	42	38	14	5	2	28	38	27	5	8	24	44	18	6	9	23	43	15	10
037056	RICHWOOD JUNIOR HIGH SCHOOL	≤1	15	41	30	13	≤1	5	23	53	19	≤1	6	39	37	18	3	4	44	31	19
037057	STERLINGTON MIDDLE SCHOOL	6	39	28	22	6	≤1	27	32	29	11	7	26	53	11	3	9	20	44	17	9
038	PLAQUEMINES PARISH	2	47	34	14	4	3	35	43	15	4	6	32	45	14	3	17	16	43	19	5
038002	BELLE CHASSE MIDDLE SCHOOL	2	51	33	10	4	3	42	39	14	2	9	43	37	9	2	25	23	39	9	3
038003	BOOTHVILLE-VENICE ELEMENTARY SCHOOL	2	52	28	15	2	2	26	46	17	9	≤1	18	61	18	2	≤1	5	59	27	9
038006	PHOENIX HIGH SCHOOL	≤1	25	38	38	≤1	≤1	31	56	13	≤1	≤1	6	50	31	13	≤1	6	56	31	6
038012	SOUTH PLAQUEMINES ELEMENTARY SCHOOL	≤1	32	44	18	6	3	12	53	21	12	≤1	≤1	62	29	9	≤1	≤1	35	56	9
039	POINTE COUPEE PARISH	≤1	26	35	30	8	≤1	12	26	47	14	≤1	6	40	37	16	≤1	5	36	37	22
039008	UPPER POINTE COUPEE ELEMENTARY SCHOOL	≤1	26	35	35	4	≤1	4	26	43	26	≤1	4	39	39	17	≤1	4	39	35	22
039010	VALVERDA ELEMENTARY SCHOOL	2	35	40	18	4	2	23	37	35	2	2	10	56	26	6	≤1	9	46	32	12
039012	ROSENWALD ELEMENTARY SCHOOL	≤1	15	41	33	11	≤1	≤1	11	70	19	≤1	≤1	23	46	31	≤1	≤1	15	38	46
039013	ROUGON ELEMENTARY SCHOOL	≤1	17	25	45	13	≤1	3	15	57	25	≤1	3	23	48	25	≤1	2	27	43	28
040	RAPIDES PARISH	3	32	35	21	9	3	22	32	33	10	4	18	42	24	12	9	15	40	24	13
040002	ALEXANDRIA MIDDLE MAGNET SCHOOL	≤1	10	30	34	25	≤1	8	26	47	20	≤1	≤1	25	46	28	≤1	≤1	16	39	43
040004	BALL ELEMENTARY SCHOOL	≤1	43	34	18	5	≤1	27	45	27	≤1	7	13	58	16	7	7	9	47	22	16
040005	J.I. BARRON SR. ELEMENTARY SCHOOL	7	47	30	14	2	8	44	30	15	2	11	37	34	15	4	21	28	46	3	2
040008	SCOTT M. BRAME MIDDLE SCHOOL	2	27	33	26	12	2	11	18	52	17	3	13	39	30	15	4	9	41	30	16
040009	MABEL BRASHER ELEMENTARY SCHOOL	≤1	17	49	22	12	≤1	7	27	56	10	≤1	5	31	56	8	≤1	15	49	28	8
040011	BUCKEYE HIGH SCHOOL	4	40	28	21	7	6	33	38	21	2	6	30	50	10	4	26	26	38	8	3
040014	GLENMORA HIGH SCHOOL	2	32	46	16	4	≤1	20	26	42	12	4	29	38	25	4	14	20	44	20	2
040015	MARY GOFF ELEMENTARY SCHOOL	6	45	34	9	6	4	36	49	6	4	≤1	21	57	11	11	6	13	53	15	13

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040018	ARTHUR F. SMITH MIDDLE MAGNET SCHOOL	≤1	18	40	28	14	≤1	9	19	44	27	≤1	3	38	33	25	2	7	44	30	17
040027	NORTH BAYOU RAPIDES ELEMENTARY	3	24	33	24	15	3	27	36	24	9	≤1	6	52	27	15	≤1	6	27	45	21
040028	OAK HILL HIGH SCHOOL	≤1	21	41	18	21	≤1	3	26	37	34	≤1	8	39	42	11	≤1	11	39	36	14
040029	PARADISE ELEMENTARY SCHOOL	≤1	46	23	20	10	6	39	24	23	9	3	29	44	11	13	7	16	39	23	16
040031	PEABODY MONTESSORI ELEMENTARY SCHOOL	16	40	33	12	≤1	5	37	35	19	5	14	16	49	19	2	26	21	47	7	≤1
040032	PINEVILLE ELEMENTARY SCHOOL	6	33	31	25	6	3	39	31	19	8	6	14	49	17	14	6	17	26	34	17
040035	PLAINVIEW HIGH SCHOOL	≤1	5	58	32	5	≤1	≤1	37	42	21	≤1	10	45	40	5	≤1	15	40	30	15
040036	POLAND JUNIOR HIGH SCHOOL	≤1	33	40	13	13	≤1	20	33	47	≤1	13	31	44	13	≤1	18	23	44	10	5
040038	CARTER C. RAYMOND ELEMENTARY SCHOOL	5	26	37	32	≤1	5	21	32	32	5	≤1	21	42	21	16	≤1	11	47	37	5
040040	ROSENTHAL MONTESSORI ELEMENTARY SCHOOL	3	32	44	15	6	≤1	41	38	18	3	≤1	9	69	14	9	3	9	63	20	6
040041	RUBY-WISE ELEMENTARY SCHOOL	≤1	41	51	3	5	≤1	31	49	21	≤1	2	17	70	7	4	7	30	57	4	2
040044	LESSIE MOORE ELEMENTARY SCHOOL	2	22	56	15	5	≤1	9	33	53	5	4	11	40	27	18	2	2	40	44	13
040045	ALMA REDWINE ELEMENTARY NEW VISION ACADE	≤1	19	31	35	15	≤1	≤1	44	40	16	≤1	≤1	32	40	28	≤1	≤1	16	44	40
040047	TIOGA ELEMENTARY SCHOOL	3	28	49	18	2	3	23	48	24	≤1	5	16	41	31	6	3	14	36	30	16
040052	FOREST HILL ELEMENTARY SCHOOL	≤1	24	50	21	5	≤1	14	48	24	14	≤1	18	61	16	5	7	11	55	23	5
040055	NORTHWOOD HIGH SCHOOL	2	29	34	27	9	5	16	41	34	4	4	14	32	23	27	2	18	38	29	13
040061	PHOENIX MAGNET ELEMENTARY SCHOOL	3	86	11	≤1	≤1	6	48	42	5	≤1	15	48	34	3	≤1	21	25	48	6	≤1
040065	CAROLINE DORMON JUNIOR HIGH SCHOOL	≤1	55	36	9	≤1	≤1	27	42	24	6	9	34	44	9	3	19	31	28	22	≤1
041	RED RIVER PARISH	≤1	24	36	31	9	≤1	11	48	32	8	≤1	2	36	45	16	3	17	58	16	7
041008	WARE YOUTH CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
041011	RED RIVER JUNIOR HIGH SCHOOL	≤1	24	36	31	9	≤1	11	48	32	8	≤1	2	36	45	16	3	17	58	16	7
042	RICHLAND PARISH	≤1	22	36	28	13	≤1	15	32	39	14	2	12	43	27	15	5	12	36	30	16
042002	DELHI MIDDLE SCHOOL	≤1	22	22	37	20	≤1	12	34	41	12	≤1	13	30	33	25	3	13	23	30	33
042004	HOLLY RIDGE ELEMENTARY SCHOOL	≤1	26	35	16	23	3	16	26	52	3	≤1	16	58	16	10	≤1	23	32	32	13
042007	MANGHAM JUNIOR HIGH SCHOOL	2	25	48	23	3	2	17	45	28	9	6	16	46	24	7	4	12	45	28	10
042009	RAYVILLE JUNIOR HIGH SCHOOL	≤1	13	31	35	20	≤1	5	15	49	31	≤1	2	37	39	22	≤1	2	31	41	25
042012	START ELEMENTARY SCHOOL	≤1	29	38	29	4	2	24	36	31	7	2	14	48	20	16	18	16	45	18	2
043	SABINE PARISH	2	27	39	26	6	≤1	17	31	39	12	3	11	43	30	13	4	12	44	25	15
043001	CONVERSE HIGH SCHOOL	≤1	23	49	23	5	≤1	12	40	40	9	≤1	7	63	23	7	2	14	51	23	9
043002	EBARB SCHOOL	3	27	27	30	13	≤1	7	30	50	13	≤1	17	43	27	13	≤1	10	33	27	30
043004	FLORIEN HIGH SCHOOL	2	33	43	20	2	2	12	38	36	12	≤1	6	60	25	8	≤1	6	60	21	13
043007	MANY JUNIOR HIGH SCHOOL	≤1	30	43	21	5	2	30	29	33	5	5	16	37	25	16	6	22	35	24	13
043008	NEGREET HIGH SCHOOL	6	48	23	23	≤1	≤1	26	42	23	10	6	23	42	26	3	13	26	48	10	3
043010	PLEASANT HILL HIGH SCHOOL	≤1	19	33	44	4	≤1	4	19	33	44	4	≤1	26	48	22	4	≤1	30	44	22
043011	ZWOLLE ELEMENTARY SCHOOL	≤1	13	42	35	11	≤1	15	20	58	7	2	7	31	42	18	2	4	45	31	18
043888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
044	ST. BERNARD PARISH	4	37	37	18	3	3	28	33	31	5	4	21	48	22	5	14	19	47	18	2
044017	N.P. TRIST MIDDLE SCHOOL	3	40	40	15	2	6	28	27	33	5	4	21	47	23	5	14	16	49	19	3
044019	C.F. ROWLEY ALTERNATIVE SCHOOL	≤1	4	43	48	4	≤1	4	43	43	9	≤1	5	35	50	10	≤1	5	45	45	5
044023	ST. BERNARD MIDDLE SCHOOL	3	30	41	21	4	≤1	25	36	32	5	4	25	52	14	6	16	20	49	12	4
044025	ANDREW JACKSON MIDDLE SCHOOL	7	42	31	16	4	≤1	31	36	28	5	4	20	49	22	4	15	25	44	16	≤1
045	ST. CHARLES PARISH	5	51	30	12	3	4	41	31	19	4	6	25	48	14	6	12	20	49	14	5
045006	R.K. SMITH MIDDLE SCHOOL	6	43	31	14	6	3	20	29	38	10	≤1	13	43	29	15	4	11	45	29	10
045010	J.B. MARTIN MIDDLE SCHOOL	5	45	35	13	2	3	47	31	16	2	8	30	46	14	3	18	21	50	10	2
045014	ALBERT CAMMON MIDDLE SCHOOL	≤1	58	31	7	3	2	31	34	27	6	≤1	29	49	12	9	4	12	56	23	4
045018	HARRY M. HURST MIDDLE SCHOOL	6	58	23	11	≤1	6	49	31	11	4	9	24	51	9	6	12	28	46	9	5

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
046	ST. HELENA PARISH	≤1	23	37	22	16	≤1	3	13	48	35	≤1	2	28	45	24	3	9	31	34	23
046005	ST. HELENA ARTS AND TECHNOLOGY ACADEMY	≤1	23	37	22	16	≤1	3	13	48	35	≤1	2	28	45	24	3	9	31	34	23
047	ST. JAMES PARISH	2	37	36	19	5	3	33	37	22	5	4	18	48	24	7	5	11	47	28	9
047001	FIFTH WARD ELEMENTARY SCHOOL	≤1	21	47	26	5	≤1	11	68	16	5	≤1	≤1	53	37	11	≤1	≤1	42	47	11
047002	GRAMERCY ELEMENTARY SCHOOL	3	38	32	19	8	3	42	26	21	9	7	21	34	29	9	11	16	39	21	13
047006	PAULINA ELEMENTARY SCHOOL	2	43	39	12	3	7	34	36	21	2	4	20	54	17	4	2	13	57	22	4
047010	SIXTH WARD ELEMENTARY SCHOOL	≤1	48	39	13	≤1	≤1	19	58	16	6	≤1	3	71	23	3	≤1	3	39	39	19
047011	VACHERIE ELEMENTARY SCHOOL	3	23	31	33	10	≤1	33	31	33	3	≤1	26	38	28	8	5	10	46	33	5
048	ST. JOHN THE BAPTIST PARISH	2	32	40	21	6	≤1	21	39	31	8	≤1	12	46	29	12	2	7	46	28	18
048006	LAPLACE ELEMENTARY SCHOOL	4	43	37	13	4	3	22	45	25	5	3	15	55	22	5	4	9	55	25	7
048008	EAST ST. JOHN ELEMENTARY SCHOOL	2	36	36	22	3	≤1	28	33	36	3	≤1	9	38	31	22	≤1	3	31	34	31
048017	WEST ST. JOHN ELEMENTARY SCHOOL (K-7)	≤1	8	58	35	≤1	≤1	19	58	19	4	≤1	4	35	42	19	≤1	4	54	27	15
048020	FIFTH WARD ELEMENTARY SCHOOL	≤1	16	39	31	14	≤1	22	31	41	6	≤1	10	37	39	14	≤1	4	35	47	14
048021	LAKE PONTCHARTRAIN ELEMENTARY SCHOOL	≤1	15	49	31	5	≤1	2	29	51	18	≤1	6	30	52	13	≤1	2	35	28	35
048024	JOHN L. ORY COMMUNICATIONS MAGNET ELEMEN	5	55	25	9	5	4	31	44	16	5	2	20	64	9	5	7	15	62	13	4
048025	GARYVILLE/MT. AIRY MATH & SCIENCE MAGNET	≤1	16	60	16	8	≤1	4	28	52	16	≤1	8	44	36	12	≤1	≤1	44	36	20
048028	EMILY C. WATKINS ELEMENTARY	≤1	36	36	23	4	2	32	43	15	9	≤1	19	47	19	15	≤1	13	40	21	26
048888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
049	ST. LANDRY PARISH	≤1	31	40	23	6	≤1	13	38	39	10	≤1	9	45	32	12	2	8	45	31	13
049004	CENTRAL MIDDLE SCHOOL	≤1	24	48	20	7	≤1	13	35	43	9	≤1	11	48	30	10	3	8	48	28	13
049016	GROLEE ELEMENTARY SCHOOL	≤1	31	40	21	7	≤1	12	45	40	2	≤1	≤1	52	38	10	≤1	≤1	55	36	10
049018	KROTZ SPRINGS ELEMENTARY SCHOOL	3	42	35	16	3	3	42	32	23	≤1	3	10	57	17	13	≤1	17	47	33	3
049019	LAWTELL ELEMENTARY SCHOOL	≤1	29	41	28	≤1	≤1	10	41	43	6	≤1	8	46	38	7	2	5	48	27	18
049021	LEONVILLE ELEMENTARY SCHOOL	≤1	61	28	5	4	≤1	31	41	22	5	≤1	24	54	18	4	4	21	53	19	3
049028	NORTH ELEMENTARY SCHOOL	≤1	18	41	23	18	≤1	5	32	36	27	≤1	5	14	55	27	≤1	5	32	36	27
049029	NORTHEAST ELEMENTARY SCHOOL	≤1	15	34	49	2	≤1	8	36	51	5	≤1	2	30	42	26	≤1	2	33	44	21
049035	PARK VISTA ELEMENTARY SCHOOL	≤1	38	38	19	4	≤1	10	44	38	7	2	12	49	28	9	5	10	52	21	12
049038	PORT BARRE MIDDLE SCHOOL	≤1	32	35	22	10	≤1	11	30	50	10	3	13	51	22	11	2	8	42	31	18
049040	SOUTH STREET ELEMENTARY SCHOOL	≤1	22	32	39	7	≤1	≤1	46	34	20	≤1	2	24	49	24	≤1	5	37	39	20
049041	SOUTHWEST ELEMENTARY SCHOOL	≤1	11	46	43	≤1	2	17	43	35	2	≤1	2	39	37	22	≤1	4	50	37	9
049042	SUNSET ELEMENTARY SCHOOL	≤1	22	53	20	3	≤1	9	36	44	11	2	3	49	30	16	3	6	44	32	15
049044	WASHINGTON ELEMENTARY SCHOOL	≤1	4	33	42	21	≤1	≤1	25	46	29	≤1	≤1	25	46	29	≤1	≤1	21	58	21
049051	NORTH CENTRAL HIGH SCHOOL	≤1	20	46	22	12	≤1	≤1	41	39	20	≤1	3	38	46	13	≤1	5	38	46	10
049054	ARNAUDVILLE ELEMENTARY SCHOOL	≤1	57	40	2	2	≤1	30	47	15	8	4	17	52	21	6	2	17	46	27	8
049055	PLAISANCE ELEMENTARY SCHOOL	4	39	27	23	7	≤1	16	29	36	18	2	13	37	43	6	5	13	40	31	11
050	ST. MARTIN PARISH	≤1	28	39	25	7	≤1	24	36	32	6	2	14	48	26	10	3	8	48	27	13
050001	BREAUX BRIDGE ELEMENTARY SCHOOL	≤1	32	36	26	7	2	25	48	24	≤1	3	15	42	28	13	7	16	46	25	7
050005	CATAHOULA ELEMENTARY SCHOOL	≤1	14	38	43	5	≤1	19	43	33	5	5	10	29	48	10	≤1	5	48	29	19
050006	CECILIA JUNIOR HIGH SCHOOL	2	30	42	20	7	≤1	26	34	34	6	2	17	54	21	7	4	5	50	31	10
050009	PARKS MIDDLE SCHOOL	≤1	40	40	20	≤1	4	41	38	18	≤1	3	16	66	13	3	6	15	61	15	3
050015	ST. MARTINVILLE JUNIOR HIGH SCHOOL	≤1	13	39	36	12	≤1	10	28	47	16	≤1	5	35	40	20	≤1	5	33	33	28
050018	STEPHENSVILLE ELEMENTARY SCHOOL	6	53	29	12	≤1	6	35	41	18	≤1	≤1	31	56	13	≤1	≤1	≤1	81	13	6
051	ST. MARY PARISH	4	32	39	20	4	2	25	38	28	7	4	14	47	28	9	9	14	41	25	11
051005	BERWICK JUNIOR HIGH SCHOOL	10	47	33	10	≤1	5	27	36	28	5	5	26	41	21	8	11	23	44	17	5
051007	CENTERVILLE HIGH SCHOOL	2	18	47	29	4	2	14	37	39	8	6	4	49	37	4	2	10	29	45	14
051011	FRANKLIN JUNIOR HIGH SCHOOL	2	23	52	21	3	2	23	42	20	14	≤1	8	43	42	8	≤1	5	31	42	23

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051020	MORGAN CITY JUNIOR HIGH SCHOOL	3	32	34	22	10	≤1	26	32	32	9	6	11	50	23	10	13	7	42	25	13
051023	PATTERSON JUNIOR HIGH SCHOOL	2	26	45	25	2	≤1	16	47	31	5	≤1	10	50	29	10	15	21	38	16	10
051038	B. EDWARD BOUDREAU MIDDLE SCHOOL	4	37	37	19	3	5	42	36	16	≤1	≤1	15	45	27	11	≤1	11	52	26	10
052	ST. TAMMANY PARISH	5	48	32	11	4	6	33	31	24	5	8	26	44	16	6	16	20	43	14	6
052002	ABITA SPRINGS MIDDLE SCHOOL	6	58	30	5	≤1	11	53	22	12	2	6	26	49	16	3	11	20	51	14	5
052005	BAYOU LACOMBE MIDDLE SCHOOL	7	31	46	12	3	≤1	13	34	42	10	3	15	44	29	9	6	11	42	26	15
052006	BONNE ECOLE ELEMENTARY SCHOOL	4	51	36	5	4	3	48	27	17	4	6	32	46	14	2	8	12	58	17	6
052009	CAROLYN PARK MIDDLE SCHOOL	≤1	26	46	22	5	≤1	29	33	36	3	≤1	10	52	27	11	≤1	6	57	24	13
052011	CLEARWOOD JUNIOR HIGH SCHOOL	5	42	32	12	9	≤1	23	39	25	12	7	30	45	14	5	19	24	44	7	5
052016	FIFTH WARD JUNIOR HIGH SCHOOL	≤1	44	47	5	4	4	28	40	23	5	9	36	36	18	≤1	2	16	45	35	2
052017	FLORIDA AVENUE ELEMENTARY SCHOOL	4	46	37	13	≤1	3	23	41	33	≤1	4	24	56	14	≤1	11	20	46	14	8
052019	FOLSOM JUNIOR HIGH SCHOOL	2	55	31	9	4	≤1	24	42	29	5	2	45	42	7	4	7	25	47	9	11
052020	LEE ROAD JUNIOR HIGH SCHOOL	2	51	33	10	4	5	36	37	23	≤1	2	20	54	22	≤1	12	19	48	13	7
052021	LITTLE OAK MIDDLE SCHOOL	6	48	31	13	3	5	36	30	24	6	5	26	47	18	4	13	21	45	16	5
052024	MADISONVILLE JUNIOR HIGH SCHOOL	6	50	34	8	2	2	29	41	26	3	8	28	49	13	3	37	24	32	4	3
052028	MANDEVILLE MIDDLE SCHOOL	7	61	24	6	2	9	47	31	12	2	13	30	46	7	4	18	29	43	6	3
052031	PINE VIEW MIDDLE SCHOOL	2	43	34	16	6	3	24	28	36	8	3	18	47	23	9	6	18	41	23	12
052033	ST. TAMMANY JUNIOR HIGH SCHOOL	3	30	38	20	10	2	15	35	37	11	3	12	35	31	19	15	13	41	19	12
052034	CREEKSIDE JUNIOR HIGH	≤1	34	40	17	9	≤1	16	29	44	11	2	18	46	22	12	9	17	46	19	9
052051	TCHEFUNCTE MIDDLE SCHOOL	14	62	17	5	2	18	42	26	12	≤1	20	40	32	7	2	33	28	30	6	3
052057	LAKE HARBOR MIDDLE SCHOOL	8	55	31	6	≤1	16	47	24	13	≤1	19	35	33	9	3	22	23	42	10	2
052062	HENRY MAYFIELD ELEMENTARY SCHOOL	3	47	32	18	≤1	4	32	34	24	6	3	11	58	22	7	3	13	49	26	9
053	TANGIPAHOA PARISH	2	32	38	20	7	≤1	19	34	34	11	3	15	43	26	13	7	12	47	22	12
053003	CHAMP COOPER ELEMENTARY SCHOOL	4	43	40	6	7	≤1	27	37	28	7	4	18	48	22	9	2	17	50	18	12
053013	INDEPENDENCE MIDDLE MAGNET SCHOOL	≤1	16	40	37	6	≤1	9	30	52	9	≤1	≤1	34	45	19	7	10	51	22	9
053014	O.W. DILLON MEMORIAL ELEMENTARY SCHOOL	≤1	17	48	27	8	4	10	33	46	6	≤1	10	33	31	25	≤1	4	27	46	23
053021	LUCILLE NESOM MIDDLE SCHOOL	≤1	21	39	29	11	≤1	8	25	43	24	≤1	6	43	30	21	≤1	≤1	38	38	23
053026	ROSELAND ELEMENTARY MONTESSORI SCHOOL	≤1	52	33	14	≤1	≤1	29	33	38	≤1	≤1	14	52	24	10	10	24	33	29	5
053027	SOUTHEASTERN LA UNIVERSITY LAB SCHOOL	≤1	59	41	≤1	≤1	≤1	48	44	4	4	≤1	41	44	15	≤1	7	22	63	7	≤1
053031	MARTHA VINYARD ELEMENTARY SCHOOL	3	36	38	17	5	2	33	37	23	5	5	20	45	21	9	10	13	52	16	9
053032	WEST SIDE MIDDLE SCHOOL	3	27	37	30	3	≤1	8	49	30	13	≤1	12	45	37	6	6	9	52	23	9
053037	HAMMOND WESTSIDE ELEMENTARY MONTESSORI S	≤1	28	40	23	9	2	15	29	44	10	2	10	44	32	13	5	10	48	21	15
053039	HAMMOND EASTSIDE ELEMENTARY MAGNET SCHOO	3	33	36	18	10	3	22	31	28	15	9	14	39	23	16	7	7	42	28	16
053040	LORANGER MIDDLE SCHOOL	3	43	32	18	3	≤1	17	43	32	8	2	25	48	20	5	8	15	51	18	8
053045	FLORIDA PARISHES JUVENILE DETENTION CNTR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
053051	JEWEL M. SUMNER MIDDLE SCHOOL	≤1	34	42	16	8	≤1	10	35	42	13	≤1	15	46	24	14	13	27	48	7	4
053052	TANGIPAHOA ALTERNATIVE SOLUTIONS PROGRAM	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
053888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
054	TENSAS PARISH	≤1	19	26	35	21	≤1	2	40	40	19	≤1	2	26	38	33	≤1	2	29	50	19
054003	NEWELLTON ELEMENTARY SCHOOL	≤1	12	12	47	29	≤1	≤1	24	47	29	≤1	≤1	12	24	65	≤1	≤1	24	53	24
054005	TENSAS ELEMENTARY SCHOOL	≤1	23	35	27	15	≤1	4	50	35	12	≤1	4	36	48	12	≤1	4	32	48	16
055	TERREBONNE PARISH	2	41	38	13	6	3	27	37	27	6	4	17	48	24	7	6	12	46	26	10
055002	BAYOU BLACK ELEMENTARY SCHOOL	≤1	46	33	13	8	≤1	42	33	13	13	4	13	48	35	≤1	4	9	30	30	26
055006	BROADMOOR ELEMENTARY SCHOOL	3	55	29	9	4	4	37	35	17	7	9	24	47	16	4	3	12	50	26	9
055007	CALDWELL MIDDLE SCHOOL	≤1	44	43	7	5	3	43	37	15	2	5	22	46	21	7	5	8	56	26	6
055008	COTEAU-BAYOU BLUE ELEMENTARY SCHOOL	≤1	40	46	12	2	6	25	43	23	3	8	21	44	24	3	14	8	45	29	5

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

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055009	DULARGE ELEMENTARY SCHOOL	2	58	26	14	≤1	2	40	34	20	4	4	13	58	21	4	10	15	48	21	6
055014	ELYSIAN FIELDS MIDDLE SCHOOL	≤1	30	46	14	10	≤1	15	46	32	6	≤1	9	52	28	10	5	14	44	26	12
055016	GIBSON ELEMENTARY SCHOOL	≤1	23	50	14	14	≤1	23	27	45	5	≤1	18	23	50	9	≤1	14	41	27	18
055021	LACACHE MIDDLE SCHOOL	2	33	46	16	2	2	21	44	29	4	2	7	62	22	8	4	15	46	27	7
055022	LEGION PARK ELEMENTARY SCHOOL	8	31	35	23	4	≤1	27	35	27	12	≤1	15	50	31	4	≤1	4	46	38	12
055023	LISA PARK ELEMENTARY SCHOOL	2	46	41	9	2	≤1	30	47	16	5	3	16	54	21	6	3	8	54	27	8
055026	MONTEGUT MIDDLE SCHOOL	≤1	36	38	20	6	≤1	24	27	41	7	5	20	47	23	6	10	18	45	18	9
055027	MULBERRY ELEMENTARY SCHOOL	12	65	18	3	3	9	48	24	16	3	9	38	44	9	≤1	18	20	50	8	5
055029	OAKSHIRE ELEMENTARY SCHOOL	4	60	26	8	3	5	31	40	23	≤1	6	23	51	16	4	6	17	49	23	4
055035	SOUTHDOWN ELEMENTARY SCHOOL	2	36	36	12	14	≤1	21	34	31	13	≤1	7	31	48	12	≤1	9	40	36	15
055039	VILLAGE EAST MIDDLE SCHOOL	2	21	43	23	11	2	13	38	40	8	≤1	6	42	34	19	≤1	4	28	43	25
055044	GRAND CAILLOU MIDDLE SCHOOL	≤1	22	43	27	8	≤1	9	33	43	15	≤1	3	55	30	11	≤1	2	38	43	16
056	UNION PARISH	≤1	28	30	32	10	2	10	26	48	14	≤1	10	38	36	15	≤1	6	44	32	17
056002	DOWNSVILLE CHARTER SCHOOL	≤1	33	33	23	10	≤1	3	20	63	13	≤1	13	34	44	9	≤1	6	38	44	13
056016	UNION PARISH 6TH GRADE CENTER	≤1	26	29	34	10	3	12	27	45	14	2	9	39	33	16	2	6	45	28	19
057	VERMILION PARISH	2	34	42	18	4	≤1	19	36	35	9	5	18	49	19	8	11	17	45	19	7
057007	FORKED ISLAND/E. BROUSSARD ELEM SCHOOL	≤1	48	30	15	7	≤1	15	44	30	11	7	19	63	11	≤1	4	15	59	19	4
057008	GUEYDAN HIGH SCHOOL	≤1	31	46	20	3	≤1	6	34	43	17	3	11	46	37	3	9	15	53	12	12
057019	RENE A. ROST MIDDLE SCHOOL	5	41	35	15	4	≤1	23	44	26	6	9	17	47	21	6	11	24	42	20	3
057023	J.H. WILLIAMS MIDDLE SCHOOL	≤1	21	44	30	5	≤1	8	26	48	18	2	9	44	28	17	6	12	42	26	14
057024	ERATH MIDDLE SCHOOL	3	44	42	9	2	≤1	26	46	25	3	6	24	57	10	3	22	19	47	8	4
057030	NORTH VERMILLION MIDDLE SCHOOL	2	38	44	12	5	2	30	32	33	3	7	26	48	12	6	10	21	47	19	4
058	VERNON PARISH	3	44	40	12	≤1	5	35	38	19	4	8	26	50	14	3	15	22	45	15	4
058003	EVANS HIGH SCHOOL	≤1	16	66	16	3	≤1	13	41	34	13	3	13	53	27	3	≤1	7	57	27	10
058004	HICKS HIGH SCHOOL	7	39	29	25	≤1	10	45	28	14	3	14	29	39	11	7	18	21	46	14	≤1
058005	HORNBECK HIGH SCHOOL	≤1	32	57	11	≤1	≤1	7	29	54	11	7	3	66	10	14	7	3	38	38	14
058008	PICKERING ELEMENTARY SCHOOL	4	42	42	9	4	4	28	43	20	4	7	22	49	18	4	8	15	46	23	8
058010	PITKIN HIGH SCHOOL	≤1	36	48	16	≤1	4	60	36	≤1	≤1	12	27	42	19	≤1	15	15	58	12	≤1
058013	SIMPSON HIGH SCHOOL	≤1	41	41	14	3	3	21	34	28	14	3	17	45	31	3	3	24	48	17	7
058014	VERNON MIDDLE SCHOOL	4	51	35	9	≤1	6	35	38	19	2	4	23	62	11	≤1	20	24	46	9	≤1
058016	ROSEFINE ELEMENTARY SCHOOL	2	47	36	15	≤1	4	42	38	15	≤1	11	41	37	10	≤1	18	32	40	8	≤1
058018	ANACOCO ELEMENTARY SCHOOL	4	47	40	8	≤1	4	51	37	8	≤1	15	33	44	5	3	26	27	41	7	≤1
059	WASHINGTON PARISH	2	31	38	22	7	≤1	17	31	41	10	≤1	11	46	29	14	7	14	44	25	10
059004	FRANKLINTON JUNIOR HIGH SCHOOL	3	36	35	20	6	≤1	15	34	41	9	≤1	10	50	25	14	6	15	47	24	9
059007	MT. HERMON SCHOOL	3	38	35	22	3	3	22	31	44	≤1	3	11	50	33	3	3	17	36	39	6
059008	PINE SCHOOL	2	26	44	23	6	≤1	24	28	40	8	≤1	16	38	34	11	13	19	48	17	3
059011	VARNADO HIGH SCHOOL	≤1	18	41	24	18	≤1	6	24	43	27	≤1	≤1	46	28	26	≤1	≤1	28	32	40
059888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
060	WEBSTER PARISH	≤1	30	38	22	9	2	21	31	33	14	4	15	43	28	10	10	13	45	20	11
060005	DOYLINE HIGH SCHOOL	≤1	35	35	24	5	≤1	27	32	27	14	≤1	21	28	36	15	5	18	38	23	15
060008	CENTRAL ELEMENTARY SCHOOL	4	35	39	19	4	2	14	40	35	8	2	10	61	20	6	4	11	57	22	7
060013	J. A. PHILLIPS MIDDLE SCHOOL	≤1	27	36	24	12	3	27	22	31	18	6	15	36	32	12	18	14	41	16	11
060015	NORTH WEBSTER JUNIOR HIGH SCHOOL	≤1	30	39	21	9	≤1	15	36	36	12	4	15	46	25	9	4	12	47	25	12
061	WEST BATON ROUGE PARISH	3	36	36	20	4	≤1	18	33	39	8	3	18	46	27	6	12	13	46	21	8
061002	BRUSLY MIDDLE SCHOOL	5	40	37	15	3	≤1	19	34	40	7	3	23	49	21	5	19	13	50	15	3
061005	DEVALL MIDDLE SCHOOL	4	46	36	14	≤1	≤1	21	61	14	4	4	29	32	36	≤1	7	32	43	14	4

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
061009	PORT ALLEN MIDDLE SCHOOL	≤1	23	34	34	9	≤1	14	22	48	14	3	4	45	38	10	≤1	4	38	36	22
061888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
062	WEST CARROLL PARISH	≤1	34	42	18	4	4	16	36	39	5	4	15	51	26	4	4	16	50	24	6
062001	EPPS HIGH SCHOOL	7	33	40	20	≤1	20	13	60	7	≤1	13	13	40	33	≤1	13	13	33	33	7
062003	FOREST SCHOOL	≤1	36	40	17	8	≤1	19	30	47	4	≤1	19	54	24	4	7	20	46	20	6
062005	KILBOURNE HIGH SCHOOL	≤1	33	37	22	7	≤1	19	22	52	7	≤1	18	46	29	7	≤1	11	57	21	11
062006	OAK GROVE HIGH SCHOOL	2	32	48	17	2	5	14	41	33	6	8	11	52	24	5	2	14	54	25	5
063	WEST FELICIANA PARISH	8	47	33	11	≤1	6	34	30	29	≤1	15	23	44	15	3	36	22	33	7	3
063006	WEST FELICIANA MIDDLE SCHOOL	8	47	33	11	≤1	6	34	30	29	≤1	15	23	44	15	3	36	22	33	7	3
064	WINN PARISH	2	25	41	25	6	≤1	19	31	42	8	3	13	41	31	13	5	11	46	23	15
064001	ATLANTA HIGH SCHOOL	14	21	43	14	7	≤1	14	36	50	≤1	≤1	7	57	14	21	7	7	57	7	21
064002	CALVIN HIGH SCHOOL	5	30	45	15	5	≤1	35	20	35	10	≤1	14	48	29	10	5	38	33	19	5
064003	DODSON HIGH SCHOOL	4	50	38	8	≤1	≤1	19	46	35	≤1	4	23	46	27	≤1	4	12	50	31	4
064008	WINNFIELD MIDDLE SCHOOL	≤1	19	41	32	8	≤1	16	29	44	10	4	11	36	34	15	5	7	46	24	19
065	CITY OF MONROE SCHOOL DISTRICT	≤1	27	40	27	5	≤1	17	30	42	11	2	11	44	33	9	5	7	36	34	18
065004	CARVER ELEMENTARY SCHOOL	3	18	56	18	5	≤1	8	26	49	18	≤1	≤1	38	44	18	≤1	≤1	36	41	23
065005	J.S. CLARK MAGNET ELEMENTARY SCHOOL	7	58	30	5	≤1	2	60	35	2	≤1	5	35	51	9	≤1	40	42	19	≤1	≤1
065006	BARKDULL FAULK ELEMENTARY SCHOOL	≤1	17	42	42	≤1	≤1	4	8	71	17	≤1	4	40	48	8	≤1	4	56	32	8
065008	SALLIE HUMBLE ELEMENTARY SCHOOL	≤1	42	43	13	≤1	≤1	34	38	24	3	7	24	42	21	6	7	14	49	23	7
065010	BERG JONES ELEMENTARY SCHOOL	≤1	5	41	46	8	≤1	10	51	36	3	≤1	5	36	41	18	≤1	≤1	23	36	41
065013	LINCOLN ELEMENTARY SCHOOL	≤1	22	43	30	4	≤1	17	35	41	7	≤1	7	37	46	11	2	9	35	41	13
065015	MINNIE RUFFIN ELEMENTARY SCHOOL	2	25	37	29	8	≤1	4	15	62	19	≤1	2	32	58	8	≤1	2	42	38	19
065023	SHERROUSE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
065024	CYPRESS POINT ELEMENTARY SCHOOL	2	33	40	21	2	≤1	26	40	26	9	2	12	70	12	5	≤1	≤1	53	28	19
065026	MADISON JAMES FOSTER ELEMENTARY SCHOOL	≤1	26	45	29	≤1	≤1	33	60	7	≤1	≤1	45	38	17	≤1	≤1	40	40	19	19
065028	THOMAS JEFFERSON ELEMENTARY	≤1	16	28	43	13	≤1	9	22	51	18	≤1	7	48	36	9	≤1	≤1	21	52	27
065030	EXCELLENCE ACADEMY CHARTER SCHOOL	≤1	16	44	33	7	≤1	≤1	16	61	23	≤1	5	52	34	8	≤1	2	21	48	30
066	CITY OF BOGALUSA SCHOOL DISTRICT	≤1	13	39	33	16	≤1	5	21	51	23	≤1	4	36	38	23	≤1	5	38	34	22
066002	BOGALUSA HIGH SCHOOL	≤1	13	39	33	16	≤1	5	21	51	23	≤1	4	36	38	23	≤1	5	38	34	22
067	ZACHARY COMMUNITY SCHOOL DISTRICT	5	61	26	7	≤1	10	52	27	9	≤1	14	35	40	8	2	32	30	33	4	≤1
067006	COPPER MILL ELEMENTARY/MIDDLE SCHOOL	5	61	26	7	≤1	10	52	27	9	≤1	14	35	40	8	2	32	30	33	4	≤1
068	CITY OF BAKER SCHOOL DISTRICT	≤1	15	34	33	18	≤1	3	23	48	27	≤1	3	33	34	29	≤1	≤1	24	36	39
068003	BAKER MIDDLE SCHOOL	≤1	10	26	38	26	≤1	4	13	48	36	≤1	5	19	40	37	≤1	≤1	17	31	51
068005	PARK RIDGE ACADEMIC MAGNET SCHOOL	≤1	30	52	18	≤1	≤1	48	45	6	3	≤1	70	21	6	≤1	3	42	48	6	6
068888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
069	CENTRAL COMMUNITY SCHOOL DISTRICT	2	44	36	15	4	2	35	37	22	5	6	24	53	14	4	10	20	53	12	4
069003	CENTRAL MIDDLE SCHOOL	2	44	36	15	4	2	35	37	22	5	6	24	53	14	4	10	20	53	12	4
101	SPECIAL SCHOOL DISTRICT	≤1	6	6	19	69	≤1	≤1	≤1	50	50	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101010	PINECREST SUPPORTS & SERVICES CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101031	RENAISSANCE HOME FOR YOUTH	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101036	METHODIST HOME FOR CHILDREN OF GREATER N	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101038	NORTHLAKE BEHAVIORAL HEALTH SYSTEM	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
304	LA SCHOOLS FOR THE DEAF AND VISUALLY IMP	≤1	≤1	18	45	36	≤1	9	≤1	64	27	≤1	≤1	20	30	50	≤1	≤1	30	20	50
304001	LOUISIANA SCHOOL FOR THE DEAF	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
304002	LOUISIANA SCHOOL FOR THE VISUALLY IMPAIR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
321001	NEW VISION LEARNING ACADEMY	≤1	55	39	3	3	≤1	19	68	13	≤1	6	6	52	32	3	≤1	13	45	35	6

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328001	SOUTHWEST LOUISIANA CHARTER SCHOOL	≤1	30	48	15	7	≤1	15	36	36	12	≤1	7	56	26	9	≤1	4	63	24	8
329001	V. B. GLENCOE CHARTER SCHOOL	2	60	33	2	2	2	44	35	14	5	≤1	28	58	9	5	12	7	65	12	5
331001	INTERNATIONAL SCHOOL OF LOUISIANA	4	53	35	7	2	≤1	28	41	24	7	2	21	58	16	4	5	19	60	12	4
333001	AVOYELLES PUBLIC CHARTER SCHOOL	5	69	24	2	≤1	2	73	25	≤1	≤1	17	47	32	3	≤1	20	34	44	2	≤1
336001	DELHI CHARTER SCHOOL	≤1	34	42	23	2	2	19	32	42	5	2	10	45	37	6	3	15	45	24	13
337001	BELLE CHASSE ACADEMY	6	66	24	3	≤1	6	39	44	11	≤1	10	38	42	8	2	17	20	53	8	2
339001	MILESTONE ACADEMY	4	22	51	20	4	≤1	4	41	43	12	≤1	6	47	31	16	8	2	51	33	6
340001	MAX CHARTER ALTERNATIVE EDUCATION	≤1	20	33	40	7	≤1	≤1	33	53	13	≤1	13	60	20	7	≤1	13	67	13	7
341001	D'ARBONNE WOODS CHARTER SCHOOL	2	63	29	5	2	3	38	43	13	3	5	25	59	10	2	5	11	62	21	2
343002	LOUISIANA VIRTUAL CHARTER ACADEMY	≤1	26	41	24	9	≤1	13	30	40	17	2	18	50	22	8	7	8	53	22	10
343888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
345001	LOUISIANA CONNECTIONS ACADEMY	≤1	41	38	11	8	≤1	17	31	33	18	6	29	48	15	2	7	14	57	16	6
346001	LAKE CHARLES CHARTER ACADEMY	3	34	35	24	3	≤1	24	34	34	6	3	9	44	35	9	3	5	49	29	13
349001	JS CLARK LEADERSHIP ACADEMY	5	14	48	29	5	≤1	10	33	38	19	≤1	5	33	43	19	≤1	5	62	29	5
3A2001	TALLULAH CHARTER SCHOOL	≤1	20	46	32	2	≤1	16	44	36	4	≤1	4	33	49	14	4	8	33	37	18
3A3001	BATON ROUGE CHARTER ACADEMY AT MID-CITY	≤1	8	32	36	25	≤1	8	35	33	24	≤1	≤1	33	40	27	≤1	≤1	29	43	27
3A3002	IBERVILLE CHARTER ACADEMY	≤1	7	40	38	14	≤1	5	26	51	19	≤1	7	31	43	19	≤1	2	45	45	7
3A4001	DELTA CHARTER SCHOOL MST	≤1	33	58	9	≤1	3	18	36	39	3	3	21	61	15	≤1	9	12	52	18	9
3B5001	NORTHEAST CLAIBORNE CHARTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	≤1	17	42	25	17	≤1	≤1	33	33	33
3B6001	ACADIANA RENAISSANCE CHARTER ACADEMY	≤1	49	32	16	2	≤1	24	43	29	4	4	30	53	9	3	5	8	63	16	8
W7B001	LAFAYETTE RENAISSANCE CHARTER ACADEMY	2	14	50	27	8	2	12	32	43	11	2	3	43	38	14	2	11	42	35	11
JUV	JUVENILE JUSTICE FACILITIES	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
318001	LSU LABORATORY SCHOOL	12	79	9	≤1	≤1	14	71	15	≤1	≤1	28	54	18	≤1	≤1	53	30	17	≤1	≤1
319001	SOUTHERN UNIVERSITY LAB SCHOOL	≤1	38	57	5	≤1	≤1	26	50	24	≤1	≤1	19	59	19	3	≤1	11	54	27	8
319002	SOUTHERN UNIVERSITY LABORATORY VIRTUAL S	≤1	20	35	40	5	≤1	10	20	40	30	5	14	64	5	14	≤1	9	45	32	14
322001	A. E. PHILLIPS LABORATORY SCHOOL	18	68	14	≤1	≤1	18	54	19	9	≤1	26	37	35	2	≤1	18	35	46	2	≤1
323003	GRAMBLING STATE UNIVERSITY MIDDLE SCHOOL	≤1	14	45	27	14	≤1	≤1	9	50	41	≤1	≤1	18	59	23	≤1	≤1	14	32	55
307	HOWARD SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
307001	HOWARD SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
OJJ	OFFICE OF JUVENILE JUSTICE	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
A02002	RIVERSIDE ALTERNATIVE HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
RBR	RECOVERY SCHOOL DISTRICT—BATON ROUGE	≤1	12	35	34	18	≤1	6	22	48	24	≤1	6	25	45	23	2	6	34	32	27
389002	KENILWORTH SCIENCE AND TECHNOLOGY CHARTE	2	15	35	31	17	≤1	8	23	48	21	≤1	8	27	43	21	3	8	37	31	22
3AP002	CELERITY CRESTWORTH CHARTER SCHOOL	≤1	≤1	33	43	24	≤1	≤1	17	50	33	≤1	≤1	19	50	31	≤1	≤1	21	36	43
RLA	RECOVERY SCHOOL DISTRICT—LOUISIANA	≤1	13	29	38	20	≤1	2	22	47	28	≤1	2	26	46	25	≤1	≤1	22	39	38
371001	LINWOOD PUBLIC CHARTER SCHOOL	≤1	13	29	38	20	≤1	2	22	47	28	≤1	2	26	46	25	≤1	≤1	22	39	38
RNO	RECOVERY SCHOOL DISTRICT—NEW ORLEANS	≤1	25	40	24	11	≤1	14	34	37	15	≤1	8	42	33	16	4	9	42	29	15
300001	PIERRE A. CAPDAU LEARNING ACADEMY	2	8	42	26	22	4	8	31	51	6	≤1	6	29	41	24	2	2	31	29	37
300002	NELSON ELEMENTARY SCHOOL	≤1	21	27	40	13	≤1	2	19	51	29	≤1	2	24	44	31	≤1	2	19	40	39
300004	GENTILLY TERRACE ELEMENTARY SCHOOL	≤1	24	45	19	12	≤1	12	29	36	22	≤1	10	38	34	17	≤1	3	34	48	14
363001	HARRIET TUBMAN CHARTER SCHOOL	≤1	31	42	22	5	≤1	25	56	16	2	≤1	7	62	24	7	4	22	49	24	2
363002	PAUL HABANS CHARTER SCHOOL	≤1	9	42	26	23	≤1	7	14	53	26	2	4	44	25	26	2	≤1	40	37	21
364001	FANNIE C. WILLIAMS CHARTER SCHOOL	≤1	25	44	21	10	≤1	19	38	35	8	≤1	6	50	32	12	2	≤1	29	49	20
367001	EDGAR P. HARNEY SPIRIT OF EXCELLENCE ACA	≤1	17	40	40	2	≤1	29	45	17	10	≤1	2	29	45	24	≤1	≤1	26	50	24
368001	MORRIS JEFF COMMUNITY SCHOOL	4	46	39	11	≤1	≤1	36	39	21	4	3	17	40	37	3	7	23	30	27	13
369001	RENEW CULTURAL ARTS ACADEMY AT LIVE OAK	≤1	27	31	21	21	≤1	18	29	28	26	≤1	6	37	27	30	≤1	7	37	27	27



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369002	RENEW SCITECH ACADEMY AT LAUREL	≤1	27	56	14	3	≤1	18	45	32	5	≤1	10	54	29	6	10	26	44	11	8
369003	RENEW DOLORES T. AARON ELEMENTARY	≤1	37	36	20	7	≤1	13	39	30	18	≤1	7	53	26	14	2	7	53	29	9
369006	RENEWSCHAUMBURG ELEMENTARY	≤1	17	40	24	19	≤1	7	24	44	26	≤1	5	30	45	19	≤1	9	35	29	27
369888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
373001	ARISE ACADEMY	≤1	22	39	28	11	≤1	4	17	50	30	2	6	33	43	17	≤1	2	33	41	24
373002	MILDRED OSBORNE CHARTER SCHOOL	≤1	22	33	29	16	≤1	13	36	27	24	≤1	9	30	39	22	7	15	48	26	4
374001	SUCCESS PREPARATORY ACADEMY	≤1	18	31	37	14	≤1	12	22	49	16	2	4	33	31	29	6	4	35	31	23
381001	AKILI ACADEMY OF NEW ORLEANS	2	32	38	17	11	≤1	17	40	32	11	≤1	11	48	24	16	5	15	45	18	18
384001	MILLER-MCCOY ACADEMY FOR MATHEMATICS AND	≤1	7	30	26	37	≤1	8	4	54	35	≤1	4	27	46	23	≤1	≤1	38	42	19
385003	LAWRENCE D. CROCKER COLLEGE PREP	≤1	31	39	16	14	≤1	18	46	26	10	≤1	6	44	30	20	2	24	48	14	12
388001	ANDREW H. WILSON CHARTER SCHOOL	≤1	19	36	33	13	≤1	3	21	60	16	≤1	≤1	29	42	29	≤1	≤1	31	38	29
390001	JAMES M. SINGLETON CHARTER SCHOOL	≤1	10	41	40	9	≤1	10	38	40	12	≤1	≤1	30	46	25	≤1	2	12	53	33
391001	DR. MARTIN LUTHER KING CHARTER SCHOOL FO	≤1	30	53	16	2	≤1	5	48	44	3	≤1	≤1	51	38	11	≤1	11	52	30	6
391002	JOSEPH A. CRAIG CHARTER SCHOOL	≤1	8	40	28	24	≤1	≤1	28	44	28	≤1	4	36	40	20	≤1	≤1	36	32	32
392001	MCDONOGH #28 CITY PARK ACADEMY	≤1	16	22	42	20	≤1	7	20	42	31	5	5	28	33	30	5	7	35	30	23
393001	LAFAYETTE ACADEMY	≤1	43	40	14	2	≤1	19	45	31	4	≤1	9	53	32	6	2	2	56	30	10
393002	ESPERANZA CHARTER SCHOOL	2	43	29	21	5	2	29	30	32	7	2	11	61	25	2	7	5	48	32	7
393003	MCDONOGH 42 CHARTER SCHOOL	≤1	10	53	31	6	≤1	4	18	57	20	≤1	≤1	45	43	12	≤1	≤1	24	57	18
395001	MARTIN BEHRMAN ELEMENTARY SCHOOL	≤1	26	41	27	5	≤1	15	23	44	16	≤1	11	50	29	10	≤1	8	58	22	10
395002	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	≤1	26	38	21	15	≤1	17	37	34	11	≤1	5	33	44	17	≤1	4	45	26	26
395003	WILLIAM J. FISCHER ELEMENTARY SCHOOL	≤1	9	69	20	2	≤1	20	42	28	11	≤1	5	37	46	12	≤1	2	45	39	14
395004	MCDONOGH #32 ELEMENTARY SCHOOL	≤1	17	40	29	14	≤1	10	32	40	18	≤1	≤1	52	28	19	9	20	44	16	11
398001	KIPP BELIEVE COLLEGE PREP (PHILLIPS)	2	32	31	25	10	≤1	12	31	42	14	6	19	50	12	13	7	10	54	21	8
398002	KIPP MCDONOGH 15 SCHOOL FOR THE CREATIVE	≤1	36	36	19	9	≤1	7	41	47	6	4	16	58	17	5	10	16	51	14	9
398003	KIPP CENTRAL CITY ACADEMY	≤1	36	34	20	9	≤1	28	41	27	4	5	24	46	19	6	19	29	44	6	3
398006	KIPP NEW ORLEANS LEADERSHIP ACADEMY	≤1	17	34	36	14	≤1	6	31	33	31	≤1	11	38	28	22	5	7	44	31	13
399001	SAMUEL J. GREEN CHARTER SCHOOL	≤1	36	50	7	7	≤1	21	28	47	5	≤1	12	50	36	2	7	19	49	21	4
399002	ARTHUR ASHE CHARTER SCHOOL	≤1	30	47	17	6	≤1	17	43	33	7	≤1	5	38	40	16	4	6	44	30	16
399004	JOHN DIBERT COMMUNITY SCHOOL	3	29	31	10	26	2	26	26	21	26	≤1	10	34	41	14	9	16	34	36	5
399005	LANGSTON HUGHES CHARTER ACADEMY	≤1	24	45	19	11	≤1	9	31	41	18	≤1	9	36	36	19	≤1	8	52	28	11
3A5001	MARY D. COGHILL CHARTER SCHOOL	2	26	38	29	6	2	15	45	27	11	≤1	8	44	38	11	3	6	48	32	11
NPS	NONPUBLIC SCHOLARSHIP SCHOOLS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500008	OUR LADY OF FATIMA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500020	ST. JOSEPH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
501014	ST. ANTHONY OF PADUA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
501016	ST. FRANCES CABRINI SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502001	ASCENSION DIOCESAN REGIONAL SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502005	HOLY FAMILY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502006	HOLY GHOST SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502007	MATER DOLOROSA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502019	ST. FRANCIS XAVIER SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502021	REDEMPTORIST ELEMENTARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502023	ST. JOHN ELEMENTARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502031	ST. LOUIS KING OF FRANCE SCHOOL (C)	≤1	18	45	36	≤1	≤1	≤1	36	36	27	≤1	≤1	73	18	9	≤1	≤1	45	36	18
502033	CATHOLIC ELEMENTARY SCHOOL OF POINTE COU	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503013	ST. MARY'S NATIVITY (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
504007	HOLY FAMILY CATHOLIC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
504009	IMMACULATE HEART OF MARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
505006	OUR LADY'S SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506014	HOLY ROSARY ACADEMY (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506020	HOLY GHOST ELEMENTARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506036	OUR LADY OF DIVINE PROVIDENCE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506038	OUR LADY OF GRACE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506041	OUR LADY OF PERPETUAL HELP SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506044	OUR LADY OF PROMPT SUCCOR SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506048	RESURRECTION OF OUR LORD SCHOOL (C)	≤1	41	59	≤1	≤1	3	8	54	35	≤1	3	11	62	24	≤1	8	8	68	16	≤1
506049	SACRED HEART OF JESUS SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506054	ST. AGNES SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506055	ST. ALPHONSUS SCHOOL (C)	≤1	27	45	18	9	≤1	≤1	27	45	27	≤1	18	18	27	36	9	18	36	9	27
506056	ST. ANDREW THE APOSTLE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506057	ST. ANGELA MERICI SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506059	ST. ANTHONY SCHOOL (C)	≤1	23	62	8	8	≤1	≤1	58	42	≤1	≤1	8	50	42	≤1	≤1	17	58	25	≤1
506071	ST. DOMINIC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506079	ST. JOAN OF ARC SCHOOL (C)	≤1	36	41	18	5	≤1	≤1	41	45	14	≤1	≤1	55	32	14	≤1	5	59	32	5
506080	ST. JOAN OF ARC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506087	ST. LEO THE GREAT SCHOOL (C)	≤1	27	45	18	9	≤1	9	55	36	≤1	≤1	45	27	27	≤1	≤1	55	18	18	27
506094	ST. MARY MAGDALEN SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506095	ST. MARY'S ACADEMY (GIRLS) (C)	≤1	35	43	22	≤1	≤1	4	43	48	4	≤1	≤1	43	48	9	≤1	≤1	26	43	30
506104	ST. PETER SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506105	ST. PETER CLAVER SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506111	ST. RITA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506116	ST. STEPHEN SCHOOL (C)	≤1	8	54	23	15	≤1	≤1	23	46	31	≤1	≤1	23	46	31	≤1	≤1	23	38	38
506129	ST. AUGUSTINE JR. HIGH SCHOOL (BOYS) (C)	≤1	9	43	22	26	≤1	≤1	46	42	13	≤1	4	42	33	21	≤1	≤1	38	42	21
506157	GOOD SHEPHERD NATIVITY MISSION SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
522002	CONQUERING WORD CHRISTIAN ACADEMY EASTBA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
533001	ALFRED BOOKER JR. ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
571001	LIGHTHOUSE CHRISTIAN PREPARATORY SCHOOL	10	10	80	≤1	≤1	≤1	10	10	60	20	≤1	≤1	60	40	≤1	≤1	50	50	50	≤1
579001	FAMILY COMMUNITY CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
626001	ST. JOHN LUTHERAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
627001	ST. PAUL LUTHERAN SCHOOL (L)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
652001	RIVERSIDE ACADEMY	≤1	9	55	36	≤1	≤1	≤1	18	73	9	≤1	≤1	27	55	18	≤1	≤1	27	64	9
656001	OLD BETHEL CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
667001	JOHN PAUL THE GREAT ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
674001	ANGLES ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
702001	HOSANNA CHRISTIAN ACADEMY (AG)	≤1	25	39	32	4	≤1	4	57	32	7	≤1	≤1	50	32	18	≤1	7	54	29	11
705001	GREATER BATON ROUGE HOPE ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
706001	PREVAILING FAITH CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
719001	EVANGEL CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
722001	JEHOVAH-JIREH CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
727001	BOUTTE CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
729001	GARDERE COMMUNITY CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
735002	NORTHLAKE CHRISTIAN ELEMENTARY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory



Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
760001	VICTORY CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
785001	WESTMINSTER CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
872001	BISHOP MCMANUS SCHOOL	≤1	30	60	10	≤1	≤1	≤1	70	30	≤1	≤1	10	20	60	10	≤1	≤1	50	20	30
874001	NORTHEAST BAPTIST SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
886001	CLAIBORNE CHRISTIAN SCHOOL (CG)	13	44	25	13	6	≤1	33	33	28	6	≤1	43	57	≤1	≤1	7	14	71	7	≤1
897001	NEW ORLEANS ADVENTIST ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
905001	QUEST SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
927001	LIFE OF CHRIST CHRISTIAN ACADEMY/ALTERNA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
933002	ASCENSION CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
938001	THE UPPERROOM BIBLE CHURCH ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
988001	RIVERDALE CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
989001	LIGHT CITY CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
990001	TRINITY CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
992001	UNION CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
994001	ECOLE BILINGUE DE LA NOUVELLE-ORLEANS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
5A7001	WALDORF SCHOOL OF NEW ORLEANS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

## Percent of Students at Each Achievement Level for Spring 2015 Tests- By District and School - Grade 7

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates less than ten students in a subgroup.

\* A=Advanced; M=Mastery; B=Basic; AB=Approaching Basic; U=Unsatisfactory

Note: 2015 grade 3-8 results constitute new baseline performance on new assessments and/or more inclusive student populations than in past years.

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies					
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	
STATE	LOUISIANA STATEWIDE	5	29	32	22	12	2	20	36	29	13	5	22	38	23	13	7	18	43	21	12	
001	ACADIA PARISH	5	33	27	22	13	2	21	35	29	13	4	22	36	24	14	4	17	45	22	11	
001001	ARMSTRONG MIDDLE SCHOOL	3	23	20	33	21	≤1	11	30	42	16	2	9	33	31	26	2	9	41	34	15	
001002	BRANCH ELEMENTARY SCHOOL	24	45	28	3	≤1	7	31	41	21	≤1	14	38	31	14	3	17	10	59	14	≤1	
001006	CHURCH POINT MIDDLE SCHOOL	5	22	33	26	13	≤1	14	26	44	15	≤1	13	37	28	20	≤1	15	46	25	13	
001008	CROWLEY MIDDLE SCHOOL	2	16	22	38	23	≤1	6	30	39	25	≤1	10	27	38	24	≤1	10	36	30	24	
001011	EGAN ELEMENTARY SCHOOL	9	43	43	4	≤1	≤1	17	70	13	≤1	13	35	43	4	4	13	35	39	13	≤1	
001012	ESTHERWOOD ELEMENTARY SCHOOL	8	48	28	4	12	8	56	20	8	8	12	40	28	16	4	8	36	44	8	4	
001013	EVANGELINE ELEMENTARY SCHOOL	4	48	33	7	7	≤1	19	52	26	4	4	25	50	21	≤1	4	29	64	4	≤1	
001015	IOTA MIDDLE SCHOOL	4	41	34	14	8	≤1	26	46	19	9	7	28	38	18	9	6	20	44	23	8	
001016	MERMENTAU ELEMENTARY SCHOOL	8	56	28	8	≤1	12	52	32	4	≤1	≤1	52	43	4	≤1	17	22	57	4	≤1	
001018	MIRE ELEMENTARY SCHOOL	2	40	40	13	6	2	30	40	21	7	6	29	46	15	5	6	29	53	9	3	
001019	MORSE ELEMENTARY SCHOOL	9	55	23	14	≤1	9	45	45	≤1	≤1	9	32	50	9	≤1	5	18	50	27	≤1	
001022	RICHARD ELEMENTARY SCHOOL	11	60	13	9	9	4	47	30	13	6	10	35	33	19	2	6	23	50	10	10	
001036	AMIKIDS ACADIANA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
002	ALLEN PARISH	5	38	36	17	4	≤1	20	46	25	7	3	33	45	14	5	5	23	51	15	6	
002001	ELIZABETH HIGH SCHOOL	7	47	30	13	3	3	37	40	17	3	6	16	58	16	3	3	23	52	19	3	
002002	FAIRVIEW HIGH SCHOOL	7	36	46	11	≤1	4	29	54	14	≤1	4	50	43	4	≤1	14	21	54	11	≤1	
002007	OAKDALE MIDDLE SCHOOL	2	31	41	19	7	≤1	9	47	30	14	≤1	28	43	18	9	2	17	49	20	12	
002009	OBERLIN HIGH SCHOOL	9	35	35	18	4	≤1	13	47	31	9	4	33	45	13	5	2	19	56	17	7	
002010	REEVES HIGH SCHOOL	≤1	21	32	37	11	≤1	6	28	50	17	≤1	≤1	70	20	10	≤1	10	60	20	10	
002015	KINDER MIDDLE SCHOOL	5	48	32	13	2	≤1	31	47	19	≤1	5	44	37	12	2	9	33	47	10	≤1	
003	ASCENSION PARISH	10	40	30	14	6	5	32	39	18	7	12	33	34	15	6	12	28	43	13	5	
003004	DUTCHTOWN MIDDLE SCHOOL	17	51	21	8	3	8	49	30	10	3	20	41	28	9	2	24	37	31	7	≤1	
003006	GALVEZ MIDDLE SCHOOL	8	40	32	13	7	2	29	47	18	3	12	29	40	16	3	11	25	47	12	5	
003007	GONZALES MIDDLE SCHOOL	4	25	37	23	11	≤1	18	41	31	10	3	23	43	23	8	3	22	45	22	9	
003010	LOWERY MIDDLE SCHOOL	≤1	21	25	35	19	≤1	11	35	33	22	≤1	12	30	32	26	3	15	43	25	14	
003012	PRAIRIEVILLE MIDDLE SCHOOL	18	45	27	10	≤1	10	39	37	10	4	20	42	25	9	3	17	35	39	7	2	
003013	ST. AMANT MIDDLE SCHOOL	3	40	39	13	5	≤1	21	46	22	10	7	28	45	15	5	5	22	54	15	4	
003020	LAKE ELEMENTARY SCHOOL	13	44	29	8	7	6	38	41	13	2	9	48	32	9	2	9	27	55	7	2	
003026	CENTRAL MIDDLE SCHOOL	8	41	31	14	6	3	28	40	22	7	7	32	38	16	7	8	25	44	17	5	
004	ASSUMPTION PARISH	5	30	40	22	4	2	20	45	25	8	5	20	44	24	7	4	20	51	20	5	
004003	BELLE ROSE MIDDLE SCHOOL	≤1	30	40	23	7	≤1	21	40	26	14	2	12	56	19	12	2	7	56	28	7	
004005	LABADIEVILLE MIDDLE SCHOOL	≤1	30	45	19	4	≤1	13	40	35	12	2	18	35	38	8	5	12	53	23	8	
004007	NAPOLEONVILLE MIDDLE SCHOOL	6	31	33	26	3	2	20	47	25	5	6	20	38	28	8	4	18	54	18	5	

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
004009	PIERRE PART MIDDLE SCHOOL	9	26	45	17	3	3	26	53	14	3	7	26	58	7	2	5	40	40	14	≤1
005	AVOYELLES PARISH	2	17	26	33	22	≤1	13	26	38	23	≤1	9	32	32	27	≤1	5	38	30	26
005004	BUNKIE NEW TECH HIGH SCHOOL	≤1	3	15	41	40	≤1	≤1	14	48	38	≤1	2	15	41	41	≤1	≤1	10	40	49
005016	MARKSVILLE HIGH SCHOOL	≤1	15	27	35	22	≤1	7	28	38	26	≤1	8	31	35	27	≤1	3	37	34	26
005018	AVOYELLES HIGH SCHOOL	2	10	29	36	24	≤1	8	24	47	22	2	8	32	31	28	3	7	47	24	19
005025	LA SCHOOL FOR AG SCIENCE	5	49	31	15	≤1	≤1	46	39	12	3	≤1	23	54	16	7	≤1	12	57	19	11
006	BEAUREGARD PARISH	2	29	34	25	9	2	17	33	34	14	6	21	42	22	9	7	19	42	23	9
006003	DERIDDER JUNIOR HIGH SCHOOL	3	36	35	18	8	2	23	39	28	8	5	25	45	20	5	10	29	44	15	3
006004	EAST BEAUREGARD HIGH SCHOOL	≤1	25	37	21	16	≤1	10	28	34	26	7	22	33	23	14	≤1	19	47	19	13
006008	MERRYVILLE HIGH SCHOOL	≤1	22	47	28	3	≤1	6	25	41	28	≤1	10	55	23	13	≤1	3	48	29	19
006010	SINGER HIGH SCHOOL	≤1	10	33	48	10	≤1	5	24	52	19	5	18	14	45	18	5	≤1	41	32	23
006011	SOUTH BEAUREGARD HIGH SCHOOL	3	27	28	33	8	2	16	33	38	11	7	17	46	21	9	9	13	35	34	9
007	BIENVILLE PARISH	4	30	34	19	12	2	16	41	31	10	4	14	48	24	11	3	18	48	23	9
007001	ARCADIA HIGH SCHOOL	3	21	37	22	16	≤1	16	36	33	15	≤1	9	39	34	18	≤1	10	45	28	15
007003	CASTOR HIGH SCHOOL	6	31	44	9	9	3	21	48	24	3	9	22	53	9	6	≤1	19	59	19	3
007006	GIBSLAND-COLEMAN HIGH SCHOOL	≤1	29	29	36	7	≤1	7	57	29	7	≤1	7	64	21	7	≤1	14	64	14	7
007008	RINGGOLD HIGH SCHOOL	8	38	22	22	11	3	14	27	43	14	5	16	42	32	5	5	14	46	24	11
007009	SALINE HIGH SCHOOL	3	39	35	13	10	3	19	52	19	6	6	16	61	6	10	6	39	35	19	≤1
008	BOSSIER PARISH	7	35	31	19	8	3	24	38	27	8	9	24	39	21	8	11	24	43	15	7
008013	COPE MIDDLE SCHOOL	15	43	24	12	6	6	28	37	21	7	11	26	40	37	15	8	17	32	36	6
008015	ELM GROVE MIDDLE SCHOOL	6	32	35	20	7	2	20	46	26	6	4	21	46	25	4	13	28	42	13	4
008016	GREENACRES MIDDLE SCHOOL	9	31	32	20	8	4	33	33	26	4	9	23	40	18	9	12	22	45	15	4
008022	PLAIN DEALING HIGH SCHOOL	≤1	27	39	24	9	≤1	21	42	21	15	≤1	10	34	54	2	2	7	46	37	7
008025	HAUGHTON MIDDLE SCHOOL	3	39	31	21	6	2	19	39	32	8	7	23	42	21	7	5	18	49	17	11
008028	RUSHEON MIDDLE SCHOOL	≤1	18	36	27	18	≤1	11	31	39	19	2	10	32	31	25	2	7	45	28	18
008036	JOHNNY GRAY JONES YOUTH SHELTER & DETENT	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
008038	BENTON MIDDLE SCHOOL	10	49	27	11	3	5	34	36	21	3	21	40	30	7	3	19	35	38	6	2
009	CADDO PARISH	5	25	27	25	18	≤1	15	30	34	20	5	18	32	25	20	6	15	35	26	18
009007	BROADMOOR MIDDLE LABORATORY SCHOOL	≤1	14	27	39	20	≤1	3	26	47	24	≤1	5	33	32	31	≤1	3	31	35	31
009020	CADDO PARISH MIDDLE MAGNET SCHOOL	25	60	13	≤1	≤1	9	61	29	≤1	≤1	24	54	20	2	≤1	23	40	35	2	≤1
009025	GREEN OAKS PERFORMING ARTS ACADEMY	≤1	6	26	35	33	≤1	2	22	46	31	≤1	3	22	37	38	≤1	4	28	39	30
009027	HERNDON MAGNET SCHOOL	8	61	27	4	≤1	4	48	46	2	≤1	10	49	35	6	≤1	29	45	25	≤1	≤1
009029	CADDO MIDDLE CAREER AND TECHNOLOGY SCHO	≤1	12	22	35	31	≤1	≤1	18	48	33	≤1	2	21	35	42	≤1	≤1	26	38	36
009031	HUNTINGTON HIGH SCHOOL	≤1	14	21	28	36	≤1	4	17	40	39	≤1	4	30	36	29	≤1	3	23	34	39
009046	OAK PARK MICROSOCIETY ELEMENTARY SCHOOL	≤1	28	26	28	19	≤1	2	26	40	33	2	7	28	49	14	≤1	2	37	40	21
009048	OIL CITY MAGNET SCHOOL	≤1	26	45	24	5	≤1	7	36	38	19	≤1	12	64	12	12	17	36	31	17	≤1
009052	RIDGEWOOD MIDDLE SCHOOL	≤1	16	36	29	19	≤1	10	36	38	17	≤1	6	36	28	28	≤1	9	36	35	20
009067	VIVIAN ELEMENTARY/MIDDLE SCHOOL	≤1	13	36	17	34	≤1	6	25	38	31	≤1	7	26	33	35	≤1	9	26	37	28
009068	WALNUT HILL ELEMENTARY/MIDDLE SCHOOL	4	38	35	17	5	≤1	15	49	31	6	6	27	46	17	5	6	26	51	13	4
009069	BOOKER T. WASHINGTON NEW TECHNOLOGY HIGH	≤1	2	27	46	26	≤1	2	18	46	35	≤1	≤1	22	45	33	≤1	3	30	39	28
009074	YOUREE DR. MIDDLE ADVANCED PLACEMENT MAG	2	29	29	29	12	≤1	9	37	37	16	5	18	37	27	12	3	15	47	23	11
009078	DONNIE BICKHAM MIDDLE SCHOOL	2	23	35	26	14	≤1	6	34	43	17	5	25	38	21	11	2	10	47	29	13
009079	KEITHVILLE ELEMENTARY/MIDDLE SCHOOL	≤1	24	31	28	16	≤1	8	32	44	16	2	13	40	25	20	7	21	34	28	11
009096	ALEXANDER LEARNING CENTER	≤1	8	≤1	8	83	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
009104	ACADEMIC RECOVERY OMBUDSMAN	≤1	2	7	24	67	≤1	≤1	7	27	67	≤1	3	17	10	69	≤1	≤1	21	18	61
009105	COMMUNITY OMBUDSMAN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

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009106	MAGNOLIA SCHOOL OF EXCELLENCE	5	18	36	25	16	≤1	4	34	39	23	3	11	33	32	20	2	16	44	30	8
009107	LAKESHORE MIDDLE SCHOOL	≤1	9	25	37	29	≤1	2	20	43	35	≤1	2	29	35	33	≤1	≤1	22	40	37
009888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
010	CALCASIEU PARISH	4	28	32	22	13	≤1	18	40	28	13	5	27	39	19	10	9	20	46	17	8
010001	S. P. ARNETT MIDDLE SCHOOL	6	40	29	20	5	3	20	46	21	10	8	23	45	17	8	10	21	48	13	8
010004	BELL CITY HIGH SCHOOL	9	36	34	17	4	≤1	19	47	28	6	2	32	42	14	11	5	23	51	16	5
010015	DEQUINCY MIDDLE SCHOOL	3	34	33	26	3	≤1	19	39	33	8	3	30	45	17	5	6	22	41	24	7
010034	W. W. LEWIS MIDDLE SCHOOL	4	31	29	23	13	≤1	37	33	23	5	7	41	39	9	3	14	27	47	9	3
010035	LEBLANC MIDDLE SCHOOL	4	26	35	22	13	≤1	21	36	27	16	8	31	38	15	8	19	30	35	10	6
010036	MAPLEWOOD MIDDLE SCHOOL	10	35	35	16	3	3	24	53	16	3	7	27	50	13	4	10	24	54	10	3
010038	RAY D. MOLO MIDDLE MAGNET SCHOOL	≤1	13	20	33	34	≤1	4	29	34	32	2	12	28	30	29	≤1	3	35	36	26
010040	MOSS BLUFF MIDDLE SCHOOL	5	33	27	15	20	≤1	24	42	23	10	8	35	36	15	5	9	22	47	16	6
010044	OAK PARK MIDDLE SCHOOL	≤1	13	32	34	21	≤1	2	27	50	21	≤1	5	36	37	21	2	6	50	28	14
010051	STARKS HIGH SCHOOL	≤1	22	26	30	22	≤1	4	39	30	26	3	22	41	25	9	≤1	19	34	31	16
010057	VINTON MIDDLE SCHOOL	≤1	22	33	28	17	≤1	14	42	31	13	3	13	50	26	9	10	23	41	14	12
010060	J. I. WATSON MIDDLE SCHOOL	≤1	19	45	24	12	≤1	16	40	29	15	≤1	26	41	24	9	2	13	57	17	11
010062	S. J. WELSH MIDDLE SCHOOL	5	34	35	15	10	≤1	18	44	25	12	7	24	41	19	9	12	20	47	15	6
010066	F. K. WHITE MIDDLE SCHOOL	6	24	28	27	14	2	14	39	30	15	4	26	30	25	15	6	23	43	19	10
011	CALDWELL PARISH	3	26	36	29	6	≤1	19	34	33	14	4	15	46	22	14	5	10	50	23	12
011002	CALDWELL PARISH JUNIOR HIGH SCHOOL	3	26	36	29	6	≤1	19	34	33	14	4	15	46	22	14	5	10	50	23	12
012	CAMERON PARISH	≤1	31	35	21	12	≤1	19	33	36	12	≤1	24	45	22	9	2	14	43	26	14
012003	GRAND LAKE HIGH SCHOOL	2	37	33	19	10	≤1	25	33	33	10	2	26	41	22	9	2	20	48	19	11
012004	HACKBERRY HIGH SCHOOL	≤1	7	29	29	36	≤1	7	29	29	36	≤1	14	43	21	21	≤1	≤1	36	14	50
012005	JOHNSON BAYOU HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
012007	SOUTH CAMERON HIGH SCHOOL	≤1	26	42	26	5	≤1	≤1	37	58	5	≤1	17	56	28	≤1	≤1	6	33	61	≤1
013	CATAHOULA PARISH	≤1	27	34	24	15	≤1	5	43	38	14	≤1	13	40	31	17	4	12	52	20	13
013002	CENTRAL HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
013005	HARRISONBURG HIGH SCHOOL	≤1	42	46	8	4	≤1	8	58	31	4	≤1	8	50	35	8	8	15	46	23	8
013007	JONESVILLE JUNIOR HIGH SCHOOL	≤1	22	28	31	19	≤1	3	36	42	19	≤1	12	37	31	20	3	14	52	18	12
013011	SICILY ISLAND HIGH SCHOOL	≤1	15	31	31	23	≤1	15	38	38	8	≤1	8	31	38	23	≤1	≤1	54	23	23
014	CLAIBORNE PARISH	3	20	32	32	15	≤1	12	45	31	11	≤1	9	32	35	24	3	11	38	27	21
014004	HAYNESVILLE JR./SR. HIGH SCHOOL	≤1	19	38	26	17	≤1	10	36	40	14	≤1	12	31	31	26	≤1	12	36	29	24
014008	HOMER JUNIOR HIGH SCHOOL	4	18	25	42	11	2	16	55	20	7	≤1	7	33	36	24	5	13	36	25	20
014011	SUMMERFIELD HIGH SCHOOL	5	25	35	15	20	≤1	5	40	40	15	≤1	10	30	40	20	≤1	5	50	30	15
015	CONCORDIA PARISH	4	29	33	22	12	≤1	19	31	35	14	4	25	34	24	14	4	18	45	23	10
015003	FERRIDAY JUNIOR HIGH SCHOOL	≤1	15	34	33	17	≤1	5	25	47	23	≤1	6	32	36	25	≤1	5	43	30	21
015006	MONTEREY HIGH SCHOOL	16	58	18	5	3	≤1	53	34	11	3	5	50	29	13	3	3	32	50	13	3
015009	VIDALIA JUNIOR HIGH SCHOOL	3	33	40	16	9	≤1	21	36	33	9	7	34	38	14	7	8	25	47	17	3
015014	CONCORDIA EDUCATION CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
016	DESOTO PARISH	6	32	35	16	10	2	26	40	24	8	7	31	42	13	7	9	17	49	18	6
016004	LOGANSPOUT HIGH SCHOOL	4	21	32	23	19	≤1	4	40	32	23	≤1	13	48	33	7	2	11	57	24	7
016010	STANLEY HIGH SCHOOL	9	27	41	9	14	≤1	45	36	14	5	≤1	27	45	18	9	≤1	5	55	23	18
016017	NORTH DESOTO MIDDLE SCHOOL 6-8	9	45	33	7	5	3	39	40	15	2	12	41	38	6	4	17	27	43	10	3
016020	MANSFIELD MIDDLE SCHOOL	2	15	40	30	13	≤1	9	39	40	12	2	21	47	17	13	≤1	4	56	30	9
017	EAST BATON ROUGE PARISH	5	23	30	25	17	2	16	32	33	17	4	16	33	27	20	6	15	39	25	15
017011	BELFAIR MONTESSORI SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

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017015	BROADMOOR MIDDLE SCHOOL	≤1	7	42	38	13	≤1	3	41	38	18	≤1	4	25	43	27	≤1	2	34	40	24
017020	CAPITOL MIDDLE SCHOOL	≤1	4	35	39	22	≤1	4	26	49	22	≤1	3	32	39	27	≤1	9	45	25	21
017035	GLASGOW MIDDLE SCHOOL	16	25	19	23	16	10	14	29	31	16	12	20	24	20	25	16	16	28	26	15
017055	MCKINLEY MIDDLE MAGNET SCHOOL	9	58	27	5	≤1	2	30	53	12	3	10	39	38	10	2	10	35	47	8	≤1
017065	NORTHEAST HIGH SCHOOL	4	15	31	35	15	≤1	12	31	36	22	≤1	9	32	42	17	≤1	9	33	36	21
017070	PARK FOREST MIDDLE SCHOOL	≤1	8	26	32	34	≤1	≤1	24	52	22	≤1	6	25	33	36	≤1	4	37	32	27
017083	SHERWOOD MIDDLE ACADEMIC ACADEMY	17	63	16	3	≤1	8	57	31	2	≤1	17	51	28	4	≤1	29	40	29	2	≤1
017085	SOUTHEAST MIDDLE SCHOOL	≤1	18	36	24	22	≤1	11	29	36	25	≤1	9	37	31	22	2	4	45	31	19
017097	WESTDALE MIDDLE SCHOOL	6	23	32	23	16	≤1	23	31	31	15	4	14	36	27	19	4	11	45	27	13
017109	AMIKIDS BATON ROUGE	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
017111	COMMUNITY SCHOOL FOR APPRENTICESHIP LEAR	≤1	14	36	47	≤1	≤1	10	49	36	6	≤1	15	47	28	10	19	49	32	≤1	≤1
017112	J. K. HAYNES CHARTER INC.	≤1	3	24	47	27	≤1	≤1	20	59	21	≤1	3	18	43	36	≤1	3	39	43	14
017114	GREENVILLE SUPERINTENDENT'S ACADEMY	≤1	≤1	10	26	63	≤1	≤1	9	31	60	≤1	≤1	4	39	55	≤1	≤1	14	40	44
017125	WOODLAWN MIDDLE SCHOOL	6	26	37	21	11	7	21	31	29	12	6	20	44	14	16	6	15	47	15	16
017130	SCOTLANDVILLE MIDDLE PRE-ENGINEERING ACA	≤1	25	48	22	4	≤1	15	55	26	4	≤1	9	50	33	7	2	13	58	20	6
017135	INSPIRE CHARTER ACADEMY (NATL. HERITAGE	≤1	13	36	40	11	≤1	7	36	39	18	≤1	24	38	31	7	≤1	18	59	17	6
017137	THRIVE BATON ROUGE	≤1	≤1	63	22	15	≤1	22	44	30	4	≤1	7	52	33	7	7	41	30	19	4
017139	BEECHWOOD SUPERINTENDENT ACADEMY	≤1	≤1	7	33	59	≤1	≤1	11	52	37	≤1	≤1	4	37	59	≤1	≤1	≤1	37	63
017140	CHRISTA MCAULIFFE SUPERINTENDENT ACADEMY	≤1	≤1	15	48	37	≤1	≤1	≤1	44	56	≤1	≤1	4	41	56	≤1	≤1	4	48	48
017142	NORTH BANKS MIDDLE SCHOOL OF EXCELLENCE	≤1	8	21	47	24	≤1	≤1	21	58	20	≤1	3	26	41	30	≤1	≤1	25	52	23
017146	BROOKSTOWN MIDDLE MAGNET ACADEMY	3	18	30	30	19	≤1	10	27	45	18	≤1	7	33	40	19	≤1	7	33	42	17
017888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
018	EAST CARROLL PARISH	≤1	10	34	39	17	≤1	6	39	35	20	≤1	4	51	36	9	≤1	≤1	33	34	33
018001	GRIFFIN MIDDLE SCHOOL ACADEMY	≤1	10	34	39	17	≤1	6	39	35	20	≤1	4	51	36	9	≤1	≤1	33	34	33
019	EAST FELICIANA PARISH	2	29	35	22	12	≤1	9	41	37	13	3	25	41	17	14	4	14	44	24	14
019002	EAST FELICIANA MIDDLE SCHOOL	≤1	18	39	28	16	≤1	6	36	39	20	≤1	16	42	21	21	≤1	6	39	32	23
019015	SLAUGHTER COMMUNITY CHARTER SCHOOL	5	44	29	15	8	≤1	14	48	33	5	6	36	41	12	5	11	26	50	12	2
020	EVANGELINE PARISH	3	29	33	25	9	≤1	19	39	31	10	2	21	42	25	10	3	13	45	26	14
020001	BASILE HIGH SCHOOL	6	44	40	6	4	2	29	44	17	8	9	28	48	13	2	9	26	43	20	2
020002	BAYOU CHICOT ELEMENTARY SCHOOL	≤1	23	38	29	9	≤1	8	43	39	10	≤1	21	49	21	9	≤1	9	50	30	11
020004	CHATAIGNIER ELEMENTARY SCHOOL	3	28	28	38	3	≤1	7	45	34	14	≤1	21	55	17	7	7	10	52	17	14
020008	MAMOU HIGH SCHOOL	3	34	29	24	9	≤1	30	40	23	7	2	17	44	26	11	≤1	10	45	25	19
020013	VIDRINE ELEMENTARY SCHOOL	6	37	40	14	3	3	29	46	23	≤1	6	31	40	17	6	3	23	43	20	11
020014	VILLE PLATTE HIGH SCHOOL	3	22	28	32	16	2	16	29	38	16	≤1	18	26	39	17	3	11	37	29	20
020018	EVANGELINE CENTRAL SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
021	FRANKLIN PARISH	3	19	39	26	13	≤1	10	35	40	16	3	15	34	33	14	2	11	40	31	17
021001	BASKIN SCHOOL	2	8	33	33	25	≤1	2	18	43	38	2	10	33	33	23	3	3	43	26	25
021003	FORT NECESSITY SCHOOL	2	32	27	23	16	≤1	12	35	47	7	≤1	14	37	33	16	2	9	42	26	21
021004	GILBERT SCHOOL	3	13	49	25	10	≤1	13	34	43	10	3	13	22	47	15	≤1	7	24	49	20
021006	CROWVILLE SCHOOL	3	26	43	25	3	≤1	14	51	29	6	5	23	45	22	5	2	22	52	22	3
022	GRANT PARISH	7	26	29	28	11	≤1	22	35	26	16	6	21	34	31	8	7	16	40	26	10
022002	GRANT JUNIOR HIGH SCHOOL	7	27	30	24	12	≤1	21	37	26	15	7	22	36	25	10	8	18	43	23	8
022004	GEORGETOWN HIGH SCHOOL	8	28	24	36	4	4	28	40	20	8	4	20	40	32	4	4	16	40	36	4
022006	MONTGOMERY HIGH SCHOOL	6	13	26	48	6	≤1	23	19	32	26	≤1	14	17	69	≤1	≤1	7	24	41	28
023	IBERIA PARISH	3	25	39	23	10	≤1	16	43	30	10	2	16	41	27	13	3	11	52	22	12
023001	ANDERSON MIDDLE SCHOOL	≤1	23	35	29	13	≤1	12	42	33	12	≤1	11	33	35	21	≤1	5	49	25	19

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
023007	DELCAMBRE HIGH SCHOOL	6	38	38	13	6	≤1	20	44	32	5	6	26	40	22	7	7	26	43	17	7
023015	JEANERETTE SENIOR HIGH SCHOOL	≤1	19	42	27	11	≤1	14	34	36	14	≤1	2	46	40	12	≤1	11	52	26	11
023020	LOREAUVILLE HIGH SCHOOL	11	36	39	11	3	3	24	35	30	9	5	30	36	20	9	6	14	54	16	10
023036	BELLE PLACE MIDDLE SCHOOL	4	29	33	24	10	≤1	13	45	30	11	3	16	44	24	13	4	12	56	16	11
023038	IBERIA MIDDLE SCHOOL	≤1	20	46	22	11	≤1	20	46	26	8	2	19	46	24	9	≤1	11	53	25	9
024	IBERVILLE PARISH	3	23	33	27	15	≤1	16	34	34	16	≤1	17	36	28	18	2	14	44	26	14
024010	PLAQUEMINE SENIOR HIGH SCHOOL	3	25	32	27	13	≤1	15	36	34	15	≤1	16	39	27	17	2	13	46	27	11
024017	WHITE CASTLE HIGH SCHOOL	3	19	42	24	11	≤1	18	36	34	11	3	19	27	35	15	≤1	15	50	27	8
024025	EAST IBERVILLE ELEMENTARY/HIGH SCHOOL	2	16	24	31	27	2	20	18	33	27	2	16	27	22	33	≤1	16	27	20	38
025	JACKSON PARISH	3	21	34	26	16	≤1	15	34	30	20	6	16	36	26	16	4	10	48	27	10
025006	JONESBORO-HODGE MIDDLE SCHOOL	≤1	11	38	28	23	≤1	2	23	47	28	≤1	6	33	35	25	3	3	45	35	14
025007	QUITMAN HIGH SCHOOL	6	26	26	28	14	2	27	34	27	11	13	25	38	13	10	6	15	54	19	6
025010	WESTON HIGH SCHOOL	3	25	40	20	13	≤1	15	46	15	24	2	18	36	31	13	4	16	42	29	9
026	JEFFERSON PARISH	6	26	30	21	17	3	18	31	30	17	5	19	37	23	17	6	15	42	22	15
026001	JOHN Q. ADAMS MIDDLE SCHOOL	≤1	26	38	19	17	≤1	18	39	26	17	2	16	46	21	16	2	12	52	23	12
026024	ALLEN ELLENDER SCHOOL	2	24	36	24	15	≤1	15	38	27	20	2	13	41	28	17	≤1	5	51	20	24
026025	J.C. ELLIS ELEMENTARY SCHOOL	14	39	39	7	2	≤1	30	39	27	5	9	30	52	9	≤1	20	34	41	2	2
026027	ESTELLE ELEMENTARY SCHOOL	6	61	24	3	6	≤1	36	48	9	6	3	24	61	3	9	≤1	24	55	18	3
026029	FISHER MIDDLE/HIGH SCHOOL	≤1	36	31	27	5	≤1	30	47	16	7	3	20	44	27	7	≤1	7	63	24	5
026030	HENRY FORD MIDDLE SCHOOL	2	20	40	27	12	≤1	10	35	36	19	≤1	13	37	35	14	≤1	9	48	29	13
026031	GRAND ISLE HIGH SCHOOL	8	54	31	8	≤1	8	23	54	15	≤1	8	23	46	15	8	8	23	31	38	≤1
026035	GRETNA MIDDLE SCHOOL	2	17	27	29	26	≤1	12	28	39	21	2	12	36	27	24	3	7	41	29	20
026039	T.H. HARRIS MIDDLE SCHOOL	2	20	40	23	15	≤1	6	40	33	21	3	10	44	30	13	≤1	13	44	25	17
026042	HAYNES ACADEMY SCHOOL FOR ADVANCED STUDI	36	55	9	≤1	≤1	44	53	3	≤1	≤1	36	56	8	≤1	≤1	44	37	19	≤1	≤1
026056	LIVAUDAIS MIDDLE SCHOOL	3	18	29	22	30	≤1	9	29	32	30	≤1	6	34	26	35	≤1	7	38	21	33
026058	L.H. MARRERO MIDDLE SCHOOL	5	29	31	21	14	2	16	37	31	15	≤1	11	40	29	18	2	17	45	22	14
026060	RUDOLPH MATAS SCHOOL	16	49	30	5	≤1	5	32	27	32	3	11	39	29	18	3	16	16	61	8	≤1
026062	J.D. MEISLER MIDDLE SCHOOL	6	21	29	18	26	≤1	18	33	32	15	3	15	34	22	26	3	14	39	26	17
026070	THEODORE ROOSEVELT MIDDLE SCHOOL	≤1	11	27	28	34	≤1	6	21	45	28	≤1	14	35	25	24	≤1	6	33	36	23
026085	STELLA WORLEY MIDDLE SCHOOL	2	14	30	33	20	2	11	31	36	20	≤1	14	40	27	18	2	13	43	25	17
026089	CHATEAU ESTATES ELEMENTARY SCHOOL	≤1	50	24	21	5	≤1	29	45	21	5	3	16	54	19	8	≤1	5	62	24	8
026099	HARRY S. TRUMAN MIDDLE SCHOOL	≤1	22	32	29	16	≤1	11	34	36	19	≤1	16	47	21	16	2	11	46	27	14
026100	RIVERDALE MIDDLE SCHOOL	6	31	35	20	9	≤1	10	39	39	11	3	23	40	23	10	2	17	48	18	15
026103	WESTBANK COMMUNITY SCHOOL	≤1	≤1	13	13	74	≤1	≤1	≤1	52	48	≤1	≤1	17	30	52	≤1	≤1	13	46	42
026105	PATRICK F. TAYLOR SCIENCE & TECHNOLOGY A	38	59	3	≤1	≤1	25	72	2	≤1	≤1	36	49	14	≤1	≤1	31	52	17	≤1	≤1
026111	L. W. RUPPEL ACADEMY FOR ADVANCED STUDIE	34	56	9	≤1	≤1	18	66	16	≤1	≤1	41	49	10	≤1	≤1	32	43	25	≤1	≤1
026112	MARTYN ALTERNATIVE SCHOOL	≤1	≤1	≤1	13	88	≤1	≤1	≤1	30	70	≤1	≤1	≤1	35	65	≤1	≤1	≤1	20	80
026117	LINCOLN ELEMENTARY SCHOOL FOR THE ARTS	≤1	12	38	33	17	≤1	3	23	52	21	2	10	32	30	27	≤1	7	43	22	28
026124	INTERNATIONAL SCHOOL OF LOUISIANA JEFFER	4	40	32	24	≤1	≤1	24	48	16	12	≤1	40	36	12	12	≤1	4	80	12	4
026125	KENNER DISCOVERY HEALTH SCIENCES ACADEMY	11	45	30	9	4	≤1	36	45	13	6	6	38	40	13	4	11	40	40	4	6
026888	UNKNOWN	NR	NR	NR	NR	NR	≤1	10	10	20	60	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
027	JEFFERSON DAVIS PARISH	3	31	37	19	9	≤1	16	37	32	15	3	26	39	22	10	6	22	43	17	12
027001	ELTON HIGH SCHOOL	5	37	21	26	11	≤1	18	37	26	18	5	21	34	21	18	5	13	37	26	18
027003	FENTON ELEMENTARY SCHOOL	≤1	23	54	15	8	≤1	23	23	54	≤1	8	≤1	46	46	≤1	≤1	8	69	15	8
027004	HATHAWAY HIGH SCHOOL	8	41	30	8	14	3	57	19	19	3	3	44	36	11	6	19	36	31	8	6
027006	JENNINGS HIGH SCHOOL	≤1	22	44	21	12	≤1	7	33	39	21	≤1	23	42	23	11	4	15	47	18	15

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
027010	LACASSINE HIGH SCHOOL	8	25	40	18	10	≤1	10	38	30	23	5	33	30	20	13	13	20	43	15	10
027012	LAKE ARTHUR HIGH SCHOOL	3	37	26	24	10	≤1	13	45	26	16	3	32	27	27	10	≤1	27	32	23	18
027015	WELSH-ROANOKE JUNIOR HIGH SCHOOL	≤1	36	45	15	3	≤1	11	45	34	10	4	21	53	18	5	8	26	51	13	3
028	LAFAYETTE PARISH	7	34	32	18	9	3	29	37	23	9	7	23	39	20	11	8	18	45	20	9
028001	ACADIAN MIDDLE SCHOOL	≤1	14	43	32	10	≤1	5	48	35	12	≤1	8	41	41	10	≤1	10	50	29	10
028003	L.J. ALLEMAN MIDDLE SCHOOL	13	49	26	9	2	5	55	31	7	2	12	38	37	10	4	19	29	42	7	3
028005	PAUL BREAUX MIDDLE SCHOOL	18	32	27	15	8	6	33	29	22	10	22	20	32	17	9	12	23	43	15	7
028007	BROUSSARD MIDDLE SCHOOL	5	42	28	20	5	≤1	13	56	24	6	5	21	54	18	3	2	14	59	19	6
028008	CARENCRE MIDDLE SCHOOL	2	31	36	21	9	≤1	16	41	31	11	2	12	39	31	16	2	9	41	31	17
028016	JUDICE MIDDLE SCHOOL	≤1	23	33	25	19	≤1	13	34	38	15	4	28	39	17	12	≤1	8	45	29	17
028018	LAFAYETTE MIDDLE SCHOOL	2	26	36	26	10	≤1	17	29	34	19	3	11	36	27	23	3	6	39	35	17
028022	EDGAR MARTIN MIDDLE SCHOOL	8	39	29	13	11	3	36	39	18	4	3	21	49	15	11	6	25	49	14	7
028023	MILTON ELEMENTARY SCHOOL	8	40	36	10	6	5	41	35	13	6	11	34	38	12	4	6	23	48	22	≤1
028032	SCOTT MIDDLE SCHOOL	≤1	30	31	27	11	≤1	24	32	33	11	≤1	12	37	34	16	2	12	45	26	15
028038	YOUNGVILLE MIDDLE SCHOOL	6	39	35	14	4	2	25	50	19	4	7	32	37	17	6	9	22	48	16	6
028050	N. P. MOSS PREPARATORY ACADEMY	≤1	2	2	19	77	≤1	≤1	9	30	60	≤1	≤1	6	26	68	≤1	≤1	9	38	53
028054	DAVID THIBODAUX STEM MAGNET ACADEMY	4	37	41	14	3	7	42	33	16	3	10	30	43	12	5	13	27	45	14	≤1
028888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
029	LAFOURCHE PARISH	4	37	34	17	8	2	23	41	25	9	5	28	41	17	8	7	23	47	16	7
029006	EAST THIBODAUX MIDDLE SCHOOL	2	28	39	22	9	3	23	46	23	6	3	16	44	29	8	9	26	48	13	4
029009	GOLDEN MEADOW MIDDLE SCHOOL	5	48	30	14	3	≤1	25	44	23	9	≤1	36	50	9	4	11	23	47	15	5
029015	LAROSE-CUT OFF MIDDLE SCHOOL	5	39	33	16	7	3	20	32	25	19	4	25	46	18	6	≤1	12	59	20	9
029016	LOCKPORT MIDDLE SCHOOL	9	44	32	11	4	4	31	42	21	3	11	39	34	10	6	13	35	37	9	6
029020	RACELAND MIDDLE SCHOOL	2	28	35	24	11	≤1	12	39	34	14	4	18	37	33	8	≤1	21	48	20	9
029024	SIXTH WARD MIDDLE SCHOOL	8	53	26	11	3	4	44	41	11	≤1	11	43	35	5	6	13	41	40	5	≤1
029030	WEST THIBODAUX MIDDLE SCHOOL	2	23	37	28	9	≤1	16	41	34	9	4	15	49	17	15	6	16	43	25	10
029038	BAYOU BLUE MIDDLE SCHOOL	3	31	38	11	16	≤1	17	41	28	14	10	33	27	22	9	6	21	45	17	11
029039	BAYOU COMMUNITY ACADEMY CHARTER SCHOOL	5	73	20	2	≤1	7	51	39	2	≤1	2	45	40	12	≤1	7	24	60	7	2
029040	VIRTUAL ACADEMY OF LAFOURCHE	2	28	35	21	14	≤1	12	49	40	≤1	2	26	51	12	9	≤1	19	42	28	12
030	LASALLE PARISH	3	31	42	19	5	≤1	25	49	21	5	5	25	46	16	7	8	22	45	17	8
030001	FELLOWSHIP ELEMENTARY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
030005	JENA JUNIOR HIGH SCHOOL	3	33	43	16	5	≤1	28	52	17	2	7	30	45	12	6	7	23	49	15	6
030007	NEBO ELEMENTARY SCHOOL	≤1	36	27	36	≤1	≤1	18	64	18	≤1	≤1	25	33	42	≤1	≤1	17	33	42	8
030010	LASALLE JUNIOR HIGH SCHOOL	3	29	40	24	3	≤1	19	42	27	12	3	17	53	17	9	12	24	41	16	7
030888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
031	LINCOLN PARISH	7	33	32	22	5	3	25	40	25	7	6	19	39	27	10	6	16	47	22	10
031003	CHOUDRANT HIGH SCHOOL	16	51	24	4	4	2	33	49	16	≤1	8	36	40	10	6	4	26	52	16	2
031005	DUBACH SCHOOL	11	26	37	16	11	5	21	32	32	11	5	≤1	68	11	16	5	5	47	32	11
031014	SIMSBORO HIGH SCHOOL	2	16	51	26	5	≤1	7	40	42	12	≤1	10	39	44	7	≤1	≤1	46	34	20
031018	RUSTON JUNIOR HIGH SCHOOL	6	33	30	25	5	4	26	38	24	8	6	18	37	28	11	7	17	45	20	10
032	LIVINGSTON PARISH	8	37	30	18	8	2	27	40	23	8	8	34	39	14	5	9	25	46	14	5
032006	DENHAM SPRINGS JUNIOR HIGH SCHOOL	13	36	30	15	6	3	29	41	20	7	12	36	35	14	4	9	27	47	11	6
032008	DOYLE HIGH SCHOOL	6	23	25	31	15	≤1	21	34	32	13	3	23	44	24	7	≤1	23	43	23	11
032009	FRENCH SETTLEMENT HIGH SCHOOL	7	40	37	14	≤1	≤1	31	41	23	4	13	30	38	15	4	23	31	38	6	3
032011	FROST SCHOOL	7	28	24	24	17	3	31	38	17	10	19	23	38	19	≤1	12	23	50	15	≤1
032012	HOLDEN HIGH SCHOOL	10	49	29	10	2	8	43	37	6	6	10	35	39	16	≤1	12	37	35	16	≤1

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
032015	LIVE OAK MIDDLE SCHOOL	8	34	28	20	10	≤1	23	40	26	10	12	38	36	10	4	11	27	47	12	3
032017	MAUREPAS SCHOOL	4	46	38	4	8	≤1	19	50	19	12	≤1	31	58	4	8	12	31	23	27	8
032021	SOUTHSIDE JUNIOR HIGH SCHOOL	3	29	36	21	10	≤1	18	44	26	13	3	34	43	14	6	5	15	54	21	6
032027	WESTSIDE JUNIOR HIGH SCHOOL	5	31	29	25	11	3	28	38	25	7	6	30	38	21	5	11	19	50	15	4
032032	ALBANY MIDDLE SCHOOL	9	45	27	9	11	2	36	35	18	9	11	39	35	11	4	7	18	53	17	4
032038	SPRINGFIELD MIDDLE SCHOOL	6	47	23	14	10	≤1	30	36	27	7	8	33	39	11	9	10	36	34	14	6
032046	NORTH CORBIN JUNIOR HIGH SCHOOL	9	39	27	18	7	≤1	26	43	25	5	3	30	44	17	6	4	19	53	17	7
032049	JUBAN PARC JUNIOR HIGH SCHOOL	5	39	35	15	6	4	26	40	21	8	6	42	41	9	2	14	37	38	7	5
033	MADISON PARISH	≤1	6	31	32	31	≤1	3	22	44	31	≤1	2	30	37	32	≤1	12	44	24	19
033001	MADISON MIDDLE SCHOOL	≤1	6	31	32	31	≤1	3	22	44	31	≤1	2	30	37	32	≤1	12	44	24	19
033010	CHRISTIAN ACRES ALTERNATIVE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
034	MOREHOUSE PARISH	≤1	13	31	34	22	≤1	5	29	45	20	2	9	29	33	28	2	5	35	37	21
034003	BEEKMAN CHARTER SCHOOL	≤1	23	48	25	5	≤1	10	57	26	7	≤1	22	49	22	6	≤1	9	51	34	6
034004	MOREHOUSE JUNIOR HIGH SCHOOL	≤1	5	25	39	31	≤1	≤1	19	54	26	≤1	2	23	38	37	≤1	3	26	43	29
034010	DELTA JUNIOR HIGH SCHOOL	≤1	7	33	36	24	≤1	≤1	24	51	24	≤1	7	24	37	31	6	4	39	28	22
034023	MOREHOUSE MAGNET SCHOOL	20	73	7	≤1	≤1	20	53	27	≤1	≤1	33	40	27	≤1	≤1	27	20	53	≤1	≤1
034025	MOREHOUSE ALTERNATIVE SCHOOL	≤1	≤1	18	73	9	≤1	≤1	≤1	64	36	≤1	≤1	≤1	45	55	≤1	≤1	≤1	73	27
035	NATCHITOCHE PARISH	5	28	33	23	10	2	20	31	34	13	3	18	35	27	17	5	14	46	23	12
035005	EAST NATCHITOCHE ELEMENTARY & MIDDLE SC	2	24	43	26	5	≤1	8	35	46	11	≤1	8	43	34	14	2	11	49	33	5
035007	GOLDONNA ELEMENTARY & JUNIOR HIGH SCHOOL	8	32	32	24	4	≤1	24	24	48	4	≤1	28	44	20	8	8	12	44	24	12
035008	MARTHAVILLE ELEMENTARY & JUNIOR HIGH SCH	≤1	13	60	13	13	≤1	13	27	47	13	≤1	21	29	29	21	≤1	≤1	50	36	14
035012	L.P. VAUGHN ELEMENTARY & MIDDLE SCHOOL	≤1	16	31	38	16	≤1	4	31	44	22	≤1	6	26	37	31	≤1	9	44	31	15
035014	N.S.U. MIDDLE LAB SCHOOL	9	63	25	4	≤1	5	49	37	7	2	12	44	35	7	2	9	26	58	7	≤1
035015	GEORGE L. PARKS ELEMENTARY & MIDDLE SCHO	2	≤1	26	48	24	≤1	2	17	54	26	≤1	≤1	17	49	34	≤1	4	45	36	15
035017	PROVENCAL ELEMENTARY & JUNIOR HIGH SCHO	9	33	43	13	2	4	30	35	30	2	4	28	53	8	8	6	28	49	11	6
035024	CLOUTIERVILLE ELEMENTARY SCHOOL	≤1	34	41	24	≤1	≤1	12	49	37	2	≤1	2	67	26	5	2	17	64	14	2
035026	LAKEVIEW JUNIOR & SENIOR HIGH SCHOOL	≤1	12	38	32	18	≤1	9	32	35	24	≤1	9	18	44	29	≤1	2	29	33	36
035030	FRANKIE RAY JACKSON SR. TECHNICAL CENTER	≤1	≤1	22	22	56	≤1	≤1	22	28	50	≤1	≤1	7	33	60	≤1	≤1	14	21	64
035031	NATCHITOCHE MAGNET SCHOOL	26	71	3	≤1	≤1	16	66	18	≤1	≤1	11	58	32	≤1	≤1	26	32	42	≤1	≤1
035032	LAKEVIEW ANNEX	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
036	ORLEANS PARISH	21	37	24	11	6	11	32	35	15	6	13	33	32	15	7	22	22	34	15	8
036005	AUDUBON CHARTER SCHOOL	21	48	31	≤1	≤1	7	49	39	4	≤1	18	46	31	4	≤1	17	41	34	8	≤1
036013	EINSTEIN CHARTER SCHOOL	10	29	33	20	8	8	20	43	21	9	2	15	38	34	10	5	16	43	24	13
036056	ALICE M. HARTE ELEMENTARY CHARTER SCHOOL	5	38	36	16	5	≤1	40	47	9	3	9	49	38	≤1	3	3	19	57	17	4
036060	EDWARD HYNES CHARTER SCHOOL	14	46	27	9	4	5	35	45	14	≤1	10	37	40	10	3	21	37	37	3	3
036079	LUSHER CHARTER SCHOOL	61	34	5	≤1	≤1	41	50	8	≤1	≤1	33	53	13	≤1	≤1	55	33	11	≤1	≤1
036096	ELEANOR MCMAIN SECONDARY SCHOOL	≤1	26	38	21	15	≤1	7	41	34	18	≤1	10	39	31	20	≤1	3	36	30	31
036132	YOUTH STUDY CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
036149	ROBERT RUSSA MOTON CHARTER SCHOOL	≤1	33	47	20	≤1	≤1	20	53	27	≤1	≤1	7	60	33	≤1	≤1	7	67	27	≤1
036158	LAKE FOREST ELEMENTARY CHARTER SCHOOL	48	48	2	2	≤1	9	54	35	2	≤1	33	56	9	2	≤1	81	17	2	≤1	≤1
036161	BENJAMIN FRANKLIN ELEM. MATH AND SCIENCE	5	52	24	10	8	≤1	24	48	22	5	2	15	51	19	13	≤1	6	59	27	7
036186	MCDONOGH #35 ACADEMY	≤1	13	36	34	18	≤1	≤1	30	54	16	≤1	2	33	40	25	≤1	2	38	38	23
036187	ENCORE ACADEMY	11	37	26	15	11	4	19	44	11	22	7	26	37	22	7	19	44	15	7	15
037	OUACHITA PARISH	7	34	30	20	8	2	20	35	30	12	6	27	36	19	11	9	22	42	17	11
037020	OUACHITA JUNIOR HIGH SCHOOL	6	31	31	22	10	≤1	20	30	35	14	2	22	37	25	14	9	18	40	18	15
037022	PINECREST ELEMENTARY/MIDDLE SCHOOL	15	65	15	4	≤1	≤1	35	54	12	≤1	4	46	42	4	4	19	42	35	4	≤1

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037028	RISER MIDDLE SCHOOL	≤1	13	40	33	13	≤1	7	28	48	18	2	6	37	31	24	2	5	40	30	22
037039	WOODLAWN MIDDLE SCHOOL	5	43	34	14	3	≤1	18	47	25	10	12	53	25	8	2	2	22	55	19	3
037041	CALHOUN MIDDLE SCHOOL	6	37	27	21	10	≤1	18	40	30	11	5	32	42	14	8	6	25	48	13	8
037051	WEST RIDGE MIDDLE SCHOOL	20	43	24	9	5	6	39	36	14	6	15	39	35	6	4	18	33	38	8	2
037053	GOOD HOPE MIDDLE SCHOOL	9	43	27	17	4	2	25	40	25	8	8	37	37	13	5	14	34	40	9	4
037056	RICHWOOD JUNIOR HIGH SCHOOL	≤1	14	34	33	19	≤1	4	28	44	24	≤1	3	31	39	27	≤1	4	33	34	29
037057	STERLINGTON MIDDLE SCHOOL	5	48	29	15	3	4	27	42	22	5	8	27	44	18	3	9	22	52	13	5
038	PLAQUEMINES PARISH	5	36	38	17	4	2	26	46	19	7	8	33	41	15	4	12	32	44	9	3
038002	BELLE CHASSE MIDDLE SCHOOL	6	42	36	12	4	≤1	30	49	16	5	10	38	39	9	3	15	37	40	7	≤1
038006	PHOENIX HIGH SCHOOL	≤1	13	53	33	≤1	≤1	≤1	53	33	13	≤1	13	40	47	≤1	≤1	7	60	20	13
038013	SOUTH PLAQUEMINES HIGH SCHOOL	4	27	39	24	5	3	24	39	24	9	5	25	44	21	5	7	26	49	11	6
039	POINTE COUPEE PARISH	≤1	19	39	23	18	≤1	11	27	39	23	4	16	34	29	18	≤1	3	45	34	18
039003	LIVONIA HIGH SCHOOL	2	18	45	17	17	≤1	17	24	43	16	4	28	26	25	16	≤1	4	42	33	20
039008	UPPER POINTE COUPEE ELEMENTARY SCHOOL	≤1	14	37	35	14	≤1	2	19	52	26	≤1	2	38	40	19	≤1	≤1	43	36	21
039013	ROUGON ELEMENTARY SCHOOL	2	23	30	23	22	2	7	38	22	32	5	7	43	25	20	≤1	4	52	34	11
039888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
040	RAPIDES PARISH	4	26	32	24	13	≤1	19	35	31	14	5	21	38	24	12	7	20	41	21	11
040002	ALEXANDRIA MIDDLE MAGNET SCHOOL	≤1	9	24	38	29	≤1	3	27	35	35	≤1	5	25	38	32	≤1	2	30	37	31
040008	SCOTT M. BRAME MIDDLE SCHOOL	4	24	28	29	16	≤1	16	32	38	15	6	21	36	23	14	5	14	43	24	13
040011	BUCKEYE HIGH SCHOOL	11	30	31	17	10	3	30	40	18	8	10	31	38	13	8	19	31	38	8	4
040014	GLENMORA HIGH SCHOOL	2	31	44	18	5	≤1	5	47	33	15	4	35	46	11	4	4	24	57	15	≤1
040018	ARTHUR F. SMITH MIDDLE MAGNET SCHOOL	≤1	21	38	31	10	≤1	15	31	35	18	≤1	11	41	32	16	≤1	17	45	27	11
040028	OAK HILL HIGH SCHOOL	9	29	33	22	7	≤1	22	29	38	11	2	16	42	31	9	4	7	44	29	16
040034	PINEVILLE JUNIOR HIGH SCHOOL	6	29	38	18	9	≤1	18	37	33	11	4	23	42	23	8	11	32	39	12	6
040035	PLAINVIEW HIGH SCHOOL	≤1	21	17	54	8	≤1	≤1	29	63	8	4	16	32	40	8	≤1	20	24	44	12
040036	POLAND JUNIOR HIGH SCHOOL	13	19	19	25	25	≤1	25	25	31	19	21	31	29	14	5	15	34	46	5	≤1
040037	RAPIDES HIGH SCHOOL	2	19	30	31	19	≤1	17	31	33	19	6	23	36	22	13	2	13	45	27	14
040049	TIOGA JUNIOR HIGH SCHOOL	2	33	34	18	13	2	26	38	24	11	3	18	41	25	13	3	13	43	28	13
040055	NORTHWOOD HIGH SCHOOL	2	17	29	31	21	≤1	22	26	34	17	≤1	12	34	39	15	≤1	7	37	31	25
040065	CAROLINE DORMON JUNIOR HIGH SCHOOL	15	56	15	12	2	12	27	44	15	2	17	34	34	15	≤1	20	32	41	5	2
041	RED RIVER PARISH	≤1	24	38	27	12	≤1	13	45	28	14	2	18	43	21	16	17	31	36	8	9
041008	WARE YOUTH CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
041011	RED RIVER JUNIOR HIGH SCHOOL	≤1	24	38	27	12	≤1	13	45	28	14	2	18	43	21	16	17	31	36	8	9
042	RICHLAND PARISH	3	22	38	23	14	≤1	12	36	40	12	3	11	43	32	11	≤1	14	37	34	14
042002	DELHI MIDDLE SCHOOL	≤1	8	24	51	16	≤1	3	24	57	16	≤1	3	38	51	8	≤1	5	30	54	11
042004	HOLLY RIDGE ELEMENTARY SCHOOL	4	16	48	20	12	≤1	8	44	36	12	4	12	52	28	4	≤1	8	44	28	20
042007	MANGHAM JUNIOR HIGH SCHOOL	9	40	31	16	4	2	24	40	31	4	9	18	45	20	7	5	27	40	20	7
042009	RAYVILLE JUNIOR HIGH SCHOOL	≤1	14	34	22	30	≤1	6	30	44	20	≤1	2	34	42	22	≤1	2	32	42	24
042012	START ELEMENTARY SCHOOL	≤1	25	58	10	8	≤1	13	45	33	10	≤1	18	51	21	10	≤1	23	41	28	8
043	SABINE PARISH	4	35	35	19	7	≤1	17	37	37	9	3	20	41	29	7	3	17	47	26	8
043001	CONVERSE HIGH SCHOOL	9	31	34	17	9	≤1	31	31	29	9	3	24	43	22	8	≤1	17	58	19	6
043002	EBARB SCHOOL	4	38	27	19	12	4	27	27	27	15	4	23	35	35	4	≤1	23	35	31	12
043004	FLORIEN HIGH SCHOOL	8	38	43	5	5	≤1	11	62	22	5	≤1	17	56	19	8	6	22	53	17	3
043007	MANY JUNIOR HIGH SCHOOL	≤1	25	38	28	9	≤1	10	33	49	9	2	15	38	37	7	≤1	11	41	38	10
043008	NEGREET HIGH SCHOOL	8	58	26	5	3	≤1	24	42	29	5	11	46	35	5	3	14	27	46	14	≤1
043010	PLEASANT HILL HIGH SCHOOL	≤1	23	35	35	8	≤1	8	19	62	12	≤1	4	35	46	15	≤1	4	42	35	19

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043012	ZWOLLE HIGH SCHOOL	3	37	37	17	7	3	15	38	35	8	3	14	46	32	5	5	17	51	19	8
044	ST. BERNARD PARISH	8	34	34	19	6	≤1	25	36	29	8	6	30	37	19	8	6	22	50	17	6
044017	N.P. TRIST MIDDLE SCHOOL	9	38	33	17	3	2	24	37	32	5	9	33	34	16	7	7	22	55	11	5
044019	C.F. ROWLEY ALTERNATIVE SCHOOL	3	6	56	25	11	≤1	9	34	34	23	≤1	12	35	41	12	≤1	9	38	41	12
044023	ST. BERNARD MIDDLE SCHOOL	10	36	29	18	7	≤1	31	34	22	12	2	32	37	21	8	9	30	44	16	2
044025	ANDREW JACKSON MIDDLE SCHOOL	6	34	33	21	8	≤1	25	37	30	8	4	28	39	18	10	3	20	49	19	8
045	ST. CHARLES PARISH	9	40	32	12	7	2	33	39	20	6	7	30	42	15	6	5	22	54	12	7
045006	R.K. SMITH MIDDLE SCHOOL	3	28	44	20	6	≤1	23	40	28	9	2	26	37	26	9	3	13	48	24	12
045010	J.B. MARTIN MIDDLE SCHOOL	11	43	27	11	7	3	37	39	16	5	11	31	40	13	6	6	23	57	10	5
045014	ALBERT CAMMON MIDDLE SCHOOL	6	40	33	14	7	≤1	22	43	26	8	6	28	47	13	5	2	22	56	13	7
045018	HARRY M. HURST MIDDLE SCHOOL	8	41	34	9	8	2	36	38	18	5	5	30	45	15	4	7	26	52	9	6
046	ST. HELENA PARISH	≤1	8	33	33	25	≤1	2	13	49	37	≤1	≤1	32	44	24	≤1	2	43	27	29
046002	ST. HELENA COLLEGE AND CAREER ACADEMY	≤1	8	33	33	25	≤1	2	13	49	37	≤1	≤1	32	44	24	≤1	2	43	27	29
047	ST. JAMES PARISH	≤1	23	30	30	15	≤1	20	37	32	10	4	22	38	23	13	5	14	45	25	12
047004	LUTCHER HIGH SCHOOL	2	24	27	32	16	≤1	22	33	32	12	3	22	38	22	15	7	13	44	25	11
047008	ST. JAMES HIGH SCHOOL	≤1	23	34	28	15	≤1	17	43	32	7	4	23	38	25	9	2	15	46	24	13
048	ST. JOHN THE BAPTIST PARISH	3	30	38	21	8	2	16	43	31	9	2	17	44	28	9	2	12	50	26	10
048006	LAPLACE ELEMENTARY SCHOOL	5	33	33	17	12	2	13	48	26	13	4	20	43	26	8	4	11	50	23	12
048008	EAST ST. JOHN ELEMENTARY SCHOOL	≤1	30	40	21	10	≤1	5	41	40	14	≤1	16	39	32	13	≤1	2	48	41	10
048017	WEST ST. JOHN ELEMENTARY SCHOOL (K-7)	≤1	24	39	29	8	3	26	53	13	5	≤1	11	50	34	5	3	13	68	16	≤1
048020	FIFTH WARD ELEMENTARY SCHOOL	≤1	20	32	34	14	2	14	36	32	16	≤1	12	42	33	14	≤1	9	44	33	14
048021	LAKE PONTCHARTRAIN ELEMENTARY SCHOOL	3	25	43	24	5	≤1	13	35	48	5	2	18	42	35	3	≤1	23	45	23	10
048024	JOHN L. ORY COMMUNICATIONS MAGNET ELEMEN	6	49	43	2	≤1	6	29	49	16	≤1	4	33	47	16	≤1	6	22	63	10	≤1
048025	GARYVILLE/MT. AIRY MATH & SCIENCE MAGNET	≤1	15	33	39	12	3	9	34	47	6	≤1	3	41	31	24	≤1	3	28	41	28
048028	EMILY C. WATKINS ELEMENTARY	≤1	33	44	17	6	≤1	25	40	27	8	≤1	16	53	20	12	≤1	14	49	29	8
049	ST. LANDRY PARISH	2	23	37	24	13	≤1	13	35	37	14	≤1	12	41	29	16	2	9	48	25	17
049011	EUNICE JUNIOR HIGH SCHOOL	4	31	39	16	10	≤1	25	36	31	7	2	18	48	19	13	5	13	49	21	13
049018	KROTZ SPRINGS ELEMENTARY SCHOOL	≤1	27	55	9	9	≤1	18	45	27	9	≤1	9	55	23	14	≤1	≤1	32	50	18
049019	LAWTELL ELEMENTARY SCHOOL	≤1	19	38	34	8	≤1	13	34	49	5	≤1	10	40	37	13	≤1	6	40	33	22
049021	LEONVILLE ELEMENTARY SCHOOL	6	48	27	13	5	4	42	32	17	5	≤1	17	49	29	4	8	29	48	9	6
049031	OPELOUSAS JUNIOR HIGH SCHOOL	≤1	6	31	39	24	≤1	3	26	45	26	≤1	2	23	40	35	≤1	6	40	31	23
049038	PORT BARRE MIDDLE SCHOOL	2	20	35	28	15	≤1	5	37	41	18	≤1	15	40	33	12	≤1	3	55	24	18
049042	SUNSET ELEMENTARY SCHOOL	≤1	19	44	23	12	≤1	9	38	38	14	≤1	15	47	26	11	≤1	7	57	27	8
049044	WASHINGTON ELEMENTARY SCHOOL	≤1	≤1	23	38	38	≤1	≤1	8	54	38	≤1	≤1	23	31	46	≤1	≤1	31	38	31
049051	NORTH CENTRAL HIGH SCHOOL	≤1	20	35	23	23	≤1	3	40	43	15	≤1	2	38	45	14	≤1	2	40	29	29
049054	ARNAUVILLE ELEMENTARY SCHOOL	≤1	40	49	9	2	≤1	9	49	36	6	2	15	64	11	8	≤1	≤1	77	17	6
049055	PLAISANCE ELEMENTARY SCHOOL	≤1	11	35	35	18	≤1	4	28	44	24	≤1	4	40	32	23	≤1	3	31	35	32
049058	MAGNET ACADEMY FOR CULTURAL ARTS	10	37	43	7	≤1	≤1	15	48	30	7	4	25	42	24	4	3	21	64	10	≤1
050	ST. MARTIN PARISH	3	27	35	26	10	≤1	17	42	29	12	2	13	44	29	12	≤1	9	47	30	12
050002	BREAUX BRIDGE JUNIOR HIGH SCHOOL	2	27	29	35	7	≤1	15	41	37	7	≤1	12	45	36	7	≤1	15	59	23	3
050005	CATAHOULA ELEMENTARY SCHOOL	7	38	34	14	7	≤1	3	69	14	14	4	14	64	11	7	≤1	14	46	32	7
050006	CECILIA JUNIOR HIGH SCHOOL	6	27	37	21	8	≤1	20	42	27	10	4	13	46	28	9	3	9	49	28	11
050009	PARKS MIDDLE SCHOOL	≤1	32	39	24	4	≤1	29	45	20	7	3	21	51	17	8	≤1	9	55	26	9
050015	ST. MARTINVILLE JUNIOR HIGH SCHOOL	≤1	17	37	28	19	≤1	9	34	36	21	≤1	8	27	37	28	≤1	2	27	41	28
050018	STEPHENSVILLE ELEMENTARY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
051	ST. MARY PARISH	3	30	33	21	11	≤1	22	33	34	11	5	21	36	25	13	3	17	42	25	14

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051005	BERWICK JUNIOR HIGH SCHOOL	9	48	28	11	3	≤1	39	34	22	4	7	29	45	15	5	5	27	47	17	4
051007	CENTERVILLE HIGH SCHOOL	2	22	27	20	29	≤1	20	29	31	20	2	23	33	23	19	≤1	7	30	33	30
051011	FRANKLIN JUNIOR HIGH SCHOOL	5	23	36	27	9	≤1	16	31	39	14	≤1	21	30	40	10	≤1	6	33	35	25
051020	MORGAN CITY JUNIOR HIGH SCHOOL	2	34	33	21	11	2	23	34	30	12	10	25	34	20	11	3	20	42	22	14
051023	PATTERSON JUNIOR HIGH SCHOOL	≤1	21	40	26	12	≤1	13	33	43	12	3	13	36	28	20	3	16	46	27	8
051038	B. EDWARD BOUDREAU MIDDLE SCHOOL	2	20	34	27	16	≤1	14	30	41	15	≤1	12	33	38	16	≤1	10	42	27	21
052	ST. TAMMANY PARISH	10	38	29	15	7	4	31	37	20	8	9	30	37	15	8	11	24	41	15	7
052007	BOYET JUNIOR HIGH SCHOOL	10	40	27	14	9	3	28	38	22	9	9	35	34	14	9	10	22	43	16	9
052011	CLEARWOOD JUNIOR HIGH SCHOOL	9	38	31	10	11	≤1	29	33	26	11	12	27	39	11	12	13	28	39	11	8
052016	FIFTH WARD JUNIOR HIGH SCHOOL	≤1	39	44	11	7	≤1	32	51	14	4	11	26	40	14	9	2	19	47	19	12
052019	FOLSOM JUNIOR HIGH SCHOOL	4	37	34	18	7	≤1	25	41	26	6	7	28	41	15	9	7	21	43	21	9
052020	LEE ROAD JUNIOR HIGH SCHOOL	5	40	30	19	5	3	32	37	24	3	7	27	38	21	6	9	30	36	20	4
052024	MADISONVILLE JUNIOR HIGH SCHOOL	14	51	20	12	3	4	34	46	14	2	10	35	32	13	9	7	27	47	13	6
052027	MANDEVILLE JUNIOR HIGH SCHOOL	19	46	22	7	6	10	44	30	10	6	17	38	32	9	4	26	34	27	6	6
052032	WILLIAM PITCHER JUNIOR HIGH SCHOOL	7	26	28	28	11	≤1	19	37	29	14	8	22	35	24	11	2	16	43	25	13
052033	ST. TAMMANY JUNIOR HIGH SCHOOL	3	21	32	31	14	≤1	13	33	36	17	4	23	36	21	15	10	23	39	22	6
052034	CREEKSIDE JUNIOR HIGH	5	31	36	17	11	≤1	21	39	26	13	5	30	39	23	3	6	19	47	22	6
052038	SLIDELL JUNIOR HIGH SCHOOL	5	31	33	20	10	2	21	42	27	9	3	22	42	21	12	5	17	44	21	13
052053	FONTAINEBLEAU JUNIOR HIGH SCHOOL	15	42	29	9	5	5	43	36	11	5	10	33	40	11	5	13	25	44	13	5
052058	L.P. MONTELEONE JUNIOR HIGH SCHOOL	13	45	31	9	2	6	41	36	15	2	11	33	40	12	4	18	29	40	10	3
052888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
053	TANGIPARISHA PARISH	3	27	31	26	13	≤1	11	33	36	19	3	15	37	27	18	5	15	46	21	14
053003	CHAMP COOPER ELEMENTARY SCHOOL	4	28	35	26	7	≤1	18	43	29	8	≤1	21	40	24	14	8	17	49	15	10
053010	HAMMOND JUNIOR HIGH MAGNET SCHOOL	≤1	20	28	31	20	≤1	8	22	42	28	2	10	37	29	22	7	16	44	19	14
053013	INDEPENDENCE MIDDLE MAGNET SCHOOL	≤1	26	38	24	11	≤1	9	36	36	18	≤1	13	34	29	24	≤1	5	49	22	24
053015	KENTWOOD HIGH MAGNET SCHOOL	≤1	12	19	42	27	≤1	6	38	50	6	2	8	31	29	31	≤1	≤1	33	37	31
053021	LUCILLE NESOM MIDDLE SCHOOL	2	26	34	27	10	≤1	6	27	45	22	≤1	14	33	38	14	3	11	50	24	13
053022	PONCHATOLA JUNIOR HIGH SCHOOL	3	31	32	25	10	≤1	13	40	30	17	4	19	38	25	15	4	17	48	19	13
053027	SOUTHEASTERN LA UNIVERSITY LAB SCHOOL	38	38	23	≤1	≤1	12	38	46	≤1	4	15	54	19	8	4	23	31	35	12	≤1
053032	WEST SIDE MIDDLE SCHOOL	≤1	32	41	20	7	≤1	7	36	46	11	≤1	8	49	31	13	3	10	53	24	10
053039	HAMMOND EASTSIDE ELEMENTARY MAGNET SCHOOL	12	41	29	6	12	3	35	32	18	12	21	24	39	9	6	12	21	55	6	6
053040	LORANGER MIDDLE SCHOOL	2	25	27	31	15	2	10	32	40	16	2	15	35	25	24	5	19	40	20	16
053045	FLORIDA PARISHES JUVENILE DETENTION CNTR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
053051	JEWEL M. SUMNER MIDDLE SCHOOL	2	32	34	23	10	≤1	7	34	38	20	4	18	42	26	10	6	20	44	22	8
053052	TANGIPARISHA ALTERNATIVE SOLUTIONS PROGRAM	≤1	≤1	4	27	69	≤1	≤1	≤1	11	89	≤1	≤1	5	23	73	≤1	≤1	10	38	52
053888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
054	TENSAS PARISH	≤1	23	36	30	11	≤1	11	36	39	14	≤1	11	38	36	16	≤1	4	39	34	23
054001	TENSAS HIGH SCHOOL	≤1	31	34	34	≤1	≤1	11	46	37	6	≤1	17	37	31	14	≤1	6	43	26	26
054003	NEWELLTON ELEMENTARY SCHOOL	≤1	10	38	24	29	≤1	10	19	43	29	≤1	≤1	38	43	19	≤1	≤1	33	48	19
055	TERREBONNE PARISH	3	29	36	22	11	2	20	41	27	11	3	21	41	24	12	4	13	46	25	12
055015	EVERGREEN JUNIOR HIGH SCHOOL	2	27	34	20	16	≤1	18	43	27	11	2	19	39	28	12	2	10	49	27	11
055020	HOUMA JUNIOR HIGH SCHOOL	3	31	37	21	8	3	25	41	23	8	2	24	42	24	9	5	15	47	24	10
055021	LACACHE MIDDLE SCHOOL	2	38	32	17	11	≤1	33	36	19	11	5	29	40	12	13	4	18	48	23	7
055026	MONTEGUT MIDDLE SCHOOL	8	37	37	14	4	3	19	54	17	8	4	26	47	14	9	14	24	50	9	3
055028	OAKLAWN JUNIOR HIGH SCHOOL	≤1	22	34	29	14	≤1	11	31	40	18	3	13	35	29	20	≤1	8	35	32	24
055044	GRAND CAILLOU MIDDLE SCHOOL	2	20	42	28	8	≤1	15	43	32	9	7	21	50	15	6	≤1	10	50	27	12

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
055888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
056	UNION PARISH	2	24	35	25	14	≤1	13	35	39	12	3	14	41	28	14	7	8	43	25	16
056002	DOWNSVILLE CHARTER SCHOOL	5	26	50	13	5	≤1	8	32	42	18	3	8	49	33	8	≤1	5	44	36	15
056005	UNION PARISH JUNIOR HIGH SCHOOL	2	23	30	28	17	2	14	36	38	10	3	16	38	26	16	9	9	43	22	16
057	VERMILION PARISH	6	36	35	16	6	2	23	43	25	8	6	29	40	18	7	11	24	45	13	6
057007	FORKED ISLAND/E. BROUSSARD ELEM SCHOOL	4	36	40	12	8	≤1	24	56	16	4	12	28	40	12	8	17	17	46	13	8
057008	GUEYDAN HIGH SCHOOL	15	24	36	18	6	≤1	6	52	36	6	3	14	40	31	11	6	15	50	26	3
057019	RENE A. ROST MIDDLE SCHOOL	6	47	28	15	4	≤1	21	44	29	6	3	40	36	17	4	13	34	41	11	2
057023	J.H. WILLIAMS MIDDLE SCHOOL	3	21	36	27	13	3	15	42	26	14	3	15	41	31	11	6	15	50	17	13
057024	ERATH MIDDLE SCHOOL	8	45	35	9	2	2	28	43	25	3	11	36	41	8	4	18	30	42	7	3
057030	NORTH VERMILLION MIDDLE SCHOOL	6	41	38	12	3	2	30	41	21	7	7	34	43	11	5	10	24	45	15	6
057888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
058	VERNON PARISH	9	39	33	14	5	3	26	42	23	6	8	30	42	15	5	12	25	45	13	5
058001	ANACOCO HIGH SCHOOL	5	52	33	7	3	7	48	35	8	3	5	51	36	7	≤1	24	30	43	3	≤1
058003	EVANS HIGH SCHOOL	7	32	43	14	4	≤1	14	46	32	7	4	15	59	15	7	≤1	12	46	35	8
058004	HICKS HIGH SCHOOL	9	47	32	9	3	9	41	29	12	9	12	30	48	6	3	12	33	36	15	3
058005	HORNBECK HIGH SCHOOL	10	55	29	3	3	≤1	23	48	29	≤1	16	35	35	10	3	10	42	35	13	≤1
058007	LEESVILLE JUNIOR HIGH SCHOOL	8	32	37	15	8	2	20	46	26	6	8	27	41	17	8	5	23	50	15	6
058009	PICKERING HIGH SCHOOL	7	30	29	29	5	2	24	33	31	10	9	20	41	23	7	26	25	36	7	6
058010	PITKIN HIGH SCHOOL	8	62	30	≤1	≤1	3	27	41	19	11	5	55	26	13	≤1	13	37	45	5	≤1
058012	ROSEFINE HIGH SCHOOL	14	37	36	12	2	3	25	51	18	3	6	29	49	11	4	3	19	55	18	5
058013	SIMPSON HIGH SCHOOL	8	46	21	21	4	≤1	13	46	38	4	13	4	54	25	4	8	13	38	33	8
059	WASHINGTON PARISH	2	33	35	19	11	≤1	11	37	35	18	3	19	43	25	11	2	12	46	27	12
059004	FRANKLINTON JUNIOR HIGH SCHOOL	2	34	32	21	10	≤1	12	40	31	17	3	21	45	21	10	2	17	45	25	10
059007	MT. HERMON SCHOOL	2	31	43	17	7	≤1	2	41	49	7	≤1	10	46	32	12	2	≤1	59	32	7
059008	PINE SCHOOL	≤1	38	39	17	6	≤1	15	39	31	14	3	23	44	24	6	3	14	50	23	11
059011	VARNADO HIGH SCHOOL	2	17	36	19	26	≤1	4	17	47	32	2	12	29	35	23	≤1	2	38	36	25
060	WEBSTER PARISH	3	22	29	27	20	≤1	10	36	33	20	2	11	34	31	21	3	12	38	30	17
060005	DOYLINE HIGH SCHOOL	7	21	26	24	21	≤1	10	31	33	26	≤1	9	41	20	30	≤1	16	39	27	18
060015	NORTH WEBSTER JUNIOR HIGH SCHOOL	≤1	22	36	23	18	≤1	9	37	40	14	≤1	10	34	31	23	≤1	6	49	29	15
060018	LAKESIDE JUNIOR-SENIOR HIGH SCHOOL	3	22	34	25	16	≤1	10	43	27	20	≤1	10	40	36	14	7	22	35	25	11
060023	WEBSTER JUNIOR HIGH SCHOOL	3	21	21	32	22	≤1	12	33	31	22	4	13	29	32	22	3	11	30	33	22
061	WEST BATON ROUGE PARISH	3	33	39	16	10	≤1	11	48	30	11	≤1	21	47	19	11	3	18	55	15	9
061002	BRUSLY MIDDLE SCHOOL	2	37	41	13	7	≤1	12	54	25	7	≤1	23	50	17	8	4	24	57	10	6
061005	DEVALL MIDDLE SCHOOL	10	45	29	16	≤1	≤1	19	55	23	3	3	32	52	13	≤1	3	13	65	10	10
061009	PORT ALLEN MIDDLE SCHOOL	2	13	40	23	23	≤1	4	28	45	23	2	10	35	27	27	≤1	4	43	33	20
062	WEST CARROLL PARISH	4	35	32	20	9	≤1	25	38	29	7	6	32	34	20	8	6	25	43	18	8
062001	EPPS HIGH SCHOOL	≤1	5	45	23	27	≤1	5	41	41	14	≤1	9	41	41	9	≤1	5	45	32	18
062003	FOREST SCHOOL	9	41	33	17	≤1	2	20	37	37	4	11	36	36	11	7	11	31	49	9	≤1
062005	KILBOURNE HIGH SCHOOL	≤1	42	29	25	4	≤1	32	36	24	8	≤1	42	25	29	4	4	33	38	13	13
062006	OAK GROVE HIGH SCHOOL	4	37	30	20	10	≤1	33	38	24	6	6	34	34	17	9	5	26	40	22	7
063	WEST FELICIANA PARISH	7	37	34	18	5	2	33	42	18	5	13	38	35	13	3	19	27	42	8	4
063006	WEST FELICIANA MIDDLE SCHOOL	7	37	34	18	5	2	33	42	18	5	13	38	35	13	3	19	27	42	8	4
064	WINN PARISH	3	37	33	20	7	4	23	40	24	9	6	24	42	20	8	13	14	46	20	8
064001	ATLANTA HIGH SCHOOL	7	50	36	≤1	7	≤1	21	36	36	7	≤1	36	43	21	≤1	14	14	50	21	≤1
064002	CALVIN HIGH SCHOOL	≤1	58	42	≤1	≤1	≤1	26	53	16	5	11	32	53	5	≤1	21	16	58	5	≤1

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
064003	DODSON HIGH SCHOOL	5	40	25	30	≤1	≤1	20	45	20	15	5	18	45	27	5	5	≤1	59	23	14
064008	WINNFIELD MIDDLE SCHOOL	3	31	32	25	9	6	24	38	25	8	7	22	39	21	11	12	17	40	22	9
065	CITY OF MONROE SCHOOL DISTRICT	2	19	32	29	19	≤1	9	28	39	22	3	12	40	31	13	3	9	40	30	18
065003	CARROLL JUNIOR HIGH SCHOOL	≤1	10	37	37	16	≤1	3	31	46	20	≤1	2	44	38	16	≤1	≤1	35	40	24
065009	MARTIN LUTHER KING JUNIOR HIGH SCHOOL	≤1	7	33	33	26	≤1	2	25	48	25	3	15	39	29	13	≤1	≤1	31	43	25
065011	ROBERT E. LEE JUNIOR HIGH SCHOOL	5	31	29	21	14	3	20	32	28	17	7	21	41	23	9	7	21	47	16	8
065023	SHERROUSE SCHOOL	≤1	≤1	11	21	68	≤1	≤1	≤1	21	79	≤1	≤1	24	47	29	≤1	≤1	39	22	39
065030	EXCELLENCE ACADEMY CHARTER SCHOOL	≤1	25	31	27	17	≤1	6	29	46	19	≤1	8	36	39	15	≤1	10	43	29	18
065888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
066	CITY OF BOGALUSA SCHOOL DISTRICT	≤1	6	17	43	33	≤1	3	30	46	21	≤1	≤1	29	39	31	≤1	2	24	35	39
066002	BOGALUSA HIGH SCHOOL	≤1	6	17	43	33	≤1	3	30	46	21	≤1	≤1	29	39	31	≤1	2	24	35	39
067	ZACHARY COMMUNITY SCHOOL DISTRICT	11	46	28	12	4	9	37	38	11	4	19	31	35	10	5	26	32	34	5	2
067002	NORTHWESTERN MIDDLE SCHOOL	11	46	28	12	4	9	37	38	11	4	19	31	35	10	5	26	32	34	5	2
068	CITY OF BAKER SCHOOL DISTRICT	≤1	16	26	32	26	≤1	7	27	44	22	≤1	3	26	41	31	≤1	4	38	36	22
068003	BAKER MIDDLE SCHOOL	≤1	5	21	41	33	≤1	6	20	47	28	≤1	2	17	38	42	≤1	5	28	40	27
068005	PARK RIDGE ACADEMIC MAGNET SCHOOL	≤1	50	40	7	3	≤1	10	50	33	7	≤1	3	50	47	≤1	≤1	3	67	23	7
069	CENTRAL COMMUNITY SCHOOL DISTRICT	9	37	32	15	7	3	31	41	20	6	8	31	40	17	5	6	21	55	13	5
069003	CENTRAL MIDDLE SCHOOL	9	37	32	15	7	3	31	41	20	6	8	31	40	17	5	6	21	55	13	5
101	SPECIAL SCHOOL DISTRICT	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101031	RENAISSANCE HOME FOR YOUTH	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101035	GATEWAY ADOLESCENT TREATMENT CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101036	METHODIST HOME FOR CHILDREN OF GREATER N	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101038	NORTHLAKE BEHAVIORAL HEALTH SYSTEM	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
304	LA SCHOOLS FOR THE DEAF AND VISUALLY IMP	≤1	17	17	25	42	≤1	8	≤1	67	25	8	≤1	17	33	42	8	≤1	25	33	33
304001	LOUISIANA SCHOOL FOR THE DEAF	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
304002	LOUISIANA SCHOOL FOR THE VISUALLY IMPAIR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
328001	SOUTHWEST LOUISIANA CHARTER SCHOOL	4	19	36	31	11	≤1	6	43	35	17	≤1	12	41	26	21	≤1	8	51	29	11
329001	V. B. GLENCOE CHARTER SCHOOL	10	38	41	5	5	8	38	46	≤1	8	8	31	44	10	8	3	15	56	21	5
331001	INTERNATIONAL SCHOOL OF LOUISIANA	19	52	22	6	≤1	5	37	38	19	2	11	32	49	8	≤1	24	35	37	5	≤1
333001	AVOYELLES PUBLIC CHARTER SCHOOL	13	70	15	2	≤1	≤1	65	26	9	≤1	13	53	32	2	≤1	6	30	57	8	≤1
336001	DELHI CHARTER SCHOOL	10	36	29	21	5	≤1	19	40	30	11	≤1	16	49	23	10	8	27	48	11	5
337001	BELLE CHASSE ACADEMY	9	56	26	7	≤1	≤1	43	41	13	3	10	41	38	8	2	22	37	37	3	≤1
339001	MILESTONE ACADEMY	2	20	51	22	4	≤1	2	42	53	2	≤1	11	40	36	13	≤1	11	47	33	9
340001	MAX CHARTER ALTERNATIVE EDUCATION	≤1	13	69	13	6	≤1	≤1	25	69	6	6	≤1	44	25	25	≤1	6	75	19	≤1
341001	D'ARBONNE WOODS CHARTER SCHOOL	6	48	27	14	6	≤1	35	38	14	13	≤1	32	47	10	10	≤1	13	63	15	8
343002	LOUISIANA VIRTUAL CHARTER ACADEMY	5	27	31	25	12	3	13	31	32	21	7	21	40	20	13	3	13	44	25	15
343888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
345001	LOUISIANA CONNECTIONS ACADEMY	3	31	36	22	7	≤1	17	34	29	19	4	34	36	15	11	5	15	52	16	11
346001	LAKE CHARLES CHARTER ACADEMY	≤1	27	45	23	5	≤1	17	44	34	6	≤1	6	37	40	17	≤1	6	51	25	17
349001	JS CLARK LEADERSHIP ACADEMY	≤1	3	43	42	12	≤1	2	20	55	23	≤1	3	47	37	12	≤1	5	58	31	7
3A3001	BATON ROUGE CHARTER ACADEMY AT MID-CITY	≤1	≤1	25	42	31	≤1	≤1	17	44	39	≤1	≤1	17	48	33	≤1	≤1	35	41	25
3A4001	DELTA CHARTER SCHOOL MST	3	22	49	27	≤1	3	22	51	24	≤1	5	14	51	30	≤1	3	8	59	24	5
3B5001	NORTHEAST CLAIBORNE CHARTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	≤1	10	30	30	30	≤1	≤1	30	30	40
JUV	JUVENILE JUSTICE FACILITIES	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
318001	LSU LABORATORY SCHOOL	36	55	6	3	≤1	25	53	18	4	≤1	16	54	25	5	≤1	23	44	30	2	≤1
319001	SOUTHERN UNIVERSITY LAB SCHOOL	5	38	38	17	2	≤1	24	40	26	10	2	24	41	27	5	10	24	49	17	≤1

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319002	SOUTHERN UNIVERSITY LABORATORY VIRTUAL S	9	22	19	34	16	≤1	6	19	39	35	6	25	36	28	6	≤1	14	36	28	22
322001	A. E. PHILLIPS LABORATORY SCHOOL	30	49	17	4	≤1	15	55	23	6	2	28	40	28	4	≤1	32	40	23	6	≤1
323003	GRAMBLING STATE UNIVERSITY MIDDLE SCHOOL	≤1	13	73	13	≤1	≤1	≤1	40	40	20	≤1	7	40	47	7	≤1	≤1	40	40	20
307	HOWARD SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
307001	HOWARD SCHOOL	≤1	≤1	11	33	56	≤1	≤1	≤1	21	79	≤1	≤1	7	36	57	≤1	≤1	7	36	57
OJJ	OFFICE OF JUVENILE JUSTICE	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
A02002	RIVERSIDE ALTERNATIVE HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
A02003	SOUTHSIDE ALTERNATIVE HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
RBR	RECOVERY SCHOOL DISTRICT—BATON ROUGE	≤1	8	36	37	19	≤1	2	28	49	21	≤1	5	27	37	31	≤1	4	48	27	21
389002	KENILWORTH SCIENCE AND TECHNOLOGY CHARTE	≤1	10	37	37	16	≤1	2	30	51	16	≤1	7	31	41	22	≤1	5	47	27	21
3AP002	CELERITY CRESTWORTH CHARTER SCHOOL	≤1	≤1	32	34	34	≤1	≤1	19	35	46	≤1	≤1	8	22	70	≤1	≤1	50	31	19
RLA	RECOVERY SCHOOL DISTRICT—LOUISIANA	≤1	4	28	35	31	≤1	2	35	37	26	≤1	2	31	34	32	≤1	≤1	32	47	20
371001	LINWOOD PUBLIC CHARTER SCHOOL	≤1	4	28	35	31	≤1	2	35	37	26	≤1	2	31	34	32	≤1	≤1	32	47	20
RNO	RECOVERY SCHOOL DISTRICT—NEW ORLEANS	≤1	22	34	27	15	≤1	13	37	33	17	≤1	11	38	30	19	3	14	43	25	15
300001	PIERRE A. CAPDAU LEARNING ACADEMY	≤1	23	40	13	25	≤1	8	33	35	25	≤1	5	48	25	23	5	33	43	10	10
300002	NELSON ELEMENTARY SCHOOL	4	16	24	42	14	≤1	14	28	34	24	2	10	36	24	28	≤1	≤1	24	40	36
300004	GENTILLY TERRACE ELEMENTARY SCHOOL	≤1	16	40	36	9	≤1	2	31	42	24	≤1	2	27	56	16	≤1	2	18	69	11
361001	CRESCENT LEADERSHIP ACADEMY	≤1	≤1	6	29	65	≤1	≤1	6	24	71	≤1	≤1	25	≤1	75	≤1	≤1	33	25	42
363001	HARRIET TUBMAN CHARTER SCHOOL	2	33	26	24	16	≤1	9	43	41	7	≤1	14	39	32	16	7	19	28	33	12
363002	PAUL HABANS CHARTER SCHOOL	≤1	30	23	33	13	≤1	≤1	47	33	20	≤1	17	43	23	17	3	20	47	13	17
364001	FANNIE C. WILLIAMS CHARTER SCHOOL	≤1	18	41	24	16	≤1	6	41	43	10	≤1	11	23	53	13	≤1	4	36	36	23
367001	EDGAR P. HARNEY SPIRIT OF EXCELLENCE ACA	≤1	21	34	31	14	≤1	14	41	38	7	≤1	10	38	34	17	≤1	3	45	38	14
369001	RENEW CULTURAL ARTS ACADEMY AT LIVE OAK	6	22	33	22	16	≤1	13	45	23	20	≤1	12	44	25	19	≤1	19	40	18	22
369002	RENEW SCITECH ACADEMY AT LAUREL	2	36	42	17	4	≤1	32	43	17	8	4	19	50	25	2	≤1	12	67	17	4
369003	RENEW DOLORES T. AARON ELEMENTARY	3	25	32	29	10	≤1	15	40	32	13	≤1	14	34	36	15	2	12	47	28	12
369006	RENEWSCHAUMBURG ELEMENTARY	≤1	26	34	28	11	≤1	14	29	39	17	≤1	17	45	24	13	5	35	39	12	8
373001	ARISE ACADEMY	≤1	28	26	28	18	≤1	8	18	32	42	2	14	32	24	28	4	4	26	46	20
373002	MILDRED OSBORNE CHARTER SCHOOL	≤1	23	41	27	9	≤1	9	39	39	13	≤1	7	23	39	30	2	15	47	27	9
374001	SUCCESS PREPARATORY ACADEMY	2	8	33	37	20	≤1	10	22	31	37	2	2	27	44	25	2	8	40	27	23
381001	AKILI ACADEMY OF NEW ORLEANS	6	35	28	22	9	4	15	44	24	13	6	14	41	24	16	6	10	41	33	10
384001	MILLER-MCCOY ACADEMY FOR MATHEMATICS AND	≤1	3	24	45	27	≤1	≤1	21	33	45	≤1	≤1	26	45	29	≤1	3	39	45	13
385002	COHEN COLLEGE PREP	≤1	23	25	20	32	≤1	2	39	48	11	≤1	7	45	24	24	2	24	48	19	7
388001	ANDREW H. WILSON CHARTER SCHOOL	≤1	18	26	35	21	≤1	11	27	35	26	≤1	3	17	35	44	≤1	5	38	33	24
390001	JAMES M. SINGLETON CHARTER SCHOOL	≤1	11	36	32	20	≤1	9	32	45	14	≤1	2	20	45	32	≤1	≤1	30	48	23
391001	DR. MARTIN LUTHER KING CHARTER SCHOOL FO	≤1	33	45	14	8	≤1	6	43	45	6	≤1	8	45	37	10	≤1	6	57	29	8
391002	JOSEPH A. CRAIG CHARTER SCHOOL	≤1	11	29	32	29	≤1	≤1	29	45	26	≤1	≤1	32	34	34	≤1	≤1	24	42	34
392001	MCDONOGH #28 CITY PARK ACADEMY	2	16	40	28	14	≤1	4	28	44	24	≤1	10	24	36	30	2	14	36	40	8
393001	LAFAYETTE ACADEMY	≤1	29	33	30	7	≤1	13	41	36	10	≤1	16	52	21	11	≤1	12	50	26	11
393002	ESPERANZA CHARTER SCHOOL	≤1	33	25	24	18	≤1	10	43	31	16	2	20	49	14	16	≤1	≤1	53	22	25
393003	MCDONOGH 42 CHARTER SCHOOL	≤1	4	38	36	21	≤1	≤1	43	36	21	≤1	9	28	43	21	≤1	4	43	30	23
395001	MARTIN BEHRMAN ELEMENTARY SCHOOL	≤1	35	31	23	10	≤1	10	39	34	17	3	10	52	25	10	3	14	56	18	9
395002	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	5	24	40	16	15	≤1	14	41	34	10	≤1	5	37	36	22	5	24	47	13	11
395003	WILLIAM J. FISCHER ELEMENTARY SCHOOL	≤1	9	21	33	37	≤1	2	12	58	28	≤1	2	18	43	38	≤1	2	20	43	36
395004	MCDONOGH #32 ELEMENTARY SCHOOL	≤1	11	23	46	20	≤1	2	39	41	18	≤1	3	42	32	23	2	5	50	24	19
395888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
397001	SOPHIE B. WRIGHT INSTITUTE OF ACADEMIC E	≤1	20	31	24	25	≤1	4	29	45	22	2	10	52	21	15	≤1	≤1	38	42	21

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
398001	KIPP BELIEVE COLLEGE PREP (PHILLIPS)	≤1	23	40	22	14	≤1	14	40	30	15	≤1	25	42	21	11	7	26	47	10	11
398002	KIPP MCDONOGH 15 SCHOOL FOR THE CREATIVE	2	23	30	30	15	≤1	12	40	30	18	2	15	35	34	13	7	25	48	10	11
398003	KIPP CENTRAL CITY ACADEMY	3	27	36	22	12	2	28	52	14	4	7	21	44	16	11	5	20	52	12	10
398006	KIPP NEW ORLEANS LEADERSHIP ACADEMY	≤1	17	40	29	14	≤1	12	48	22	18	≤1	15	41	24	19	6	19	54	7	13
399001	SAMUEL J. GREEN CHARTER SCHOOL	≤1	17	52	23	8	≤1	8	60	23	8	≤1	10	33	33	23	≤1	10	31	38	21
399002	ARTHUR ASHE CHARTER SCHOOL	2	19	47	19	13	2	16	39	29	15	2	11	48	26	13	11	21	37	23	8
399004	JOHN DIBERT COMMUNITY SCHOOL	5	23	28	28	15	2	18	35	33	12	3	10	37	35	15	3	18	38	22	18
399005	LANGSTON HUGHES CHARTER ACADEMY	≤1	26	43	21	9	≤1	30	38	24	7	≤1	6	45	30	18	3	10	54	18	14
3A5001	MARY D. COGHILL CHARTER SCHOOL	2	33	41	22	3	≤1	42	23	28	6	≤1	17	47	30	6	≤1	16	55	19	11
NPS	NONPUBLIC SCHOLARSHIP SCHOOLS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500010	ST. FREDERICK HIGH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500020	ST. JOSEPH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
501003	HOLY SAVIOR MENARD CENTRAL HIGH SCHOOL (	8	8	50	25	8	≤1	≤1	25	58	17	≤1	17	25	25	33	≤1	≤1	67	25	8
502001	ASCENSION DIOCESAN REGIONAL SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502003	CATHOLIC HIGH OF POINTE COUPEE (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502006	HOLY GHOST SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502007	MATER DOLOROSA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502016	ST. ALPHONSUS SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502018	ST. ELIZABETH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502019	ST. FRANCIS XAVIER SCHOOL (C)	≤1	8	67	25	≤1	≤1	≤1	33	42	25	≤1	≤1	58	33	8	≤1	25	33	33	8
502031	ST. LOUIS KING OF FRANCE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502041	REDEMPTORIST DIOCESAN REGIONAL JUNIOR HS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503001	CENTRAL CATHOLIC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503005	MARIA IMMACOLATA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
504007	HOLY FAMILY CATHOLIC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
504009	IMMACULATE HEART OF MARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
505011	ST. THEODORE'S HOLY FAMILY CATHOLIC SCHO	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506014	HOLY ROSARY ACADEMY (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506020	HOLY GHOST ELEMENTARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506036	OUR LADY OF DIVINE PROVIDENCE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506038	OUR LADY OF GRACE SCHOOL (C)	≤1	7	36	43	14	≤1	≤1	7	64	29	≤1	≤1	21	50	29	≤1	≤1	7	64	29
506041	OUR LADY OF PERPETUAL HELP SCHOOL (C)	≤1	10	60	20	10	≤1	≤1	10	50	40	≤1	≤1	30	70	≤1	≤1	≤1	60	10	30
506044	OUR LADY OF PROMPT SUCCOR SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506048	RESURRECTION OF OUR LORD SCHOOL (C)	7	29	50	14	≤1	≤1	7	64	21	7	≤1	21	50	21	7	≤1	21	57	21	≤1
506049	SACRED HEART OF JESUS SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506054	ST. AGNES SCHOOL (C)	≤1	27	36	18	18	≤1	≤1	18	64	18	≤1	9	36	45	9	≤1	≤1	27	45	27
506055	ST. ALPHONSUS SCHOOL (C)	≤1	29	29	43	≤1	≤1	14	71	14	≤1	≤1	≤1	36	50	14	≤1	7	57	29	7
506057	ST. ANGELA MERICI SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506059	ST. ANTHONY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506079	ST. JOAN OF ARC SCHOOL (C)	≤1	25	44	31	≤1	≤1	≤1	25	69	6	≤1	6	19	56	19	≤1	6	31	50	13
506080	ST. JOAN OF ARC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506094	ST. MARY MAGDALEN SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506095	ST. MARY'S ACADEMY (GIRLS) (C)	≤1	19	52	26	3	≤1	≤1	32	45	23	≤1	6	39	52	3	≤1	≤1	29	55	16
506104	ST. PETER SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506105	ST. PETER CLAVER SCHOOL (C)	≤1	8	42	50	≤1	≤1	8	15	46	31	≤1	≤1	42	50	8	≤1	8	33	42	17

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory



Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
506111	ST. RITA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506116	ST. STEPHEN SCHOOL (C)	≤1	27	55	18	≤1	≤1	9	55	36	≤1	≤1	≤1	73	18	9	≤1	18	45	36	≤1
506122	ST. KATHARINE DREXEL PREPARATORY SCHOOL	≤1	21	43	21	14	≤1	≤1	50	43	7	≤1	8	38	31	23	≤1	≤1	38	38	23
506129	ST. AUGUSTINE JR. HIGH SCHOOL (BOYS) (C)	≤1	15	32	41	12	≤1	≤1	31	38	31	≤1	2	32	44	22	2	≤1	29	51	17
522001	CONQUERING WORD CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
533001	ALFRED BOOKER JR. ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
571001	LIGHTHOUSE CHRISTIAN PREPARATORY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
579001	FAMILY COMMUNITY CHRISTIAN SCHOOL	≤1	42	33	17	8	≤1	≤1	58	17	25	≤1	8	67	8	17	≤1	≤1	58	42	≤1
626001	ST. JOHN LUTHERAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
627001	ST. PAUL LUTHERAN SCHOOL (L)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
652001	RIVERSIDE ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
656001	OLD BETHEL CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
667001	JOHN PAUL THE GREAT ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
674001	ANGLES ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
702001	HOSANNA CHRISTIAN ACADEMY (AG)	≤1	12	40	48	≤1	≤1	≤1	64	32	4	≤1	4	52	24	20	≤1	4	60	28	8
705001	GREATER BATON ROUGE HOPE ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
722001	JEHOVAH-JIREH CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
727001	BOUTTE CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
729001	GARDERE COMMUNITY CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
735001	NORTHLAKE CHRISTIAN HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
760001	VICTORY CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
872001	BISHOP MCMANUS SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
874001	NORTHEAST BAPTIST SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
886001	CLAIBORNE CHRISTIAN SCHOOL (CG)	7	47	27	13	7	7	29	36	21	7	8	50	33	8	≤1	17	25	50	8	≤1
897001	NEW ORLEANS ADVENTIST ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
927001	LIFE OF CHRIST CHRISTIAN ACADEMY/ALTERNA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
933002	ASCENSION CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
938001	THE UPPERROOM BIBLE CHURCH ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
988001	RIVERDALE CHRISTIAN ACADEMY	≤1	10	20	60	10	≤1	≤1	10	30	60	≤1	10	≤1	40	50	≤1	10	10	20	60
989001	LIGHT CITY CHRISTIAN ACADEMY	≤1	8	33	33	25	≤1	8	17	58	17	≤1	≤1	33	58	8	≤1	≤1	25	33	42
990001	TRINITY CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
992001	UNION CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR



### Percent of Students at Each Achievement Level for Spring 2015 Tests- By District and School - Grade 8

The Louisiana Department of Education has modified and/or suppressed data reported to protect the privacy of students in compliance with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. 1232g. The strategies used to protect privacy vary and may include rounding or other techniques but do not substantially affect the general usefulness of the data. Because of the privacy protections, numerical and percentage totals may not add precisely to the sum of the row or column to which the total refers. NR indicates less than ten students in a subgroup.

\* A=Advanced; M=Mastery; B=Basic; AB=Approaching Basic; U=Unsatisfactory

Note: 2015 grade 3-8 results constitute new baseline performance on new assessments and/or more inclusive student populations than in past years.

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
STATE	LOUISIANA STATEWIDE	4	36	30	19	11	4	28	23	25	20	2	17	38	27	16	2	13	44	23	17
001	ACADIA PARISH	3	38	28	18	14	3	28	23	21	25	2	16	40	26	17	≤1	12	45	25	18
001001	ARMSTRONG MIDDLE SCHOOL	2	16	29	30	23	≤1	10	11	26	53	≤1	6	25	39	30	≤1	5	35	30	30
001002	BRANCH ELEMENTARY SCHOOL	7	53	13	13	13	3	30	33	13	20	6	16	45	16	16	≤1	13	52	19	16
001005	CHURCH POINT HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
001006	CHURCH POINT MIDDLE SCHOOL	2	27	40	22	10	≤1	15	25	45	15	≤1	8	36	32	24	≤1	5	34	39	22
001007	CROWLEY HIGH SCHOOL	≤1	≤1	≤1	31	69	≤1	≤1	≤1	19	81	≤1	≤1	≤1	19	81	≤1	≤1	≤1	19	81
001008	CROWLEY MIDDLE SCHOOL	2	24	31	20	23	3	13	23	27	34	≤1	10	28	33	29	≤1	8	36	33	22
001011	EGAN ELEMENTARY SCHOOL	4	73	23	≤1	≤1	≤1	42	42	8	8	8	50	31	12	≤1	≤1	31	58	12	≤1
001013	EVANGELINE ELEMENTARY SCHOOL	6	69	19	6	≤1	≤1	31	44	6	19	≤1	≤1	76	18	6	≤1	6	59	29	6
001015	IOTA MIDDLE SCHOOL	6	58	20	14	2	4	44	29	17	7	2	28	53	16	≤1	≤1	22	53	18	7
001017	MIDLAND HIGH SCHOOL	≤1	41	37	17	5	7	59	15	7	12	3	20	49	24	3	2	12	61	20	5
001018	MIRE ELEMENTARY SCHOOL	4	56	30	9	2	≤1	35	37	15	13	≤1	17	54	26	4	≤1	9	61	20	9
001021	RAYNE HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
001022	RICHARD ELEMENTARY SCHOOL	≤1	58	37	≤1	5	11	55	21	8	5	3	26	63	5	3	3	24	63	5	5
001034	IOTA HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
001036	AMIKIDS ACADIANA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
002	ALLEN PARISH	3	45	25	17	9	≤1	29	24	25	21	2	21	45	24	8	2	11	57	16	15
002001	ELIZABETH HIGH SCHOOL	≤1	30	30	30	9	≤1	22	30	17	30	≤1	13	35	43	9	≤1	9	61	13	17
002002	FAIRVIEW HIGH SCHOOL	10	63	17	10	≤1	7	63	17	10	3	3	33	50	13	≤1	3	13	70	7	7
002007	OAKDALE MIDDLE SCHOOL	≤1	22	31	28	18	≤1	13	24	32	31	4	10	39	30	18	≤1	6	43	24	28
002009	OBERLIN HIGH SCHOOL	≤1	53	29	15	3	≤1	21	21	38	21	≤1	22	56	17	6	3	8	58	17	14
002010	REEVES HIGH SCHOOL	≤1	37	22	19	22	≤1	15	12	31	42	≤1	4	48	40	8	≤1	4	52	28	16
002015	KINDER MIDDLE SCHOOL	5	66	20	6	3	3	41	30	19	8	≤1	33	46	15	4	4	18	65	8	5
003	ASCENSION PARISH	8	47	25	12	7	11	45	20	15	9	5	27	42	17	9	4	26	48	13	9
003004	DUTCHTOWN MIDDLE SCHOOL	15	56	20	5	4	21	52	15	9	3	6	37	44	9	4	6	37	43	10	4
003006	GALVEZ MIDDLE SCHOOL	3	44	28	18	7	4	46	19	20	11	2	26	42	21	9	2	17	53	16	12
003007	GONZALES MIDDLE SCHOOL	2	30	33	20	16	3	23	27	25	22	2	13	40	27	18	≤1	13	46	19	21
003010	LOWERY MIDDLE SCHOOL	≤1	19	30	27	22	≤1	20	32	23	24	≤1	4	26	38	33	≤1	3	48	31	18
003012	PRAIRIEVILLE MIDDLE SCHOOL	16	60	19	5	≤1	22	56	13	7	≤1	11	38	42	7	4	9	43	41	5	2
003013	ST. AMANT MIDDLE SCHOOL	6	52	27	9	6	5	56	22	11	6	4	27	47	16	6	2	21	57	9	10
003020	LAKE ELEMENTARY SCHOOL	9	50	25	12	4	11	47	22	14	7	4	38	46	11	≤1	5	26	56	9	3
003026	CENTRAL MIDDLE SCHOOL	6	49	27	14	5	7	45	19	20	9	4	23	47	21	6	2	26	49	16	7
004	ASSUMPTION PARISH	4	40	33	17	6	2	36	31	19	12	2	17	33	33	14	2	11	46	29	13
004003	BELLE ROSE MIDDLE SCHOOL	≤1	22	44	25	8	≤1	31	39	17	14	≤1	6	29	40	26	≤1	3	31	46	20
004005	LABADIEVILLE MIDDLE SCHOOL	≤1	38	37	17	6	3	18	35	27	18	≤1	14	28	40	18	≤1	6	47	29	15

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
004007	NAPOLEONVILLE MIDDLE SCHOOL	7	31	36	20	6	≤1	29	36	20	14	≤1	16	26	41	16	≤1	14	37	36	13
004009	PIERRE PART MIDDLE SCHOOL	7	58	19	11	5	3	65	18	12	3	7	27	49	16	≤1	4	16	58	14	8
005	AVOYELLES PARISH	≤1	19	30	26	24	≤1	15	22	33	30	≤1	5	28	30	36	≤1	3	34	27	36
005004	BUNKIE NEW TECH HIGH SCHOOL	≤1	4	20	32	45	≤1	≤1	14	37	48	≤1	≤1	13	30	56	≤1	≤1	24	23	54
005016	MARKSVILLE HIGH SCHOOL	≤1	16	37	24	22	≤1	13	25	34	29	≤1	5	27	25	43	≤1	≤1	27	31	41
005018	AVOYELLES HIGH SCHOOL	≤1	13	28	32	26	≤1	18	21	31	31	≤1	3	27	37	32	≤1	2	34	30	34
005025	LA SCHOOL FOR AG SCIENCE	≤1	53	31	12	3	≤1	31	27	30	11	3	14	50	27	7	≤1	11	62	19	8
006	BEAUREGARD PARISH	≤1	29	30	26	14	2	24	24	31	19	≤1	18	40	31	10	≤1	10	44	27	17
006003	DERIDDER JUNIOR HIGH SCHOOL	2	29	33	23	13	4	32	23	25	16	2	19	42	30	7	≤1	11	48	28	12
006004	EAST BEAUREGARD HIGH SCHOOL	≤1	30	24	24	22	≤1	22	27	30	21	≤1	13	43	33	11	2	11	45	22	20
006008	MERRYVILLE HIGH SCHOOL	2	35	23	29	10	≤1	13	21	42	25	2	17	35	35	11	≤1	9	41	26	24
006010	SINGER HIGH SCHOOL	≤1	13	30	39	17	4	13	17	43	22	≤1	15	27	38	19	≤1	≤1	35	38	27
006011	SOUTH BEAUREGARD HIGH SCHOOL	≤1	28	29	29	14	≤1	19	27	34	21	≤1	18	41	29	10	≤1	12	42	26	20
007	BIENVILLE PARISH	2	41	36	15	5	2	27	30	28	12	≤1	11	38	35	16	≤1	8	45	33	13
007001	ARCADIA HIGH SCHOOL	2	37	42	14	5	5	26	26	28	16	≤1	7	23	40	30	≤1	5	40	35	21
007003	CASTOR HIGH SCHOOL	4	41	37	15	4	≤1	30	35	28	7	2	13	44	30	11	≤1	13	41	35	11
007006	GIBSLAND-COLEMAN HIGH SCHOOL	≤1	33	42	25	≤1	≤1	25	25	42	8	≤1	≤1	33	58	8	≤1	≤1	58	33	8
007008	RINGGOLD HIGH SCHOOL	3	53	25	13	6	3	39	26	19	13	≤1	10	45	39	6	3	10	52	29	6
007009	SALINE HIGH SCHOOL	≤1	36	36	16	12	≤1	12	36	36	16	≤1	20	44	20	16	4	8	48	28	12
008	BOSSIER PARISH	6	39	29	18	8	4	33	24	25	15	3	22	40	23	12	2	17	48	21	12
008001	AIRLINE HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
008009	BOSSIER HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
008013	COPE MIDDLE SCHOOL	10	45	26	15	3	6	39	26	16	13	5	30	31	23	11	2	22	47	17	10
008015	ELM GROVE MIDDLE SCHOOL	4	39	30	19	8	≤1	25	27	29	18	2	20	46	20	11	≤1	16	49	23	10
008016	GREENACRES MIDDLE SCHOOL	8	41	28	15	8	5	35	21	25	13	2	22	36	27	13	3	19	48	22	9
008017	HAUGHTON HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
008022	PLAIN DEALING HIGH SCHOOL	≤1	21	34	21	24	≤1	29	32	18	21	≤1	3	41	31	25	≤1	6	47	28	19
008025	HAUGHTON MIDDLE SCHOOL	4	43	32	13	8	≤1	36	25	27	10	≤1	18	46	26	9	2	15	55	18	10
008028	RUSHEON MIDDLE SCHOOL	3	20	31	33	15	3	14	20	35	28	≤1	11	30	34	25	≤1	9	32	29	29
008036	JOHNNY GRAY JONES YOUTH SHELTER & DETENT	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
008038	BENTON MIDDLE SCHOOL	9	45	26	14	6	5	44	27	16	8	6	34	45	12	4	3	22	52	16	7
009	CADDO PARISH	3	34	27	20	15	4	19	19	29	28	2	14	31	28	24	2	13	36	24	25
009007	BROADMOOR MIDDLE LABORATORY SCHOOL	≤1	31	28	26	15	≤1	9	18	39	34	≤1	5	35	30	29	≤1	6	39	23	32
009020	CADDO PARISH MIDDLE MAGNET SCHOOL	16	75	8	≤1	≤1	23	62	13	≤1	≤1	11	52	35	2	≤1	12	52	36	≤1	≤1
009025	GREEN OAKS PERFORMING ARTS ACADEMY	≤1	10	32	30	28	≤1	3	12	47	38	≤1	≤1	12	38	49	≤1	≤1	21	40	39
009027	HERNDON MAGNET SCHOOL	5	70	22	2	≤1	3	48	27	18	3	7	33	46	12	2	2	36	53	6	2
009029	CADDO MIDDLE CAREER AND TECHNOLOGY SCHOO	≤1	18	31	24	27	≤1	7	16	34	43	≤1	2	16	41	41	≤1	≤1	26	36	36
009031	HUNTINGTON HIGH SCHOOL	≤1	14	27	31	29	≤1	≤1	17	41	40	≤1	3	17	43	37	≤1	2	31	33	34
009046	OAK PARK MICROSOCIETY ELEMENTARY SCHOOL	≤1	32	36	24	8	≤1	4	24	32	40	≤1	4	36	48	12	≤1	4	36	32	28
009048	OIL CITY MAGNET SCHOOL	≤1	36	45	15	4	≤1	15	26	34	26	≤1	9	39	41	11	≤1	4	48	35	13
009052	RIDGEWOOD MIDDLE SCHOOL	≤1	21	34	30	13	≤1	7	23	40	29	≤1	4	25	43	28	≤1	2	29	35	33
009067	VIVIAN ELEMENTARY/MIDDLE SCHOOL	2	20	34	28	16	2	4	20	31	43	2	4	30	30	34	2	2	26	38	32
009068	WALNUT HILL ELEMENTARY/MIDDLE SCHOOL	≤1	50	34	13	≤1	≤1	26	31	32	10	2	19	48	25	6	≤1	9	57	25	9
009069	BOOKER T. WASHINGTON NEW TECHNOLOGY HIGH	≤1	14	19	40	27	≤1	4	14	43	39	≤1	≤1	6	41	52	≤1	≤1	15	28	56
009074	YOUREE DR. MIDDLE ADVANCED PLACEMENT MAG	2	37	38	17	6	≤1	17	27	29	26	≤1	10	50	29	10	≤1	11	52	26	11
009078	DONNIE BICKHAM MIDDLE SCHOOL	≤1	28	34	23	15	≤1	13	20	31	36	2	10	37	30	22	≤1	5	37	27	31

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009079	KEITHVILLE ELEMENTARY/MIDDLE SCHOOL	≤1	31	34	23	11	≤1	13	25	38	24	≤1	12	38	30	21	≤1	11	46	23	21
009096	ALEXANDER LEARNING CENTER	≤1	≤1	6	25	69	≤1	≤1	13	13	73	≤1	≤1	17	25	58	≤1	≤1	17	17	67
009104	ACADEMIC RECOVERY OMBUDSMAN	≤1	≤1	11	16	73	≤1	≤1	3	29	69	≤1	≤1	6	21	73	≤1	≤1	6	23	71
009105	COMMUNITY OMBUDSMAN	≤1	≤1	5	15	80	NR	NR	NR	NR	NR	≤1	≤1	≤1	13	87	NR	NR	NR	NR	NR
009107	LAKESHORE MIDDLE SCHOOL	≤1	14	27	33	26	≤1	5	13	33	49	≤1	≤1	20	27	53	≤1	≤1	20	35	44
010	CALCASIEU PARISH	2	29	31	22	15	2	23	25	26	24	2	17	40	25	15	≤1	13	47	22	16
010001	S. P. ARNETT MIDDLE SCHOOL	≤1	36	26	27	11	≤1	22	18	32	28	3	18	38	28	12	2	16	42	21	20
010004	BELL CITY HIGH SCHOOL	2	36	38	20	4	2	28	30	24	16	≤1	15	21	4	60	≤1	13	54	25	8
010015	DEQUINCY MIDDLE SCHOOL	2	27	37	24	9	≤1	24	31	25	20	4	24	29	35	7	≤1	13	38	34	15
010034	W. W. LEWIS MIDDLE SCHOOL	2	36	29	22	11	7	32	24	19	19	≤1	19	48	22	9	2	13	56	19	11
010035	LEBLANC MIDDLE SCHOOL	4	18	38	21	19	≤1	18	21	31	29	2	17	35	29	17	2	14	44	21	19
010036	MAPLEWOOD MIDDLE SCHOOL	4	26	32	24	15	4	19	34	25	18	6	19	38	26	10	2	10	42	30	16
010038	RAY D. MOLO MIDDLE MAGNET SCHOOL	2	17	17	33	31	≤1	12	15	29	44	2	8	16	34	40	≤1	3	23	32	42
010040	MOSS BLUFF MIDDLE SCHOOL	≤1	34	28	17	20	2	31	25	20	23	3	26	45	20	7	≤1	20	56	14	9
010044	OAK PARK MIDDLE SCHOOL	≤1	20	28	30	22	≤1	4	19	37	40	≤1	≤1	29	40	31	≤1	3	30	38	30
010051	STARKS HIGH SCHOOL	≤1	9	45	14	32	≤1	9	23	27	41	≤1	17	31	31	21	≤1	10	34	24	31
010057	VINTON MIDDLE SCHOOL	≤1	31	31	25	13	2	31	25	24	18	2	19	41	25	14	3	16	53	11	17
010060	J. I. WATSON MIDDLE SCHOOL	3	37	40	14	6	3	33	27	17	20	≤1	21	47	18	14	≤1	8	48	29	14
010062	S. J. WELSH MIDDLE SCHOOL	3	31	34	18	14	≤1	26	29	26	17	2	17	47	22	12	≤1	18	52	18	12
010066	F. K. WHITE MIDDLE SCHOOL	2	33	32	24	9	≤1	25	22	29	23	≤1	15	48	20	17	2	15	48	21	14
011	CALDWELL PARISH	≤1	34	36	27	3	≤1	27	26	33	15	≤1	13	44	33	10	≤1	16	44	24	15
011002	CALDWELL PARISH JUNIOR HIGH SCHOOL	≤1	34	36	27	3	≤1	27	26	33	15	≤1	13	44	33	10	≤1	16	44	24	15
012	CAMERON PARISH	4	33	35	21	6	≤1	20	32	28	19	2	14	50	23	11	≤1	9	46	27	19
012003	GRAND LAKE HIGH SCHOOL	8	30	34	18	10	≤1	26	40	18	16	4	13	49	16	18	≤1	11	42	22	25
012004	HACKBERRY HIGH SCHOOL	≤1	43	39	13	4	≤1	17	26	43	13	≤1	22	48	22	9	≤1	9	57	17	17
012005	JOHNSON BAYOU HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
012007	SOUTH CAMERON HIGH SCHOOL	≤1	34	31	31	3	≤1	10	24	34	31	≤1	11	57	32	≤1	≤1	7	43	39	11
013	CATAHOULA PARISH	2	29	31	23	15	≤1	21	26	23	29	≤1	11	43	31	14	≤1	9	48	23	20
013001	BLOCK HIGH SCHOOL	≤1	22	28	31	19	2	17	22	23	36	≤1	5	43	32	21	≤1	5	48	22	25
013002	CENTRAL HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
013005	HARRISONBURG HIGH SCHOOL	10	45	25	10	10	≤1	25	40	20	15	≤1	14	52	29	5	≤1	29	52	5	14
013011	SICILY ISLAND HIGH SCHOOL	≤1	40	40	10	10	≤1	20	30	25	25	≤1	25	40	30	5	≤1	5	50	35	10
014	CLAIBORNE PARISH	2	21	36	23	17	2	19	26	28	26	≤1	4	24	41	31	≤1	5	33	40	21
014004	HAYNESVILLE JR./SR. HIGH SCHOOL	4	15	31	33	17	2	22	19	35	22	≤1	8	25	40	28	2	2	43	34	19
014008	HOMER JUNIOR HIGH SCHOOL	2	26	41	11	20	2	15	35	17	30	≤1	≤1	20	40	40	≤1	4	27	40	29
014011	SUMMERFIELD HIGH SCHOOL	≤1	24	38	24	14	≤1	19	24	33	24	≤1	5	29	48	19	≤1	14	19	57	10
015	CONCORDIA PARISH	2	33	32	22	12	3	18	32	26	21	2	11	40	27	20	≤1	10	49	24	16
015003	FERRIDAY JUNIOR HIGH SCHOOL	≤1	15	24	37	23	2	12	24	26	36	≤1	≤1	23	37	40	≤1	4	31	36	30
015006	MONTEREY HIGH SCHOOL	8	71	13	8	≤1	4	21	54	13	8	4	25	50	17	4	4	17	67	8	4
015009	VIDALIA JUNIOR HIGH SCHOOL	2	41	42	12	3	3	23	35	30	9	4	17	55	20	5	≤1	15	62	18	4
015014	CONCORDIA EDUCATION CENTER	≤1	8	31	31	31	≤1	≤1	15	31	54	≤1	≤1	14	43	43	≤1	≤1	21	29	50
016	DESOTO PARISH	4	40	30	19	7	6	35	23	22	14	2	21	39	26	13	2	16	48	23	11
016004	LOGANSPOUT HIGH SCHOOL	6	34	34	15	11	2	26	21	34	17	≤1	8	44	32	16	2	10	50	24	14
016010	STANLEY HIGH SCHOOL	3	44	31	17	6	≤1	44	28	19	8	≤1	17	56	19	8	≤1	6	58	28	8
016017	NORTH DESOTO MIDDLE SCHOOL 6-8	6	51	28	12	3	12	53	21	11	4	3	36	38	17	5	4	28	49	12	7
016020	MANSFIELD MIDDLE SCHOOL	≤1	26	32	32	10	≤1	9	26	35	30	≤1	5	33	39	24	≤1	3	42	37	17

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
017	EAST BATON ROUGE PARISH	4	32	29	20	15	5	24	24	23	23	2	11	32	29	25	2	13	38	23	24
017015	BROADMOOR MIDDLE SCHOOL	≤1	14	37	33	15	≤1	15	24	34	26	≤1	≤1	25	45	28	≤1	≤1	25	36	38
017020	CAPITOL MIDDLE SCHOOL	≤1	23	31	27	18	3	27	25	22	23	≤1	6	36	28	30	≤1	2	44	25	28
017035	GLASGOW MIDDLE SCHOOL	14	27	19	22	18	16	18	16	20	30	8	21	17	20	33	8	18	24	20	29
017055	MCKINLEY MIDDLE MAGNET SCHOOL	10	64	22	4	≤1	4	35	39	17	5	2	22	61	15	≤1	≤1	26	64	7	2
017065	NORTHEAST HIGH SCHOOL	≤1	19	46	22	13	≤1	16	35	28	20	≤1	3	25	46	26	≤1	4	26	40	28
017070	PARK FOREST MIDDLE SCHOOL	≤1	17	35	28	19	≤1	12	16	31	40	≤1	2	25	38	35	≤1	2	32	29	36
017083	SHERWOOD MIDDLE ACADEMIC ACADEMY	18	72	9	≤1	≤1	29	56	13	2	≤1	10	37	49	3	≤1	10	44	45	≤1	≤1
017085	SOUTHEAST MIDDLE SCHOOL	≤1	27	34	23	16	≤1	25	28	28	19	≤1	4	29	41	25	≤1	5	44	32	19
017092	EBR READINESS SUPERINTENDENT ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
017097	WESTDALE MIDDLE SCHOOL	5	34	28	18	16	4	29	26	20	21	3	15	28	27	27	2	19	32	25	21
017109	AMIKIDS BATON ROUGE	≤1	≤1	≤1	44	56	≤1	≤1	4	18	79	≤1	≤1	≤1	4	96	≤1	≤1	4	4	91
017111	COMMUNITY SCHOOL FOR APPRENTICESHIP LEAR	≤1	31	45	20	4	≤1	29	37	29	5	≤1	13	51	33	2	≤1	8	58	30	4
017112	J. K. HAYNES CHARTER INC.	≤1	12	27	38	23	≤1	7	15	43	35	≤1	2	17	32	49	≤1	≤1	17	42	42
017114	GREENVILLE SUPERINTENDENT'S ACADEMY	≤1	≤1	13	29	57	≤1	2	5	16	76	≤1	≤1	9	31	60	≤1	≤1	8	21	70
017125	WOODLAWN MIDDLE SCHOOL	4	41	36	11	8	8	33	27	20	12	2	13	41	30	15	2	16	44	23	15
017130	SCOTLANDVILLE MIDDLE PRE-ENGINEERING ACA	≤1	49	39	12	≤1	≤1	21	47	25	7	≤1	4	48	37	10	≤1	7	57	29	6
017135	INSPIRE CHARTER ACADEMY (NATL. HERITAGE	≤1	34	38	20	8	2	14	30	42	12	≤1	4	39	41	16	≤1	8	63	18	10
017137	THRIVE BATON ROUGE	≤1	10	76	10	5	≤1	33	38	24	5	≤1	≤1	52	38	10	≤1	5	81	10	5
017139	BEECHWOOD SUPERINTENDENT ACADEMY	≤1	≤1	14	43	43	≤1	2	7	30	61	≤1	≤1	5	16	80	≤1	≤1	2	16	82
017140	CHRISTA MCAULIFFE SUPERINTENDENT ACADEMY	≤1	≤1	27	29	44	≤1	2	7	25	65	≤1	2	4	40	55	≤1	≤1	15	24	61
017142	NORTH BANKS MIDDLE SCHOOL OF EXCELLENCE	≤1	13	32	26	29	≤1	5	15	44	36	≤1	≤1	13	41	45	≤1	≤1	27	23	51
017888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
018	EAST CARROLL PARISH	3	13	32	34	19	≤1	8	24	25	43	≤1	≤1	14	43	42	≤1	3	20	41	37
018001	GRIFFIN MIDDLE SCHOOL ACADEMY	3	13	32	34	19	≤1	8	24	25	43	≤1	≤1	14	43	42	≤1	3	20	41	37
019	EAST FELICIANA PARISH	2	33	34	21	10	≤1	19	26	28	27	≤1	13	36	28	23	≤1	11	36	29	22
019002	EAST FELICIANA MIDDLE SCHOOL	≤1	21	29	33	17	≤1	6	17	37	40	≤1	2	24	36	38	≤1	2	26	37	34
019015	SLAUGHTER COMMUNITY CHARTER SCHOOL	5	49	42	5	≤1	2	37	38	15	8	2	28	52	17	2	2	23	52	19	5
020	EVANGELINE PARISH	2	37	34	17	10	≤1	25	27	31	17	2	13	40	32	12	≤1	9	49	26	16
020001	BASILE HIGH SCHOOL	4	56	28	7	5	≤1	35	25	25	16	5	18	47	23	7	≤1	16	56	26	2
020002	BAYOU CHICOT ELEMENTARY SCHOOL	3	36	27	23	11	3	28	32	25	12	3	20	44	25	8	≤1	9	52	23	16
020004	CHATAIGNIER ELEMENTARY SCHOOL	3	30	57	3	7	≤1	27	30	33	10	≤1	17	40	33	10	≤1	21	48	10	21
020008	MAMOU HIGH SCHOOL	≤1	29	41	19	9	≤1	15	20	40	24	≤1	2	36	41	20	≤1	8	49	24	20
020013	VIDRINE ELEMENTARY SCHOOL	3	44	31	19	3	≤1	25	47	22	6	≤1	13	50	19	19	≤1	9	56	19	16
020014	VILLE PLATTE HIGH SCHOOL	≤1	43	40	13	3	≤1	27	28	30	14	≤1	14	38	41	7	≤1	5	48	41	6
020018	EVANGELINE CENTRAL SCHOOL	≤1	≤1	13	39	48	≤1	≤1	≤1	50	50	≤1	≤1	11	53	37	≤1	≤1	≤1	26	74
021	FRANKLIN PARISH	4	35	38	19	4	≤1	24	24	32	19	≤1	13	40	30	16	≤1	9	43	32	15
021001	BASKIN SCHOOL	4	35	37	24	≤1	≤1	9	17	43	31	≤1	8	43	28	21	≤1	9	43	30	17
021003	FORT NECESSITY SCHOOL	≤1	37	38	19	6	≤1	23	13	37	27	≤1	8	33	43	16	≤1	4	37	39	20
021004	GILBERT SCHOOL	4	33	42	11	9	2	40	31	20	7	≤1	16	44	22	18	≤1	4	44	42	9
021006	CROWVILLE SCHOOL	7	34	34	21	3	3	26	33	26	11	3	20	41	26	10	2	16	48	21	13
022	GRANT PARISH	2	36	34	16	12	3	28	26	24	19	≤1	11	51	24	13	2	18	45	20	15
022002	GRANT JUNIOR HIGH SCHOOL	2	36	33	16	13	4	28	26	24	19	2	13	47	25	13	3	22	44	16	14
022004	GEORGETOWN HIGH SCHOOL	≤1	32	50	14	5	≤1	23	36	23	18	≤1	≤1	71	14	14	≤1	10	43	33	14
022006	MONTGOMERY HIGH SCHOOL	≤1	39	32	18	11	≤1	32	23	27	18	≤1	5	57	25	14	≤1	5	50	27	18
023	IBERIA PARISH	2	37	33	20	9	2	24	25	28	21	≤1	14	37	31	17	≤1	10	46	27	17

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
023001	ANDERSON MIDDLE SCHOOL	≤1	34	39	19	7	≤1	22	22	32	22	≤1	8	38	32	21	≤1	9	41	30	20
023007	DELCAMBRE HIGH SCHOOL	4	41	28	16	11	≤1	37	29	15	17	4	24	42	23	7	≤1	18	47	24	11
023015	JEANERETTE SENIOR HIGH SCHOOL	≤1	21	35	31	13	≤1	5	20	45	30	≤1	3	22	47	28	≤1	≤1	51	36	12
023020	LOREAUVILLE HIGH SCHOOL	3	58	24	11	4	2	39	29	13	16	≤1	15	47	22	17	≤1	11	55	19	15
023036	BELLE PLACE MIDDLE SCHOOL	2	41	33	14	9	4	28	29	24	16	≤1	25	40	25	9	≤1	14	53	23	9
023038	IBERIA MIDDLE SCHOOL	2	34	31	25	9	3	20	24	29	23	≤1	12	35	35	18	≤1	8	42	27	22
024	IBERVILLE PARISH	2	27	34	24	14	2	25	21	27	25	≤1	9	40	30	20	≤1	10	38	31	21
024010	PLAQUEMINE SENIOR HIGH SCHOOL	2	30	37	22	10	3	29	21	27	20	≤1	11	45	28	14	≤1	11	41	30	18
024017	WHITE CASTLE HIGH SCHOOL	≤1	18	31	30	21	≤1	14	18	30	39	≤1	3	27	33	37	≤1	5	36	34	25
024025	EAST IBERVILLE ELEMENTARY/HIGH SCHOOL	4	25	25	25	21	≤1	21	23	25	30	≤1	9	30	34	27	≤1	13	29	32	27
025	JACKSON PARISH	≤1	21	35	30	13	≤1	16	17	26	39	≤1	14	41	31	13	≤1	7	48	25	20
025006	JONESBORO-HODGE MIDDLE SCHOOL	≤1	7	28	42	23	≤1	2	5	29	65	≤1	5	24	45	26	≤1	2	34	32	32
025007	QUITMAN HIGH SCHOOL	≤1	19	41	31	10	≤1	22	24	29	25	2	27	46	19	6	≤1	13	53	21	13
025010	WESTON HIGH SCHOOL	≤1	49	38	11	3	5	32	27	16	19	≤1	10	59	27	5	≤1	5	61	22	12
026	JEFFERSON PARISH	4	32	27	20	17	6	25	21	23	24	4	15	34	26	21	2	11	42	24	21
026001	JOHN Q. ADAMS MIDDLE SCHOOL	3	29	32	18	17	2	32	21	23	23	≤1	15	40	24	20	≤1	5	43	27	24
026024	ALLEN ELLENDER SCHOOL	≤1	35	42	14	7	≤1	38	14	30	16	≤1	12	46	22	20	≤1	4	55	20	19
026029	FISHER MIDDLE/HIGH SCHOOL	≤1	25	35	25	15	3	24	32	30	11	≤1	13	46	31	9	≤1	6	46	39	10
026030	HENRY FORD MIDDLE SCHOOL	2	43	32	13	9	2	29	29	25	15	2	23	47	18	9	≤1	8	63	21	8
026031	GRAND ISLE HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
026035	GRETNA MIDDLE SCHOOL	≤1	36	29	18	16	≤1	22	21	25	31	≤1	8	37	31	24	≤1	5	41	31	22
026039	T.H. HARRIS MIDDLE SCHOOL	≤1	32	30	23	15	≤1	32	26	22	20	≤1	14	40	27	18	≤1	13	49	20	17
026042	HAYNES ACADEMY SCHOOL FOR ADVANCED STUDI	27	66	8	≤1	≤1	66	34	≤1	≤1	≤1	29	55	13	2	≤1	27	48	25	≤1	≤1
026056	LIVAUDAIS MIDDLE SCHOOL	≤1	19	29	31	20	≤1	13	23	28	36	≤1	7	28	33	32	≤1	3	32	30	36
026058	L.H. MARRERO MIDDLE SCHOOL	2	30	32	22	15	4	31	21	24	20	≤1	10	33	35	22	≤1	4	46	29	21
026062	J.D. MEISLER MIDDLE SCHOOL	2	29	28	17	24	3	23	26	24	25	≤1	11	35	26	27	≤1	9	40	22	28
026070	THEODORE ROOSEVELT MIDDLE SCHOOL	≤1	20	22	22	35	≤1	7	16	35	42	≤1	4	26	33	37	≤1	5	32	29	34
026085	STELLA WORLEY MIDDLE SCHOOL	≤1	23	26	30	19	2	18	23	25	32	≤1	5	29	36	29	≤1	5	38	30	27
026099	HARRY S. TRUMAN MIDDLE SCHOOL	≤1	20	33	28	19	2	21	28	28	22	≤1	7	35	35	23	≤1	5	40	30	25
026100	RIVERDALE MIDDLE SCHOOL	3	42	23	19	13	2	27	22	26	24	2	21	41	18	18	≤1	9	55	18	18
026103	WESTBANK COMMUNITY SCHOOL	≤1	≤1	18	18	65	≤1	≤1	3	8	89	≤1	≤1	8	46	46	≤1	≤1	33	21	46
026105	PATRICK F. TAYLOR SCIENCE & TECHNOLOGY A	50	50	≤1	≤1	≤1	58	42	≤1	≤1	≤1	17	56	26	≤1	≤1	11	51	38	≤1	≤1
026111	L. W. RUPPEL ACADEMY FOR ADVANCED STUDIE	22	72	6	≤1	≤1	39	55	5	≤1	≤1	44	47	9	≤1	≤1	21	67	12	≤1	≤1
026112	MARTYN ALTERNATIVE SCHOOL	≤1	≤1	8	31	62	≤1	≤1	≤1	12	88	≤1	≤1	11	11	78	≤1	≤1	6	11	83
026124	INTERNATIONAL SCHOOL OF LOUISIANA JEFFER	≤1	50	40	10	≤1	3	30	23	30	13	3	3	63	20	10	≤1	7	57	30	7
026888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	≤1	≤1	8	42	50	≤1	≤1	17	8	75
027	JEFFERSON DAVIS PARISH	2	34	34	18	12	≤1	21	28	27	24	2	20	46	21	11	≤1	11	50	23	15
027001	ELTON HIGH SCHOOL	≤1	39	42	17	3	3	28	22	36	11	3	17	42	31	8	≤1	11	50	31	8
027003	FENTON ELEMENTARY SCHOOL	14	43	36	7	≤1	≤1	43	29	21	7	≤1	29	50	21	≤1	≤1	14	71	7	7
027004	HATHAWAY HIGH SCHOOL	3	40	43	14	≤1	≤1	44	25	17	14	3	20	49	26	3	6	17	43	20	14
027006	JENNINGS HIGH SCHOOL	≤1	26	26	24	23	≤1	15	26	25	34	2	20	36	22	19	≤1	12	44	24	19
027010	LACASSINE HIGH SCHOOL	≤1	37	33	26	4	≤1	17	28	24	30	≤1	20	57	11	13	4	13	50	20	13
027012	LAKE ARTHUR HIGH SCHOOL	≤1	30	44	18	8	≤1	18	37	33	12	≤1	17	61	18	5	≤1	2	55	24	20
027015	WELSH-ROANOKE JUNIOR HIGH SCHOOL	4	43	35	9	9	≤1	20	27	28	24	2	23	47	20	9	≤1	10	57	21	12
028	LAFAYETTE PARISH	6	37	28	18	12	6	33	22	20	19	3	18	36	26	17	≤1	12	45	23	18
028001	ACADIAN MIDDLE SCHOOL	≤1	28	42	20	9	≤1	26	37	22	15	≤1	3	36	37	23	≤1	≤1	51	27	22

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
028002	ACADIANA HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
028003	L.J. ALLEMAN MIDDLE SCHOOL	7	56	25	9	3	6	56	20	13	6	3	30	47	16	4	2	18	56	20	4
028005	PAUL BREAUX MIDDLE SCHOOL	18	50	18	10	4	18	43	16	19	4	8	35	28	21	8	3	26	45	16	10
028007	BROUSSARD MIDDLE SCHOOL	8	41	24	17	10	4	41	26	17	12	5	18	47	17	13	≤1	18	49	17	14
028008	CARENCRO MIDDLE SCHOOL	≤1	30	36	26	8	≤1	24	20	33	22	≤1	11	32	37	19	≤1	8	38	33	21
028016	JUDICE MIDDLE SCHOOL	2	25	37	23	13	2	31	28	22	17	≤1	10	40	31	18	≤1	4	42	34	20
028018	LAFAYETTE MIDDLE SCHOOL	5	24	32	22	17	3	20	19	25	33	≤1	7	26	39	27	≤1	6	30	36	28
028022	EDGAR MARTIN MIDDLE SCHOOL	10	33	29	20	8	17	26	26	16	15	5	19	37	28	11	2	12	50	22	13
028023	MILTON ELEMENTARY SCHOOL	4	63	24	9	≤1	14	46	25	9	6	3	34	42	18	3	≤1	13	70	10	8
028032	SCOTT MIDDLE SCHOOL	2	26	31	27	13	2	26	21	31	20	≤1	6	34	34	24	≤1	4	44	26	26
028038	YOUNGSHVILLE MIDDLE SCHOOL	9	55	27	7	3	5	40	28	18	8	6	27	49	15	3	2	22	55	16	5
028050	N. P. MOSS PREPARATORY ACADEMY	≤1	≤1	10	28	61	≤1	≤1	4	17	79	≤1	≤1	6	25	68	≤1	≤1	7	23	70
028054	DAVID THIBODAUX STEM MAGNET ACADEMY	2	40	37	16	5	6	43	30	17	4	4	21	39	31	6	≤1	17	57	19	8
028888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
029	LAFOURCHE PARISH	3	39	33	18	7	3	36	28	20	13	3	17	45	22	12	≤1	12	49	22	15
029003	CENTRAL LAFOURCHE HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
029006	EAST THIBODAUX MIDDLE SCHOOL	3	41	24	17	16	≤1	30	22	28	20	≤1	15	38	30	17	≤1	14	46	19	21
029009	GOLDEN MEADOW MIDDLE SCHOOL	5	42	29	20	3	3	29	35	21	12	2	21	46	17	14	3	12	54	17	14
029015	LAROSE-CUT OFF MIDDLE SCHOOL	3	46	25	15	11	6	56	21	10	7	6	21	45	17	11	≤1	11	52	21	15
029016	LOCKPORT MIDDLE SCHOOL	5	47	33	14	≤1	2	31	34	22	11	10	23	40	21	7	4	24	41	24	8
029020	RACELAND MIDDLE SCHOOL	≤1	25	41	24	10	3	33	29	23	13	≤1	11	37	27	26	≤1	5	44	32	20
029024	SIXTH WARD MIDDLE SCHOOL	8	77	13	3	≤1	5	69	20	5	2	3	27	64	5	2	3	33	61	2	2
029026	SOUTH LAFOURCHE HIGH SCHOOL	≤1	≤1	36	36	27	≤1	≤1	9	45	45	≤1	≤1	33	25	42	≤1	≤1	9	18	73
029030	WEST THIBODAUX MIDDLE SCHOOL	≤1	31	43	20	6	≤1	26	30	27	16	2	11	45	32	9	≤1	10	52	24	15
029038	BAYOU BLUE MIDDLE SCHOOL	≤1	29	45	19	6	5	34	30	20	10	3	17	51	18	10	≤1	5	53	27	14
029040	VIRTUAL ACADEMY OF LAFOURCHE	5	29	41	20	5	5	17	34	22	22	2	10	54	29	5	2	5	41	37	15
030	LASALLE PARISH	≤1	48	31	17	3	2	29	35	21	12	≤1	13	56	27	4	≤1	13	55	20	12
030001	FELLOWSHIP ELEMENTARY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
030005	JENA JUNIOR HIGH SCHOOL	≤1	49	38	11	≤1	4	36	34	16	9	≤1	16	57	22	5	≤1	6	59	20	15
030007	NEBO ELEMENTARY SCHOOL	≤1	25	33	42	≤1	≤1	17	25	33	25	≤1	≤1	42	58	≤1	≤1	≤1	33	42	25
030010	LASALLE JUNIOR HIGH SCHOOL	≤1	50	20	23	7	≤1	20	40	27	13	≤1	12	53	32	3	2	27	52	15	5
031	LINCOLN PARISH	4	37	33	20	6	6	28	31	20	15	2	20	36	27	15	≤1	13	46	27	13
031003	CHOUFRANT HIGH SCHOOL	8	58	32	2	≤1	19	47	25	9	≤1	2	34	53	11	≤1	2	12	75	10	2
031005	DUBACH SCHOOL	≤1	38	27	31	4	≤1	15	27	27	31	≤1	8	35	27	31	≤1	4	50	27	19
031014	SIMSBORO HIGH SCHOOL	2	20	41	29	8	≤1	16	35	29	20	≤1	14	27	37	22	≤1	2	37	43	18
031018	RUSTON JUNIOR HIGH SCHOOL	5	35	33	21	6	5	28	31	20	16	3	20	34	27	15	≤1	16	41	27	14
032	LIVINGSTON PARISH	5	44	31	14	7	4	40	25	19	13	5	29	46	14	5	4	22	52	14	9
032006	DENHAM SPRINGS JUNIOR HIGH SCHOOL	8	46	29	10	6	3	40	22	20	15	5	29	45	15	7	3	21	53	13	9
032008	DOYLE HIGH SCHOOL	≤1	25	45	21	8	3	16	31	37	13	4	26	47	16	7	≤1	9	49	28	13
032009	FRENCH SETTLEMENT HIGH SCHOOL	5	53	25	14	3	3	40	34	16	7	14	22	50	10	4	4	32	47	10	7
032011	FROST SCHOOL	≤1	23	33	30	13	3	27	13	40	17	≤1	23	43	27	7	≤1	17	47	27	10
032012	HOLDEN HIGH SCHOOL	10	60	25	4	≤1	6	63	19	10	2	2	29	60	8	≤1	2	8	75	13	2
032015	LIVE OAK MIDDLE SCHOOL	4	33	28	21	14	2	37	22	19	20	6	34	44	13	4	7	27	48	10	9
032017	MAUREPAS SCHOOL	6	56	29	9	≤1	≤1	38	41	18	3	3	24	58	15	≤1	3	3	73	18	3
032021	SOUTHSIDE JUNIOR HIGH SCHOOL	3	42	34	14	7	3	39	30	18	11	2	31	49	14	4	≤1	13	63	17	6
032027	WESTSIDE JUNIOR HIGH SCHOOL	3	52	31	10	4	6	52	22	14	5	5	33	47	10	5	4	24	51	11	10

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
032032	ALBANY MIDDLE SCHOOL	7	49	27	9	8	10	44	23	11	11	10	29	44	10	7	8	33	43	10	5
032038	SPRINGFIELD MIDDLE SCHOOL	4	50	32	8	7	3	39	30	17	10	3	19	54	17	8	4	15	61	13	7
032046	NORTH CORBIN JUNIOR HIGH SCHOOL	3	37	33	19	8	≤1	29	26	26	18	2	19	48	23	7	2	13	49	22	14
032049	JUBAN PARC JUNIOR HIGH SCHOOL	7	52	30	10	≤1	7	49	20	18	7	7	41	40	9	3	2	34	50	9	6
033	MADISON PARISH	≤1	13	24	29	33	≤1	2	8	17	73	≤1	3	17	39	41	≤1	3	33	38	26
033001	MADISON MIDDLE SCHOOL	≤1	13	24	29	33	≤1	2	8	17	73	≤1	3	17	39	41	≤1	3	33	38	26
033010	CHRISTIAN ACRES ALTERNATIVE SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
034	MOREHOUSE PARISH	2	20	28	33	17	≤1	13	18	38	30	≤1	3	31	40	25	≤1	4	24	39	32
034003	BEEKMAN CHARTER SCHOOL	≤1	34	33	26	7	≤1	20	31	36	12	≤1	5	49	32	14	≤1	2	36	43	19
034004	MOREHOUSE JUNIOR HIGH SCHOOL	≤1	9	37	36	18	≤1	2	14	43	40	≤1	2	23	44	31	≤1	≤1	13	48	39
034010	DELTA JUNIOR HIGH SCHOOL	≤1	8	15	40	37	≤1	4	12	35	50	≤1	≤1	13	52	35	≤1	≤1	23	29	48
034023	MOREHOUSE MAGNET SCHOOL	28	72	≤1	≤1	≤1	11	67	22	≤1	≤1	11	17	72	≤1	≤1	6	44	50	≤1	≤1
034025	MOREHOUSE ALTERNATIVE SCHOOL	≤1	23	≤1	69	8	≤1	31	≤1	54	15	≤1	8	8	62	23	≤1	≤1	31	31	38
035	NATCHITOCHE PARISH	3	38	27	19	13	7	28	21	24	19	3	12	30	32	23	2	14	40	25	20
035005	EAST NATCHITOCHE ELEMENTARY & MIDDLE SC	≤1	27	43	21	9	3	25	31	32	9	≤1	3	24	54	19	≤1	9	46	30	13
035007	GOLDONNA ELEMENTARY & JUNIOR HIGH SCHOOL	≤1	31	63	6	≤1	≤1	38	25	38	≤1	≤1	≤1	50	31	19	≤1	≤1	56	31	13
035008	MARTHAVILLE ELEMENTARY & JUNIOR HIGH SCH	5	68	5	18	5	5	36	18	32	9	≤1	19	48	24	10	≤1	10	62	19	10
035012	L.P. VAUGHN ELEMENTARY & MIDDLE SCHOOL	≤1	26	36	30	7	≤1	21	20	42	17	≤1	3	26	39	32	≤1	3	35	46	16
035014	N.S.U. MIDDLE LAB SCHOOL	14	69	12	3	2	27	37	24	10	2	15	37	32	15	≤1	7	31	51	10	2
035015	GEORGE L. PARKS ELEMENTARY & MIDDLE SCHO	4	25	17	25	29	≤1	17	17	29	38	≤1	≤1	25	38	38	≤1	4	54	4	38
035017	PROVENCAL ELEMENTARY & JUNIOR HIGH SCHOO	≤1	60	28	7	5	7	52	33	5	2	2	24	52	17	5	≤1	33	57	7	2
035024	CLOUTIERVILLE ELEMENTARY SCHOOL	≤1	33	56	6	6	≤1	5	26	32	37	≤1	≤1	53	29	18	≤1	6	59	18	18
035026	LAKEVIEW JUNIOR & SENIOR HIGH SCHOOL	≤1	22	28	25	25	≤1	18	21	25	35	≤1	≤1	19	45	36	≤1	≤1	24	37	37
035030	FRANKIE RAY JACKSON SR. TECHNICAL CENTER	≤1	5	14	43	38	≤1	5	16	25	54	≤1	≤1	11	31	57	≤1	≤1	11	31	57
035031	NATCHITOCHE MAGNET SCHOOL	16	73	11	≤1	≤1	34	63	≤1	≤1	3	11	46	38	5	≤1	8	54	38	≤1	≤1
036	ORLEANS PARISH	12	46	24	11	6	15	39	18	18	10	5	27	39	20	8	8	25	42	16	9
036005	AUDUBON CHARTER SCHOOL	14	64	19	3	≤1	7	49	31	14	≤1	2	36	47	15	≤1	5	37	54	2	2
036013	EINSTEIN CHARTER SCHOOL	≤1	44	33	14	8	14	45	16	11	14	≤1	7	47	33	14	≤1	8	56	22	14
036056	ALICE M. HARTE ELEMENTARY CHARTER SCHOOL	6	60	23	8	3	15	59	15	10	≤1	≤1	46	44	8	3	≤1	14	76	8	3
036060	EDWARD HYNES CHARTER SCHOOL	8	56	25	10	≤1	3	49	28	17	4	4	29	50	15	≤1	14	43	36	6	≤1
036079	LUSHER CHARTER SCHOOL	33	63	3	≤1	≤1	46	47	5	2	≤1	18	55	25	2	≤1	22	56	22	≤1	≤1
036096	ELEANOR MCMAIN SECONDARY SCHOOL	2	24	40	22	13	≤1	18	21	35	26	≤1	7	41	31	21	≤1	4	38	32	25
036132	YOUTH STUDY CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
036158	LAKE FOREST ELEMENTARY CHARTER SCHOOL	37	62	2	≤1	≤1	25	62	10	3	≤1	15	48	33	3	≤1	28	55	17	≤1	≤1
036161	BENJAMIN FRANKLIN ELEM. MATH AND SCIENCE	5	58	28	6	3	4	52	30	10	4	≤1	18	58	16	6	≤1	8	75	15	3
036186	MCDONOGH #35 ACADEMY	≤1	14	45	31	10	≤1	8	24	48	20	≤1	3	34	47	16	≤1	3	35	41	22
036888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
037	OUACHITA PARISH	5	41	29	17	8	2	33	23	25	17	3	23	40	23	12	2	18	43	21	15
037020	OUACHITA JUNIOR HIGH SCHOOL	5	36	27	23	10	2	29	20	28	20	≤1	14	41	29	15	≤1	14	45	23	17
037022	PINECREST ELEMENTARY/MIDDLE SCHOOL	≤1	65	10	20	5	≤1	55	20	25	≤1	≤1	29	52	14	5	≤1	29	52	19	≤1
037028	RISER MIDDLE SCHOOL	≤1	22	36	24	18	≤1	14	24	36	25	≤1	7	31	35	27	≤1	4	32	33	31
037039	WOODLAWN MIDDLE SCHOOL	10	48	30	10	3	5	44	22	23	7	4	36	39	17	5	3	30	45	14	8
037041	CALHOUN MIDDLE SCHOOL	4	55	26	10	4	≤1	35	31	19	14	5	27	41	20	8	2	18	47	20	13
037051	WEST RIDGE MIDDLE SCHOOL	10	57	24	7	2	4	55	22	12	6	5	42	40	9	4	8	38	40	8	5
037053	GOOD HOPE MIDDLE SCHOOL	4	44	28	16	9	3	38	19	24	17	6	27	38	19	9	≤1	22	47	18	12
037056	RICHWOOD JUNIOR HIGH SCHOOL	≤1	19	39	29	13	≤1	9	20	41	30	≤1	4	32	40	23	≤1	≤1	31	40	28

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
037057	STERLINGTON MIDDLE SCHOOL	9	41	33	9	8	9	33	26	21	10	3	23	56	11	8	2	18	58	16	6
038	PLAQUEMINES PARISH	6	40	33	14	7	4	34	26	21	15	2	22	47	21	8	2	23	51	17	7
038002	BELLE CHASSE MIDDLE SCHOOL	8	44	34	10	4	4	40	31	17	7	3	29	49	15	4	2	27	54	13	5
038006	PHOENIX HIGH SCHOOL	≤1	13	20	40	27	7	20	13	20	40	≤1	≤1	33	47	20	≤1	≤1	40	33	27
038013	SOUTH PLAQUEMINES HIGH SCHOOL	4	36	32	17	12	2	23	19	30	26	≤1	11	46	29	14	≤1	18	46	25	10
039	POINTE COUPEE PARISH	≤1	30	33	21	14	2	22	25	26	24	≤1	12	38	29	20	≤1	9	44	30	17
039003	LIVONIA HIGH SCHOOL	2	32	36	16	14	3	31	27	22	17	2	18	41	24	16	≤1	12	53	22	12
039008	UPPER POINTE COUPEE ELEMENTARY SCHOOL	≤1	27	23	27	23	≤1	5	9	27	59	≤1	≤1	32	36	32	≤1	≤1	23	45	32
039013	ROUGON ELEMENTARY SCHOOL	≤1	26	30	33	11	≤1	9	28	37	26	≤1	2	33	38	27	≤1	4	31	40	24
040	RAPIDES PARISH	4	30	30	22	14	3	25	22	25	25	2	15	38	27	18	≤1	12	41	25	21
040002	ALEXANDRIA MIDDLE MAGNET SCHOOL	≤1	16	21	34	27	≤1	10	13	36	41	≤1	4	23	31	42	≤1	5	27	30	38
040008	SCOTT M. BRAME MIDDLE SCHOOL	6	32	26	23	13	2	24	21	24	29	3	19	39	25	14	2	11	45	27	16
040011	BUCKEYE HIGH SCHOOL	4	37	31	16	12	4	37	23	19	18	2	20	54	19	5	≤1	18	45	19	17
040014	GLENMORA HIGH SCHOOL	2	23	38	21	15	4	13	21	34	28	≤1	13	43	37	7	2	11	52	24	11
040018	ARTHUR F. SMITH MIDDLE MAGNET SCHOOL	≤1	11	35	32	22	≤1	9	18	32	40	≤1	3	20	43	35	≤1	3	26	32	39
040028	OAK HILL HIGH SCHOOL	2	43	32	20	3	≤1	32	40	18	9	3	22	42	23	9	≤1	13	55	27	6
040034	PINEVILLE JUNIOR HIGH SCHOOL	5	35	32	17	11	3	29	22	25	20	2	17	41	26	14	2	19	38	25	15
040035	PLAINVIEW HIGH SCHOOL	≤1	48	19	19	14	≤1	33	29	33	5	≤1	19	57	24	≤1	≤1	14	67	14	5
040036	POLAND JUNIOR HIGH SCHOOL	13	60	27	≤1	≤1	7	67	27	≤1	≤1	3	42	35	16	3	≤1	35	48	13	3
040037	RAPIDES HIGH SCHOOL	3	20	35	17	25	≤1	17	27	29	27	5	15	35	23	22	2	6	40	28	25
040049	TIOGA JUNIOR HIGH SCHOOL	3	30	31	22	14	5	27	23	19	25	3	10	37	28	23	≤1	7	43	22	27
040055	NORTHWOOD HIGH SCHOOL	≤1	17	40	33	10	2	21	21	35	21	≤1	10	35	33	22	≤1	8	43	24	25
040065	CAROLINE DORMON JUNIOR HIGH SCHOOL	5	59	28	5	3	5	49	26	15	5	5	33	45	15	3	8	33	45	8	8
041	RED RIVER PARISH	≤1	19	30	34	17	≤1	13	26	36	23	≤1	10	34	40	17	≤1	6	43	34	17
041008	WARE YOUTH CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	≤1	≤1	25	17	58	≤1	≤1	33	33	33
041011	RED RIVER JUNIOR HIGH SCHOOL	≤1	19	30	34	17	≤1	13	26	36	23	≤1	10	34	40	17	≤1	6	43	34	17
042	RICHLAND PARISH	≤1	21	30	34	13	≤1	20	22	29	30	≤1	10	35	35	20	≤1	5	43	31	21
042002	DELHI MIDDLE SCHOOL	≤1	20	27	44	10	≤1	27	17	24	32	≤1	5	32	41	22	≤1	≤1	29	39	32
042004	HOLLY RIDGE ELEMENTARY SCHOOL	≤1	39	22	22	17	≤1	22	17	33	28	≤1	22	33	28	17	≤1	11	44	17	28
042007	MANGHAM JUNIOR HIGH SCHOOL	≤1	19	32	32	14	≤1	12	27	30	31	≤1	12	36	40	11	≤1	10	53	20	16
042009	RAYVILLE JUNIOR HIGH SCHOOL	≤1	13	29	45	12	≤1	11	20	33	36	≤1	3	26	38	33	≤1	≤1	27	44	27
042012	START ELEMENTARY SCHOOL	4	30	32	20	14	≤1	38	21	23	18	≤1	18	48	20	14	≤1	5	57	29	9
043	SABINE PARISH	4	44	26	16	10	≤1	31	27	25	16	2	16	45	23	14	≤1	13	46	23	17
043001	CONVERSE HIGH SCHOOL	3	35	27	11	24	≤1	38	27	22	14	≤1	11	51	27	11	≤1	8	49	27	16
043002	EBARB SCHOOL	≤1	17	46	17	21	≤1	4	21	33	42	≤1	4	52	22	22	≤1	≤1	30	43	26
043004	FLORIEN HIGH SCHOOL	2	42	36	7	13	4	22	33	24	16	≤1	18	44	24	13	≤1	18	33	29	20
043007	MANY JUNIOR HIGH SCHOOL	7	47	24	19	3	≤1	36	31	23	8	6	22	40	23	9	≤1	13	52	20	14
043008	NEGREET HIGH SCHOOL	5	65	23	5	2	2	37	26	23	12	≤1	16	60	21	2	5	12	63	19	2
043010	PLEASANT HILL HIGH SCHOOL	≤1	14	21	36	29	≤1	≤1	21	21	57	≤1	7	7	36	50	≤1	≤1	21	21	57
043012	ZWOLLE HIGH SCHOOL	4	50	17	24	6	≤1	43	19	28	11	≤1	15	44	19	22	2	20	46	15	17
044	ST. BERNARD PARISH	4	46	29	17	5	4	41	24	20	11	2	21	45	24	8	3	20	55	17	5
044017	N.P. TRIST MIDDLE SCHOOL	2	38	37	18	4	6	49	23	14	8	≤1	23	47	22	7	4	19	52	18	7
044019	C.F. ROWLEY ALTERNATIVE SCHOOL	3	30	30	22	16	≤1	17	17	39	28	≤1	9	41	35	15	≤1	9	50	35	6
044023	ST. BERNARD MIDDLE SCHOOL	2	44	24	23	6	3	34	26	24	13	≤1	25	37	26	10	≤1	18	59	16	6
044025	ANDREW JACKSON MIDDLE SCHOOL	6	58	22	11	3	3	40	26	20	12	5	18	50	21	6	4	23	57	12	4
045	ST. CHARLES PARISH	6	50	25	10	9	3	46	25	15	11	3	30	42	18	8	2	18	53	15	12

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045003	DESTREHAN HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
045005	HAHNVILLE HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
045006	R.K. SMITH MIDDLE SCHOOL	≤1	28	40	19	13	≤1	24	29	33	13	≤1	17	38	30	15	≤1	6	47	28	19
045010	J.B. MARTIN MIDDLE SCHOOL	6	57	17	11	9	3	49	25	11	13	3	37	38	13	9	4	23	50	10	13
045014	ALBERT CAMMON MIDDLE SCHOOL	2	58	29	5	7	≤1	45	27	16	11	≤1	21	47	26	7	≤1	14	62	14	10
045018	HARRY M. HURST MIDDLE SCHOOL	9	52	25	8	6	6	55	22	12	5	5	32	46	14	4	≤1	20	58	13	8
046	ST. HELENA PARISH	≤1	6	38	38	19	≤1	17	37	24	22	≤1	≤1	22	40	38	≤1	≤1	17	48	35
046002	ST. HELENA COLLEGE AND CAREER ACADEMY	≤1	6	38	38	19	≤1	17	37	24	22	≤1	≤1	22	40	38	≤1	≤1	17	48	35
047	ST. JAMES PARISH	≤1	22	34	28	15	5	22	24	28	21	≤1	16	29	36	18	≤1	7	42	30	20
047004	LUTCHER HIGH SCHOOL	≤1	25	33	27	15	6	26	23	26	18	2	16	31	35	16	≤1	8	43	25	22
047008	ST. JAMES HIGH SCHOOL	≤1	18	37	28	17	4	17	25	31	24	≤1	15	26	38	21	≤1	7	40	36	17
048	ST. JOHN THE BAPTIST PARISH	2	31	38	20	10	3	27	28	27	17	≤1	8	38	35	18	≤1	7	48	31	13
048006	LAPLACE ELEMENTARY SCHOOL	4	19	51	15	11	2	20	34	29	15	≤1	11	37	39	14	≤1	5	45	36	14
048008	EAST ST. JOHN ELEMENTARY SCHOOL	2	38	33	15	12	2	16	22	45	16	≤1	8	28	38	26	≤1	10	45	33	12
048013	WEST ST. JOHN HIGH SCHOOL	≤1	20	41	34	5	≤1	34	27	29	10	≤1	≤1	39	44	17	≤1	17	56	22	5
048020	FIFTH WARD ELEMENTARY SCHOOL	≤1	16	29	37	18	2	29	24	20	24	≤1	4	33	35	28	≤1	≤1	46	33	22
048021	LAKE PONTCHARTRAIN ELEMENTARY SCHOOL	5	36	34	13	11	5	23	35	17	20	≤1	16	40	26	19	≤1	8	46	25	20
048024	JOHN L. ORY COMMUNICATIONS MAGNET ELEMEN	2	57	34	7	≤1	9	48	23	9	11	2	11	50	34	2	2	14	61	20	2
048025	GARYVILLE/MT. AIRY MATH & SCIENCE MAGNET	≤1	31	33	28	8	≤1	11	28	42	19	≤1	≤1	38	38	24	≤1	≤1	35	50	15
048028	EMILY C. WATKINS ELEMENTARY	≤1	39	30	22	9	≤1	39	22	22	17	≤1	9	47	30	14	≤1	2	57	32	9
049	ST. LANDRY PARISH	2	33	36	20	9	2	21	27	29	21	≤1	9	38	33	20	≤1	7	44	30	18
049011	EUNICE JUNIOR HIGH SCHOOL	≤1	36	41	17	6	3	25	26	31	15	≤1	12	45	29	13	≤1	8	52	27	11
049018	KROTZ SPRINGS ELEMENTARY SCHOOL	5	55	35	5	≤1	≤1	55	30	15	≤1	≤1	15	40	40	5	≤1	15	50	25	10
049019	LAWTELL ELEMENTARY SCHOOL	≤1	44	30	20	4	≤1	13	38	28	21	≤1	4	40	41	13	≤1	≤1	54	31	13
049021	LEONVILLE ELEMENTARY SCHOOL	≤1	44	42	12	2	8	50	19	19	4	2	6	58	30	4	2	19	53	23	4
049031	OPELOUSAS JUNIOR HIGH SCHOOL	3	14	28	34	21	4	11	18	35	32	≤1	3	22	36	39	≤1	4	25	36	35
049038	PORT BARRE MIDDLE SCHOOL	3	38	34	16	10	≤1	25	31	21	22	2	13	42	25	19	≤1	9	50	25	17
049042	SUNSET ELEMENTARY SCHOOL	≤1	40	38	16	4	2	21	35	26	16	≤1	13	42	34	10	≤1	3	51	30	16
049044	WASHINGTON ELEMENTARY SCHOOL	≤1	8	50	33	8	≤1	17	58	8	17	≤1	≤1	17	58	25	≤1	≤1	17	67	17
049051	NORTH CENTRAL HIGH SCHOOL	≤1	11	57	21	11	≤1	≤1	18	43	39	≤1	≤1	29	36	36	≤1	≤1	25	46	29
049054	ARNAUVILLE ELEMENTARY SCHOOL	≤1	44	44	12	≤1	≤1	30	32	24	14	≤1	20	34	38	8	≤1	2	58	30	10
049055	PLAISANCE ELEMENTARY SCHOOL	≤1	33	33	19	15	≤1	13	16	39	31	≤1	5	33	35	27	≤1	2	41	36	21
049058	MAGNET ACADEMY FOR CULTURAL ARTS	2	49	38	11	≤1	≤1	26	32	19	23	4	8	55	28	6	2	21	53	19	6
050	ST. MARTIN PARISH	≤1	28	37	23	10	2	20	24	31	23	≤1	9	37	34	20	≤1	4	43	31	21
050002	BREAUX BRIDGE JUNIOR HIGH SCHOOL	≤1	33	34	25	8	≤1	15	26	34	24	≤1	6	35	37	21	≤1	3	52	25	19
050004	BREAUX BRIDGE HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
050005	CATAHOULA ELEMENTARY SCHOOL	≤1	47	26	26	≤1	≤1	26	26	32	16	≤1	16	42	26	16	≤1	16	53	21	11
050006	CECILIA JUNIOR HIGH SCHOOL	2	36	41	17	4	3	28	26	29	13	≤1	14	46	29	10	≤1	8	51	28	12
050008	CECILIA HIGH SCHOOL	≤1	≤1	9	30	61	≤1	≤1	≤1	8	92	≤1	≤1	≤1	27	73	≤1	≤1	≤1	14	86
050009	PARKS MIDDLE SCHOOL	≤1	24	43	28	5	6	31	30	26	6	≤1	10	44	39	8	≤1	5	49	31	14
050015	ST. MARTINVILLE JUNIOR HIGH SCHOOL	2	22	36	27	13	≤1	8	23	38	33	≤1	4	27	41	28	≤1	≤1	33	42	26
050017	ST. MARTINVILLE SENIOR HIGH SCHOOL	≤1	9	52	13	26	≤1	13	13	39	35	≤1	5	18	23	55	≤1	≤1	27	23	50
050018	STEPHENSVILLE ELEMENTARY SCHOOL	7	27	47	20	≤1	≤1	33	13	47	7	≤1	13	60	27	≤1	≤1	7	33	47	13
051	ST. MARY PARISH	2	38	34	15	11	3	33	26	22	15	2	17	40	27	15	≤1	12	49	23	15
051005	BERWICK JUNIOR HIGH SCHOOL	4	57	24	8	6	6	50	29	9	6	4	30	48	14	4	3	23	55	14	5
051007	CENTERVILLE HIGH SCHOOL	2	31	31	25	12	2	27	25	31	15	4	24	27	29	16	≤1	6	53	22	20

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051011	FRANKLIN JUNIOR HIGH SCHOOL	4	33	33	23	9	3	28	14	32	24	≤1	6	41	28	23	≤1	4	40	31	26
051020	MORGAN CITY JUNIOR HIGH SCHOOL	≤1	40	34	11	13	2	37	22	22	17	2	18	36	29	16	≤1	15	46	21	18
051023	PATTERSON JUNIOR HIGH SCHOOL	3	37	35	16	9	4	26	31	22	17	≤1	15	45	26	14	≤1	10	52	23	14
051038	B. EDWARD BOUDREAUX MIDDLE SCHOOL	≤1	19	48	20	13	2	19	34	30	15	≤1	3	34	39	24	≤1	5	43	34	18
052	ST. TAMMANY PARISH	7	46	28	13	6	6	36	24	21	13	4	24	43	20	9	3	21	49	17	10
052007	BOYET JUNIOR HIGH SCHOOL	7	47	29	12	6	7	37	23	22	12	5	24	45	18	9	3	20	49	16	11
052011	CLEARWOOD JUNIOR HIGH SCHOOL	4	44	33	11	8	3	26	29	28	15	5	30	39	21	5	4	26	50	15	6
052016	FIFTH WARD JUNIOR HIGH SCHOOL	5	45	33	14	2	5	36	36	17	7	≤1	24	50	17	10	≤1	12	52	26	10
052019	FOLSOM JUNIOR HIGH SCHOOL	8	46	22	16	8	≤1	40	20	25	15	10	22	35	26	6	≤1	22	45	23	9
052020	LEE ROAD JUNIOR HIGH SCHOOL	3	45	35	12	6	≤1	40	19	28	12	5	13	56	21	5	≤1	9	60	21	10
052024	MADISONVILLE JUNIOR HIGH SCHOOL	6	58	26	6	4	5	43	29	15	9	2	27	48	18	5	≤1	17	59	15	7
052027	MANDEVILLE JUNIOR HIGH SCHOOL	10	55	20	10	5	12	40	20	18	10	6	36	38	14	7	6	30	47	11	7
052032	WILLIAM PITCHER JUNIOR HIGH SCHOOL	4	37	25	18	16	≤1	30	24	26	19	2	21	37	15	25	2	17	43	17	21
052033	ST. TAMMANY JUNIOR HIGH SCHOOL	3	45	31	16	6	≤1	19	32	28	20	≤1	10	45	32	13	≤1	17	47	20	14
052034	CREEKSIDE JUNIOR HIGH	4	38	32	19	7	≤1	29	34	27	9	3	19	47	24	7	2	13	50	25	10
052038	SLIDELL JUNIOR HIGH SCHOOL	7	37	32	18	7	4	25	22	29	19	3	18	42	27	10	3	18	49	17	13
052053	FONTAINEBLEAU JUNIOR HIGH SCHOOL	9	46	27	13	5	10	47	22	13	9	4	29	45	17	6	5	23	48	16	7
052058	L.P. MONTELEONE JUNIOR HIGH SCHOOL	9	54	24	7	7	14	41	21	14	10	4	29	42	17	8	3	26	47	15	8
053	TANGIPAHOA PARISH	4	36	33	17	11	2	27	21	28	21	≤1	15	38	30	16	≤1	15	43	23	18
053003	CHAMP COOPER ELEMENTARY SCHOOL	≤1	35	42	16	6	≤1	23	26	30	20	2	15	38	35	9	2	6	43	35	14
053010	HAMMOND JUNIOR HIGH MAGNET SCHOOL	2	24	32	25	17	≤1	11	15	37	37	≤1	9	23	44	23	≤1	10	40	28	21
053013	INDEPENDENCE MIDDLE MAGNET SCHOOL	6	29	51	12	≤1	≤1	37	35	22	6	≤1	4	43	42	10	≤1	13	42	33	12
053015	KENTWOOD HIGH MAGNET SCHOOL	≤1	20	52	20	8	3	50	24	10	13	≤1	3	29	44	24	≤1	≤1	41	32	27
053021	LUCILLE NESOM MIDDLE SCHOOL	2	30	36	16	16	2	22	21	27	27	≤1	14	31	34	21	≤1	9	41	25	25
053022	PONCHATOUA JUNIOR HIGH SCHOOL	8	45	28	12	7	5	31	25	24	15	4	22	44	22	9	2	22	47	17	12
053027	SOUTHEASTERN LA UNIVERSITY LAB SCHOOL	17	71	13	≤1	≤1	17	54	29	≤1	≤1	8	21	67	4	≤1	4	21	75	≤1	≤1
053032	WEST SIDE MIDDLE SCHOOL	≤1	23	29	31	17	≤1	17	18	38	27	≤1	9	33	29	29	≤1	5	35	28	33
053039	HAMMOND EASTSIDE ELEMENTARY MAGNET SCHOOL	5	63	21	5	5	≤1	47	26	21	5	5	35	30	20	10	≤1	30	55	5	10
053040	LORANGER MIDDLE SCHOOL	3	41	31	18	7	2	33	17	32	17	≤1	21	43	24	12	≤1	25	44	16	14
053045	FLORIDA PARISHES JUVENILE DETENTION CNTR	≤1	6	6	11	78	≤1	≤1	≤1	24	76	≤1	≤1	14	50	36	≤1	≤1	7	27	67
053051	JEWEL M. SUMNER MIDDLE SCHOOL	≤1	49	35	13	2	≤1	32	23	32	13	≤1	10	47	32	11	≤1	18	45	26	11
053052	TANGIPAHOA ALTERNATIVE SOLUTIONS PROGRAM	≤1	≤1	≤1	23	77	≤1	≤1	≤1	10	90	≤1	≤1	≤1	17	83	≤1	≤1	≤1	17	83
053888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
054	TENSAS PARISH	≤1	13	42	30	15	≤1	8	13	52	27	≤1	2	32	39	27	≤1	≤1	32	34	34
054001	TENSAS HIGH SCHOOL	≤1	11	40	31	18	≤1	7	9	51	33	≤1	2	30	39	30	≤1	≤1	25	34	41
054003	NEWELLTON ELEMENTARY SCHOOL	≤1	20	47	27	7	≤1	13	27	53	7	≤1	≤1	40	40	20	≤1	≤1	53	33	13
055	TERREBONNE PARISH	3	36	31	18	12	3	25	24	27	21	2	16	38	26	17	≤1	9	43	27	20
055005	H. L. BOURGEOIS HIGH SCHOOL	≤1	≤1	27	45	27	≤1	≤1	5	41	55	≤1	≤1	10	55	35	≤1	≤1	5	35	60
055013	ELLENDER MEMORIAL HIGH SCHOOL	≤1	≤1	13	38	50	≤1	≤1	8	29	63	≤1	≤1	6	29	65	≤1	≤1	≤1	18	82
055015	EVERGREEN JUNIOR HIGH SCHOOL	3	35	30	20	13	4	23	22	29	22	3	14	36	25	21	≤1	8	43	27	22
055020	HOUMA JUNIOR HIGH SCHOOL	2	38	33	15	13	2	27	29	25	18	≤1	19	40	24	15	≤1	9	45	26	19
055021	LACACHE MIDDLE SCHOOL	8	48	36	6	2	8	46	26	15	5	2	22	43	27	5	≤1	10	46	31	12
055026	MONTEGUT MIDDLE SCHOOL	9	47	28	12	4	7	30	27	23	13	6	26	43	21	5	4	19	52	18	7
055028	OAKLAWN JUNIOR HIGH SCHOOL	≤1	29	32	25	13	3	17	20	33	27	≤1	11	38	28	22	≤1	9	39	32	20
055034	SOUTH TERREBONNE HIGH SCHOOL	≤1	8	23	54	15	≤1	≤1	31	38	31	≤1	8	23	46	23	≤1	≤1	17	33	50
055044	GRAND CAILLOU MIDDLE SCHOOL	≤1	45	27	18	9	3	28	23	18	28	3	13	39	33	12	3	7	53	25	12

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
055888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
056	UNION PARISH	≤1	20	45	17	17	≤1	13	25	38	24	≤1	7	43	29	20	≤1	3	39	30	28
056002	DOWNSVILLE CHARTER SCHOOL	≤1	36	27	27	9	≤1	6	24	48	21	≤1	13	56	25	6	≤1	6	50	31	13
056005	UNION PARISH JUNIOR HIGH SCHOOL	≤1	16	49	15	18	≤1	15	25	35	24	≤1	6	40	30	23	≤1	3	36	30	31
057	VERMILION PARISH	3	42	33	17	6	2	27	27	29	16	3	23	46	21	7	≤1	16	50	23	11
057007	FORKED ISLAND/E. BROUSSARD ELEM SCHOOL	9	44	29	18	≤1	6	32	38	24	≤1	3	32	38	21	6	≤1	15	53	26	6
057008	GUEYDAN HIGH SCHOOL	≤1	21	54	21	5	≤1	8	28	49	15	≤1	15	49	21	15	≤1	5	64	21	10
057019	RENE A. ROST MIDDLE SCHOOL	≤1	41	29	25	5	≤1	28	26	25	21	2	24	56	15	3	≤1	23	43	25	9
057023	J.H. WILLIAMS MIDDLE SCHOOL	2	31	35	25	8	≤1	16	20	36	28	2	12	44	30	12	≤1	7	46	31	16
057024	ERATH MIDDLE SCHOOL	4	58	28	6	4	4	34	35	22	4	3	31	48	15	3	2	18	54	18	8
057030	NORTH VERMILLION MIDDLE SCHOOL	4	44	32	14	6	≤1	35	25	26	13	5	28	43	19	5	≤1	23	50	17	10
058	VERNON PARISH	5	46	32	13	3	7	36	25	20	12	2	23	46	22	6	2	16	54	19	9
058001	ANACOCO HIGH SCHOOL	6	54	36	4	≤1	16	65	16	3	≤1	6	38	45	12	≤1	4	41	43	7	4
058003	EVANS HIGH SCHOOL	≤1	48	29	10	13	6	45	19	16	13	≤1	6	61	23	10	≤1	3	65	23	10
058004	HICKS HIGH SCHOOL	≤1	29	48	24	≤1	5	43	38	10	5	≤1	24	52	24	≤1	≤1	5	62	29	5
058005	HORNBECK HIGH SCHOOL	≤1	58	35	8	≤1	8	27	46	15	4	≤1	12	62	23	4	≤1	12	54	31	4
058007	LEESVILLE JUNIOR HIGH SCHOOL	5	47	29	15	5	6	30	28	20	16	2	24	41	24	9	≤1	17	53	18	11
058009	PICKERING HIGH SCHOOL	6	42	30	20	4	5	31	20	27	17	4	22	42	24	7	2	12	55	22	8
058010	PITKIN HIGH SCHOOL	8	35	49	4	4	4	20	31	27	18	≤1	24	50	20	6	4	12	64	16	4
058012	ROSEFINE HIGH SCHOOL	6	52	29	12	≤1	10	45	21	19	5	≤1	24	52	20	4	2	16	53	18	11
058013	SIMPSON HIGH SCHOOL	4	46	38	8	4	≤1	29	38	25	8	≤1	13	50	29	8	≤1	4	54	21	21
059	WASHINGTON PARISH	≤1	33	37	22	6	2	28	27	28	14	≤1	12	42	30	15	≤1	6	47	28	18
059004	FRANKLINTON JUNIOR HIGH SCHOOL	2	29	36	26	8	3	29	28	30	10	≤1	13	42	29	15	≤1	6	48	25	20
059007	MT. HERMON SCHOOL	≤1	38	43	14	5	3	32	19	32	14	≤1	14	49	22	16	≤1	8	38	35	19
059008	PINE SCHOOL	≤1	48	33	13	5	2	35	29	23	10	≤1	10	46	30	14	2	7	55	28	7
059011	VARNADO HIGH SCHOOL	≤1	28	44	24	4	≤1	7	26	26	41	≤1	9	33	41	17	≤1	4	37	39	20
060	WEBSTER PARISH	≤1	31	31	24	13	2	22	22	29	25	≤1	9	36	30	23	≤1	7	41	28	23
060005	DOYLINE HIGH SCHOOL	≤1	52	34	10	3	≤1	34	24	31	10	4	11	43	25	18	≤1	18	46	21	14
060015	NORTH WEBSTER JUNIOR HIGH SCHOOL	≤1	33	32	22	12	2	25	20	26	27	≤1	7	39	30	24	≤1	8	37	31	24
060018	LAKE SIDE JUNIOR-SENIOR HIGH SCHOOL	≤1	43	31	20	6	≤1	15	24	40	20	≤1	8	49	27	16	≤1	6	53	24	16
060023	WEBSTER JUNIOR HIGH SCHOOL	2	22	31	28	17	≤1	22	23	26	28	≤1	12	29	33	26	≤1	5	38	28	28
060888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
061	WEST BATON ROUGE PARISH	3	33	37	18	9	≤1	27	26	31	15	2	21	43	23	10	≤1	14	52	22	12
061002	BRUSLY MIDDLE SCHOOL	5	39	34	15	6	≤1	35	25	28	11	4	29	43	18	6	≤1	21	53	15	10
061005	DEVALL MIDDLE SCHOOL	≤1	41	41	9	9	≤1	25	31	19	25	≤1	19	53	16	13	≤1	9	50	28	13
061009	PORT ALLEN MIDDLE SCHOOL	≤1	18	41	28	13	≤1	11	27	44	18	≤1	6	39	37	18	≤1	≤1	49	34	15
062	WEST CARROLL PARISH	≤1	38	36	15	11	3	27	26	25	19	2	16	47	22	13	3	17	44	23	12
062001	EPPS HIGH SCHOOL	≤1	13	38	44	6	6	19	25	31	19	≤1	6	44	44	6	≤1	≤1	50	38	13
062003	FOREST SCHOOL	≤1	42	40	9	9	≤1	11	40	24	24	2	16	42	26	14	7	28	37	19	9
062005	KILBOURNE HIGH SCHOOL	≤1	33	54	8	4	4	21	29	33	13	≤1	8	58	29	4	4	4	67	21	4
062006	OAK GROVE HIGH SCHOOL	≤1	44	25	15	16	3	44	15	20	18	3	22	47	12	17	2	20	38	23	17
063	WEST FELICIANA PARISH	3	49	32	12	4	8	44	23	16	8	8	24	40	23	5	5	25	53	13	4
063006	WEST FELICIANA MIDDLE SCHOOL	3	49	32	12	4	8	44	23	16	8	8	24	40	23	5	5	25	53	13	4
064	WINN PARISH	5	48	29	11	8	4	32	24	26	14	≤1	14	42	31	12	3	15	45	25	13
064001	ATLANTA HIGH SCHOOL	6	56	22	11	6	≤1	28	22	39	11	≤1	≤1	41	47	12	≤1	18	29	35	18
064002	CALVIN HIGH SCHOOL	5	43	38	10	5	≤1	14	24	38	24	≤1	5	52	29	14	≤1	10	57	29	5

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		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
064003	DODSON HIGH SCHOOL	4	56	22	15	4	4	41	22	22	11	≤1	22	48	19	11	≤1	4	52	26	19
064008	WINNFIELD MIDDLE SCHOOL	5	45	31	10	10	6	34	24	21	14	2	17	38	32	12	4	19	43	22	12
065	CITY OF MONROE SCHOOL DISTRICT	2	23	32	26	17	≤1	14	19	30	37	≤1	9	30	34	26	≤1	7	40	29	24
065003	CARROLL JUNIOR HIGH SCHOOL	≤1	11	35	35	19	≤1	8	16	39	36	≤1	7	21	40	33	≤1	3	23	38	36
065009	MARTIN LUTHER KING JUNIOR HIGH SCHOOL	≤1	7	30	38	25	≤1	2	6	30	61	≤1	2	16	41	40	≤1	5	45	28	22
065011	ROBERT E. LEE JUNIOR HIGH SCHOOL	5	40	32	13	9	2	29	26	23	20	3	16	45	25	10	≤1	13	46	27	13
065023	SHERROUSE SCHOOL	≤1	≤1	6	19	75	≤1	≤1	6	13	81	≤1	≤1	10	20	70	≤1	≤1	30	10	60
065030	EXCELLENCE ACADEMY CHARTER SCHOOL	≤1	26	35	26	14	≤1	5	24	33	37	≤1	5	24	40	30	≤1	3	40	24	32
066	CITY OF BOGALUSA SCHOOL DISTRICT	≤1	14	35	25	25	≤1	5	17	31	46	≤1	3	19	37	40	≤1	≤1	23	32	43
066002	BOGALUSA HIGH SCHOOL	≤1	14	35	25	25	≤1	5	17	31	46	≤1	3	19	37	40	≤1	≤1	23	32	43
067	ZACHARY COMMUNITY SCHOOL DISTRICT	11	56	22	9	3	13	42	21	16	7	6	32	39	18	6	5	35	45	12	3
067002	NORTHWESTERN MIDDLE SCHOOL	11	56	22	9	3	13	42	21	16	7	6	32	39	18	6	5	35	45	12	3
068	CITY OF BAKER SCHOOL DISTRICT	≤1	14	33	32	21	≤1	9	17	35	40	≤1	2	22	40	36	≤1	2	26	42	30
068003	BAKER MIDDLE SCHOOL	≤1	6	23	42	29	≤1	8	10	35	47	≤1	3	10	38	50	≤1	≤1	13	48	40
068005	PARK RIDGE ACADEMIC MAGNET SCHOOL	≤1	34	59	6	≤1	≤1	9	34	34	22	≤1	≤1	52	45	3	≤1	6	61	27	6
068888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
069	CENTRAL COMMUNITY SCHOOL DISTRICT	3	48	31	12	5	3	42	29	16	10	3	21	54	17	4	≤1	15	62	15	6
069003	CENTRAL MIDDLE SCHOOL	3	48	31	12	5	3	42	29	16	10	3	21	54	17	4	≤1	15	62	15	6
101	SPECIAL SCHOOL DISTRICT	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101010	PINECREST SUPPORTS & SERVICES CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101031	RENAISSANCE HOME FOR YOUTH	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101035	GATEWAY ADOLESCENT TREATMENT CENTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101036	METHODIST HOME FOR CHILDREN OF GREATER N	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
101038	NORTHLAKE BEHAVIORAL HEALTH SYSTEM	≤1	8	8	17	67	≤1	≤1	≤1	31	69	≤1	≤1	≤1	40	60	NR	NR	NR	NR	NR
304	LA SCHOOLS FOR THE DEAF AND VISUALLY IMP	≤1	5	≤1	24	71	≤1	≤1	≤1	40	60	≤1	≤1	≤1	15	85	≤1	≤1	≤1	25	75
304001	LOUISIANA SCHOOL FOR THE DEAF	≤1	5	≤1	21	74	≤1	≤1	≤1	44	56	≤1	≤1	≤1	11	89	≤1	≤1	≤1	22	78
304002	LOUISIANA SCHOOL FOR THE VISUALLY IMPAIR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
328001	SOUTHWEST LOUISIANA CHARTER SCHOOL	≤1	34	39	20	6	≤1	19	24	48	10	≤1	≤1	27	47	25	≤1	≤1	42	40	17
329001	V. B. GLENCOE CHARTER SCHOOL	≤1	65	23	8	5	10	50	30	5	5	≤1	23	55	15	8	≤1	15	63	18	5
331001	INTERNATIONAL SCHOOL OF LOUISIANA	18	66	13	3	≤1	13	63	13	11	≤1	13	32	50	5	≤1	≤1	39	58	3	≤1
333001	AVOYELLES PUBLIC CHARTER SCHOOL	11	74	15	≤1	≤1	17	68	11	4	≤1	8	52	35	4	≤1	2	50	44	≤1	4
336001	DELHI CHARTER SCHOOL	2	35	42	13	8	≤1	23	39	26	13	≤1	6	41	46	6	2	14	54	22	8
337001	BELLE CHASSE ACADEMY	5	63	26	5	≤1	≤1	55	31	9	4	≤1	33	54	10	≤1	4	24	65	6	≤1
339001	MILESTONE ACADEMY	≤1	46	38	14	3	5	38	14	32	11	3	14	41	27	16	3	11	43	38	5
340001	MAX CHARTER ALTERNATIVE EDUCATION	≤1	19	44	31	6	≤1	13	31	50	6	≤1	6	50	31	13	≤1	6	69	13	13
341001	D'ARBONNE WOODS CHARTER SCHOOL	6	62	31	2	≤1	8	38	35	13	6	6	21	56	17	≤1	2	13	67	12	6
343002	LOUISIANA VIRTUAL CHARTER ACADEMY	5	31	31	19	14	≤1	23	23	26	28	3	20	37	26	15	≤1	14	43	25	18
343888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
345001	LOUISIANA CONNECTIONS ACADEMY	6	50	23	14	7	2	28	28	21	21	7	25	39	23	7	≤1	21	47	19	13
346001	LAKE CHARLES CHARTER ACADEMY	≤1	33	38	20	10	≤1	19	29	32	19	≤1	7	33	45	14	≤1	2	41	37	20
349001	JS CLARK LEADERSHIP ACADEMY	≤1	21	45	31	3	≤1	≤1	22	36	41	≤1	4	39	54	4	≤1	≤1	56	28	16
3A1001	JCFA-EAST	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
3A4001	DELTA CHARTER SCHOOL MST	6	26	47	21	≤1	≤1	41	35	15	9	3	12	53	21	12	≤1	9	59	24	9
3B5001	NORTHEAST CLAIBORNE CHARTER	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	≤1	10	30	40	20	≤1	≤1	50	30	20
JUV	JUVENILE JUSTICE FACILITIES	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
318001	LSU LABORATORY SCHOOL	12	72	13	3	≤1	11	68	15	6	≤1	5	35	52	6	≤1	12	45	38	4	2

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319001	SOUTHERN UNIVERSITY LAB SCHOOL	≤1	35	47	18	≤1	≤1	11	23	39	28	≤1	5	51	37	7	≤1	14	65	18	4
319002	SOUTHERN UNIVERSITY LABORATORY VIRTUAL S	≤1	33	21	27	18	≤1	15	18	29	38	≤1	8	50	29	13	≤1	5	61	24	11
322001	A. E. PHILLIPS LABORATORY SCHOOL	16	72	9	3	≤1	19	66	6	3	6	9	28	50	9	3	9	28	56	6	≤1
323003	GRAMBLING STATE UNIVERSITY MIDDLE SCHOOL	≤1	15	44	30	11	≤1	11	11	44	33	≤1	7	15	33	44	≤1	4	22	44	30
307	HOWARD SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
307001	HOWARD SCHOOL	6	6	24	41	24	≤1	6	12	≤1	82	≤1	13	20	13	53	≤1	7	33	27	33
OJJ	OFFICE OF JUVENILE JUSTICE	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
A02002	RIVERSIDE ALTERNATIVE HIGH SCHOOL	≤1	9	26	30	35	≤1	5	5	41	50	≤1	≤1	24	53	24	≤1	≤1	12	35	53
A02003	SOUTHSIDE ALTERNATIVE HIGH SCHOOL	≤1	≤1	9	17	74	≤1	≤1	4	11	86	≤1	≤1	≤1	22	78	≤1	≤1	≤1	21	79
RBR	RECOVERY SCHOOL DISTRICT—BATON ROUGE	≤1	22	32	24	21	≤1	9	22	37	31	≤1	5	27	35	33	≤1	4	37	23	35
389002	KENILWORTH SCIENCE AND TECHNOLOGY CHARTE	≤1	25	35	23	16	2	10	24	38	25	≤1	7	31	37	24	≤1	6	42	24	27
3AP002	CELERITY CRESTWORTH CHARTER SCHOOL	≤1	14	25	25	35	≤1	4	16	34	46	≤1	≤1	16	29	56	≤1	≤1	23	21	56
RLA	RECOVERY SCHOOL DISTRICT—LOUISIANA	≤1	14	36	28	21	≤1	6	14	33	47	≤1	≤1	18	41	40	≤1	≤1	27	33	40
371001	LINWOOD PUBLIC CHARTER SCHOOL	≤1	14	36	28	21	≤1	6	14	33	47	≤1	≤1	18	41	40	≤1	≤1	27	33	40
RNO	RECOVERY SCHOOL DISTRICT—NEW ORLEANS	≤1	27	35	23	13	2	22	24	28	24	≤1	7	32	37	24	≤1	8	44	28	20
300001	PIERRE A. CAPDAU LEARNING ACADEMY	≤1	38	29	20	14	≤1	16	29	36	20	≤1	9	23	39	29	≤1	25	45	20	11
300002	NELSON ELEMENTARY SCHOOL	≤1	14	41	27	18	2	8	18	29	43	≤1	≤1	22	45	33	≤1	≤1	10	53	37
300004	GENTILLY TERRACE ELEMENTARY SCHOOL	≤1	22	37	30	11	≤1	7	22	30	41	≤1	≤1	28	45	26	≤1	≤1	32	38	30
361001	CRESCENT LEADERSHIP ACADEMY	≤1	≤1	9	35	56	≤1	≤1	3	9	88	≤1	≤1	8	28	64	≤1	≤1	16	16	68
363001	HARRIET TUBMAN CHARTER SCHOOL	≤1	44	36	10	10	≤1	20	30	28	23	≤1	8	44	28	20	≤1	16	38	26	20
364001	FANNIE C. WILLIAMS CHARTER SCHOOL	≤1	10	31	38	21	≤1	17	27	38	19	≤1	≤1	38	31	31	≤1	≤1	29	38	33
367001	EDGAR P. HARNEY SPIRIT OF EXCELLENCE ACA	3	39	35	16	6	6	61	16	6	10	6	≤1	39	42	13	≤1	3	52	23	23
369001	RENEW CULTURAL ARTS ACADEMY AT LIVE OAK	2	33	23	18	25	3	35	17	20	25	≤1	14	22	32	32	≤1	7	46	20	27
369002	RENEW SCITECH ACADEMY AT LAUREL	2	48	27	7	16	5	49	15	11	20	4	19	43	26	9	≤1	11	57	17	15
369003	RENEW DOLORES T. AARON ELEMENTARY	≤1	43	23	13	20	≤1	15	32	26	27	≤1	16	29	28	28	≤1	7	57	12	24
369006	RENEWSCHAUMBURG ELEMENTARY	≤1	30	35	22	12	≤1	26	25	23	25	2	6	25	44	22	≤1	5	52	22	20
374001	SUCCESS PREPARATORY ACADEMY	≤1	22	41	22	14	2	29	33	26	10	≤1	≤1	42	37	20	≤1	8	42	22	27
384001	MILLER-MCCOY ACADEMY FOR MATHEMATICS AND	≤1	6	21	31	42	≤1	≤1	13	31	56	≤1	4	22	18	57	≤1	2	28	26	44
385002	COHEN COLLEGE PREP	≤1	32	30	27	11	2	13	30	26	28	3	5	43	35	15	≤1	7	54	27	12
388001	ANDREW H. WILSON CHARTER SCHOOL	≤1	17	38	29	17	≤1	5	11	33	52	≤1	≤1	12	50	38	≤1	5	26	38	31
390001	JAMES M. SINGLETON CHARTER SCHOOL	≤1	30	32	27	11	≤1	5	16	50	30	≤1	≤1	32	36	32	≤1	9	55	23	14
391001	DR. MARTIN LUTHER KING CHARTER SCHOOL FO	≤1	28	49	21	2	≤1	23	33	28	16	≤1	4	28	47	21	≤1	5	54	19	21
391002	JOSEPH A. CRAIG CHARTER SCHOOL	≤1	17	37	37	10	≤1	7	13	33	47	≤1	≤1	13	50	37	≤1	≤1	30	40	30
392001	MCDONOGH #28 CITY PARK ACADEMY	4	11	45	31	9	≤1	22	27	25	25	≤1	2	23	56	19	≤1	4	28	43	25
393001	LAFAYETTE ACADEMY	≤1	32	44	22	2	≤1	18	28	38	16	≤1	4	35	48	13	≤1	≤1	52	38	9
393002	ESPERANZA CHARTER SCHOOL	2	23	32	25	19	≤1	19	18	30	33	≤1	11	33	33	22	≤1	6	39	31	24
393003	MCDONOGH 42 CHARTER SCHOOL	2	23	40	19	17	≤1	21	23	42	15	≤1	≤1	25	46	29	≤1	2	31	29	38
395001	MARTIN BEHRMAN ELEMENTARY SCHOOL	≤1	38	44	14	4	≤1	31	36	28	4	≤1	11	33	49	6	≤1	9	58	31	2
395002	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	≤1	34	30	24	12	4	35	20	28	13	≤1	8	27	40	25	≤1	10	58	22	10
395003	WILLIAM J. FISCHER ELEMENTARY SCHOOL	≤1	13	31	31	26	≤1	10	29	32	29	≤1	2	15	52	32	≤1	≤1	44	27	29
395004	MCDONOGH #32 ELEMENTARY SCHOOL	≤1	16	33	39	12	≤1	12	26	42	19	≤1	2	21	48	29	≤1	5	32	48	14
397001	SOPHIE B. WRIGHT INSTITUTE OF ACADEMIC E	2	20	30	34	14	≤1	7	20	38	36	≤1	7	35	36	22	≤1	4	38	29	29
398001	KIPP BELIEVE COLLEGE PREP (PHILLIPS)	2	24	40	23	11	≤1	29	25	20	25	≤1	6	40	36	19	≤1	17	47	25	11
398002	KIPP MCDONOGH 15 SCHOOL FOR THE CREATIVE	≤1	32	34	25	8	≤1	27	29	19	25	≤1	25	42	22	10	2	25	48	14	11
398003	KIPP CENTRAL CITY ACADEMY	≤1	22	45	24	8	2	32	39	20	7	≤1	11	40	31	18	≤1	9	53	30	7
398006	KIPP NEW ORLEANS LEADERSHIP ACADEMY	≤1	23	33	29	14	≤1	14	33	34	18	≤1	5	25	39	31	≤1	6	38	32	24

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
399001	SAMUEL J. GREEN CHARTER SCHOOL	2	30	30	28	11	4	26	18	30	23	≤1	4	44	18	35	≤1	11	42	16	32
399002	ARTHUR ASHE CHARTER SCHOOL	5	39	34	13	9	4	29	29	20	20	≤1	11	25	38	27	≤1	5	50	23	21
399004	JOHN DIBERT COMMUNITY SCHOOL	3	39	26	20	11	2	23	20	28	28	≤1	11	34	31	23	≤1	13	43	26	18
399005	LANGSTON HUGHES CHARTER ACADEMY	≤1	27	46	19	8	3	21	23	34	18	≤1	4	33	36	27	≤1	6	42	41	11
3A5001	MARY D. COGHILL CHARTER SCHOOL	≤1	38	38	14	10	19	54	11	3	13	≤1	5	57	28	10	≤1	2	56	31	11
NPS	NONPUBLIC SCHOLARSHIP SCHOOLS	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500010	ST. FREDERICK HIGH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
500020	ST. JOSEPH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
501003	HOLY SAVIOR MENARD CENTRAL HIGH SCHOOL (	10	20	40	20	10	≤1	10	10	30	50	≤1	10	40	20	30	≤1	10	50	30	10
502001	ASCENSION DIOCESAN REGIONAL SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502003	CATHOLIC HIGH OF POINTE COUPEE (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502006	HOLY GHOST SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502007	MATER DOLOROSA SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502012	REDEMPTORIST DIOCESAN REGIONAL HIGH SCHO	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502018	ST. ELIZABETH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502019	ST. FRANCIS XAVIER SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502024	ST. JOHN HIGH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502031	ST. LOUIS KING OF FRANCE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
502041	REDEMPTORIST DIOCESAN REGIONAL JUNIOR HS	≤1	6	35	35	24	≤1	≤1	12	18	71	≤1	≤1	6	41	53	≤1	≤1	18	41	41
503001	CENTRAL CATHOLIC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
503003	HOLY ROSARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
504007	HOLY FAMILY CATHOLIC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
504009	IMMACULATE HEART OF MARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506014	HOLY ROSARY ACADEMY (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506020	HOLY GHOST ELEMENTARY SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506036	OUR LADY OF DIVINE PROVIDENCE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506038	OUR LADY OF GRACE SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506041	OUR LADY OF PERPETUAL HELP SCHOOL (C)	≤1	40	40	20	≤1	≤1	30	20	40	10	≤1	20	30	40	10	≤1	10	50	30	10
506044	OUR LADY OF PROMPT SUCCOR SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506054	ST. AGNES SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506079	ST. JOAN OF ARC SCHOOL (C)	≤1	30	60	10	≤1	≤1	20	30	10	40	≤1	10	10	70	10	≤1	≤1	30	40	30
506080	ST. JOAN OF ARC SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506095	ST. MARY'S ACADEMY (GIRLS) (C)	≤1	39	44	17	≤1	≤1	10	5	41	44	≤1	2	32	49	17	≤1	2	41	46	10
506104	ST. PETER SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
506105	ST. PETER CLAVER SCHOOL (C)	≤1	40	50	10	≤1	≤1	30	30	40	≤1	≤1	10	30	50	10	≤1	≤1	80	20	≤1
506122	ST. KATHARINE DREXEL PREPARATORY SCHOOL	≤1	11	39	39	11	≤1	6	6	44	44	≤1	≤1	17	61	22	≤1	≤1	17	56	28
506129	ST. AUGUSTINE JR. HIGH SCHOOL (BOYS) (C)	≤1	26	44	21	9	≤1	2	30	35	33	≤1	2	30	44	23	≤1	5	30	44	21
506161	HOLY ROSARY HIGH SCHOOL (C)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
522001	CONQUERING WORD CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
522002	CONQUERING WORD CHRISTIAN ACADEMY EASTBA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
533001	ALFRED BOOKER JR. ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
571001	LIGHTHOUSE CHRISTIAN PREPARATORY SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
579001	FAMILY COMMUNITY CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
582001	GETHSEMANE CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
627001	ST. PAUL LUTHERAN SCHOOL (L)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
652001	RIVERSIDE ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory

Site Code	School Name	English Language Arts					Mathematics					Science					Social Studies				
		Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level					Percent of Students at Each Achievement Level				
		A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U	A	M	B	AB	U
656001	OLD BETHEL CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
667001	JOHN PAUL THE GREAT ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
674001	ANGLES ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
702001	HOSANNA CHRISTIAN ACADEMY (AG)	≤1	5	62	19	14	≤1	5	33	57	5	≤1	≤1	48	38	14	≤1	≤1	29	48	24
705001	GREATER BATON ROUGE HOPE ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
719001	EVANGEL CHRISTIAN ACADEMY (AG)	≤1	17	39	28	17	≤1	≤1	28	39	33	≤1	≤1	28	50	22	≤1	≤1	28	39	33
722001	JEHOVAH-JIREH CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
735001	NORTHLAKE CHRISTIAN HIGH SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
760001	VICTORY CHRISTIAN ACADEMY (AG)	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
785001	WESTMINSTER CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
872001	BISHOP MCMANUS SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
886001	CLAIBORNE CHRISTIAN SCHOOL (CG)	14	41	27	5	14	5	36	32	9	18	≤1	10	40	50	≤1	≤1	20	50	20	10
897001	NEW ORLEANS ADVENTIST ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
898001	LOUISIANA NEW SCHOOL ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
927001	LIFE OF CHRIST CHRISTIAN ACADEMY/ALTERNA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
933002	ASCENSION CHRISTIAN SCHOOL	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
938001	THE UPPERROOM BIBLE CHURCH ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
988001	RIVERDALE CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
989001	LIGHT CITY CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
990001	TRINITY CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
992001	UNION CHRISTIAN ACADEMY	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
627888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
886888	UNKNOWN	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	≤1	10	60	30	≤1	≤1	≤1	80	20	≤1
938003	THE UPPERROOM BIBLE CHURCH PRESCHOOL & A	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

A=Advanced M=Mastery B=Masic AB=Approaching Basic U=Unsatisfactory



# Louisiana Believes

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Spring 2015 ELA and Math Assessment Results



# Agenda

- 2014-2015 Assessment Overview
- 2014-2015 Statewide Results
- 2014-2015 District Results
- Comparability
- Accountability Decisions and Calculations

# Timeline for Development of 2014 - 2015 Assessment & Accountability Results

Dates	LDOE Action
<b>November 2014</b>	Department announces 2015 test score release schedule
<b>March/May 2015</b>	320,000 students take PARCC tests
<b>June – August</b>	Individual test questions scored by LEAP vendor
<b>August – September</b>	PARCC state “standard setting” verifies that questions were as challenging as anticipated before students completed test.
<b>Sept. 28 – October 2</b>	Individual student raw scores (total points out of total available) available to requesting districts
<b>October 5 – 9</b>	Statewide briefings from technical experts on standard setting, scale scores, cut scores, and comparability among Louisiana and other states, in advance of BESE meeting.
<b>October 12</b>	Public release of preliminary statewide scale scores (state level only; not by LEA level or school level)
<b>October 13</b>	BESE considers cut score levels to determine mastery, advanced, basic, approaching basic, and unsatisfactory
<b>October 14</b>	Department begins applying cut scores to scale scores
<b>October 19 – 23</b>	Public release of LEA scores by cut level
<b>October 26 – 30</b>	<ul style="list-style-type: none"> <li>Public release of high school performance scores and letter grades</li> <li>Academic analyses shared with standards review committees and Accountability Commission</li> </ul>
<b>November 2 - 6</b>	<ul style="list-style-type: none"> <li>Comparability audit released</li> <li>Consideration of accountability policies at Superintendents Advisory Council</li> </ul>
<b>November 9 – 13</b>	Individual student reports for LEAs, teachers, and families detailing scores and skills for every student
<b>December</b>	<ul style="list-style-type: none"> <li>Elementary and middle school performance scores and letter grades released</li> <li>BESE considers related accountability policies</li> </ul>

# Progress Toward Higher Expectations and Improved Comparability

Louisiana has steadily increased the level of expected performance on state tests and has steadily improved its ability to make comparisons with other states.

1999

- Grade 4 and 8 LEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states. “Approaching Basic” (level 2) and levels above earn schools performance score points.

2006

- Grade 3, 5, 6, and 7 iLEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states.

2013

- Grades 3-8 and high school English language arts and math transitional assessments align to Louisiana’s new standards. Only “Basic” and above earn school performance score points. High schools achieve comparability through ACT 11th grade assessment.

2015

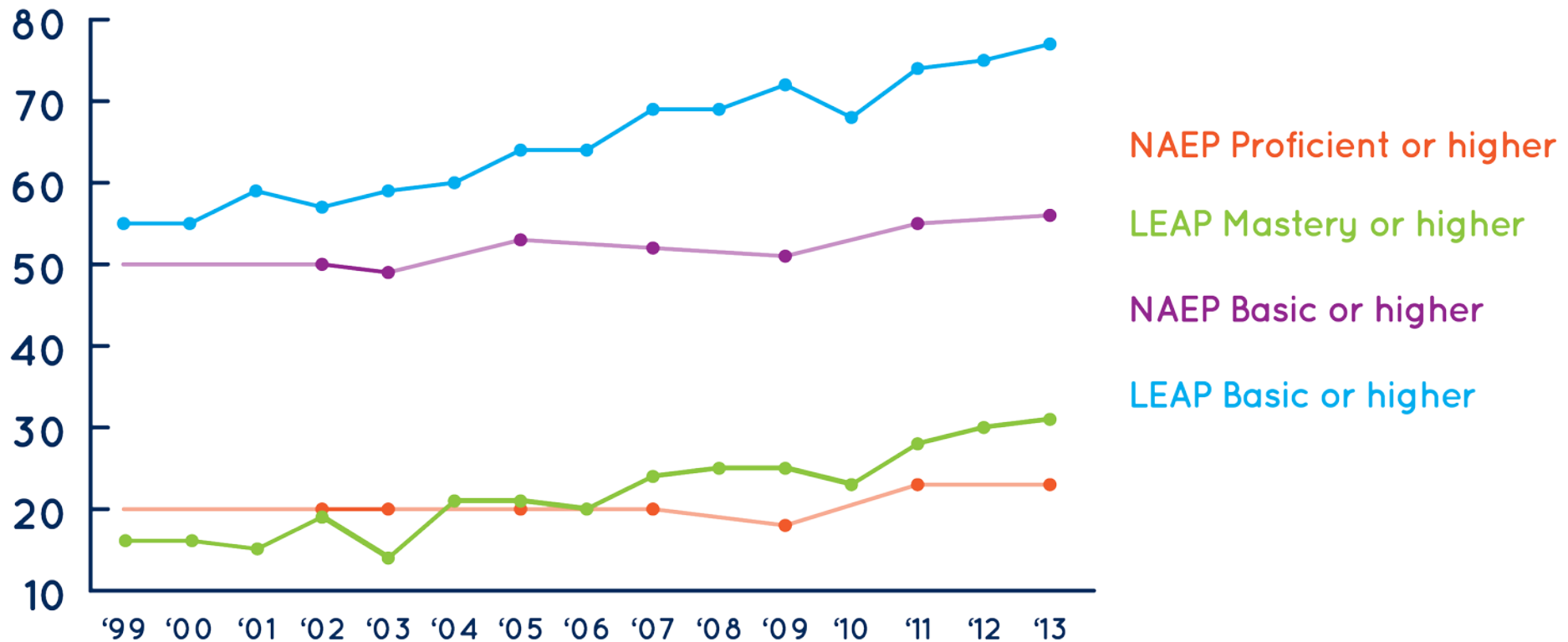
- Grades 3-8 English language arts and math exams fully aligned to Louisiana's standards. Results are significantly comparable with other states for the first time.

2025

- By 2025 schools earning ratings of “A” will average “Mastery” performance rather than “Basic.”

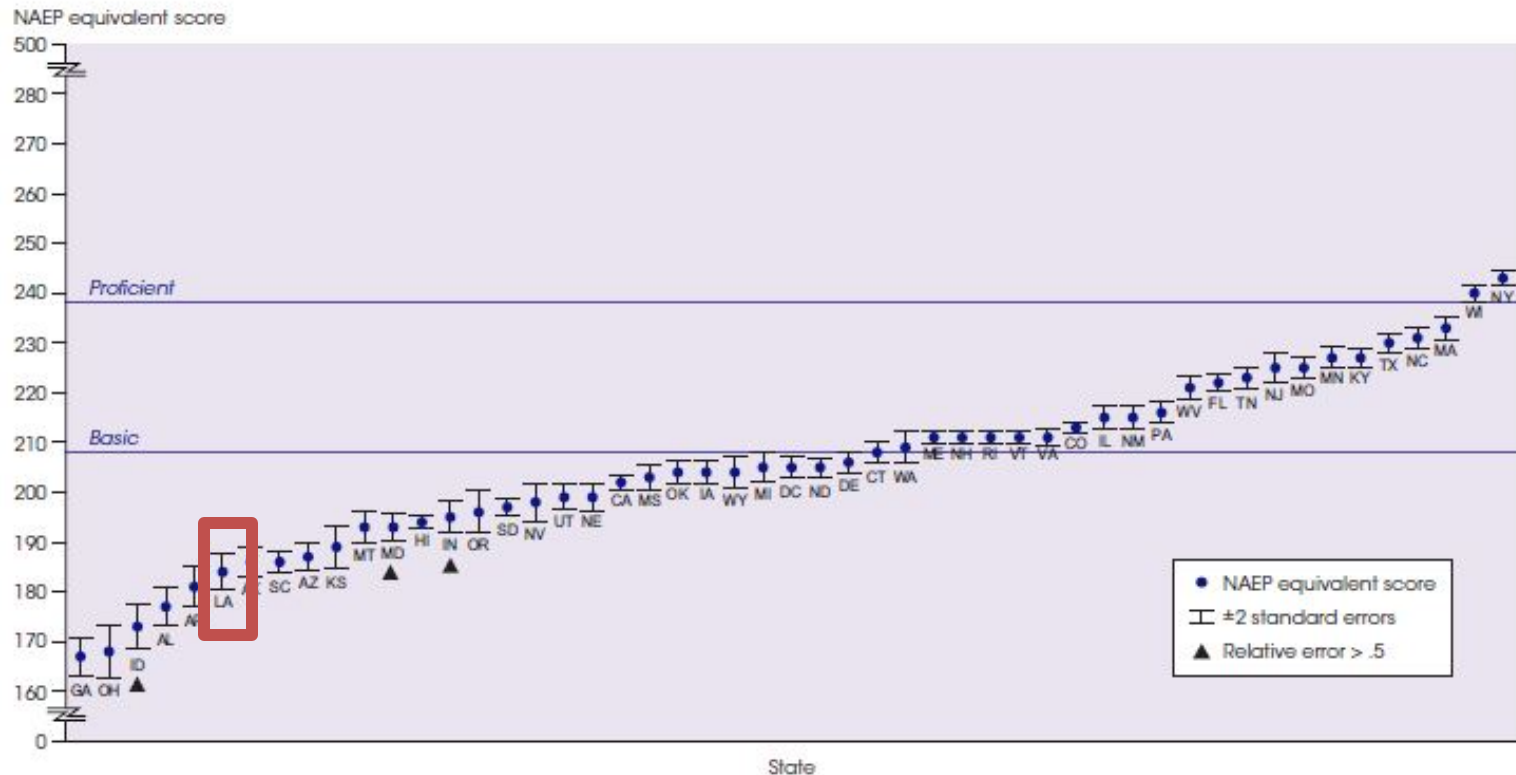
# The Case for Raising Expectations

Since making “Basic” (level 3 of 5) a standard expectation in Louisiana, the number of students achieving “Basic” has grown significantly. Growth at the “Mastery” level, however, has been modest. The result is a great number of students called “proficient” in Louisiana but actually not proficient according to NAEP, ACT, and institutions of higher learning. While we should be proud of our progress in getting more students to “Basic,” we should recognize that “Basic” can represent a false promise of readiness.



# The Case for Improving Comparability

The false promise is compounded when Louisiana's "Basic" is compared with other states' generally accepted proficiency levels. States have often masked low expectations for performance. Comparable performance expectations ensures states cannot mask low expectations.



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

# Agenda

- 2014-2015 Assessment Overview
- 2014-2015 Statewide Results
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# Statewide Results By Achievement Level

In most grade levels, in both subjects, typically 30 to 40 percent of Louisiana students show “Mastery” command of skills needed in community college and universities.

## English Language Arts

Grade	% at 5	% at 4	% at 3	% at 2	% at 1
3	2	35	26	21	16
4	4	36	34	19	8
5	1	32	34	24	9
6	3	35	36	19	7
7	5	28	32	22	12
8	4	36	30	19	11

## Mathematics

Grade	% at 5	% at 4	% at 3	% at 2	% at 1
3	6	31	30	22	11
4	2	31	31	26	10
5	3	25	31	32	9
6	3	23	33	32	10
7	2	20	36	29	13
8	4	28	23	25	20

# Moving Students Toward Mastery

In most grade levels, in both subjects, typically 30 to 40 percent of Louisiana students show “Mastery” command of skills needed in community college and universities.

## English Language Arts

Grade	% at Basic and Above	% at Mastery and Above
3	64	37
4	73	39
5	67	33
6	74	38
7	67	35
8	70	40

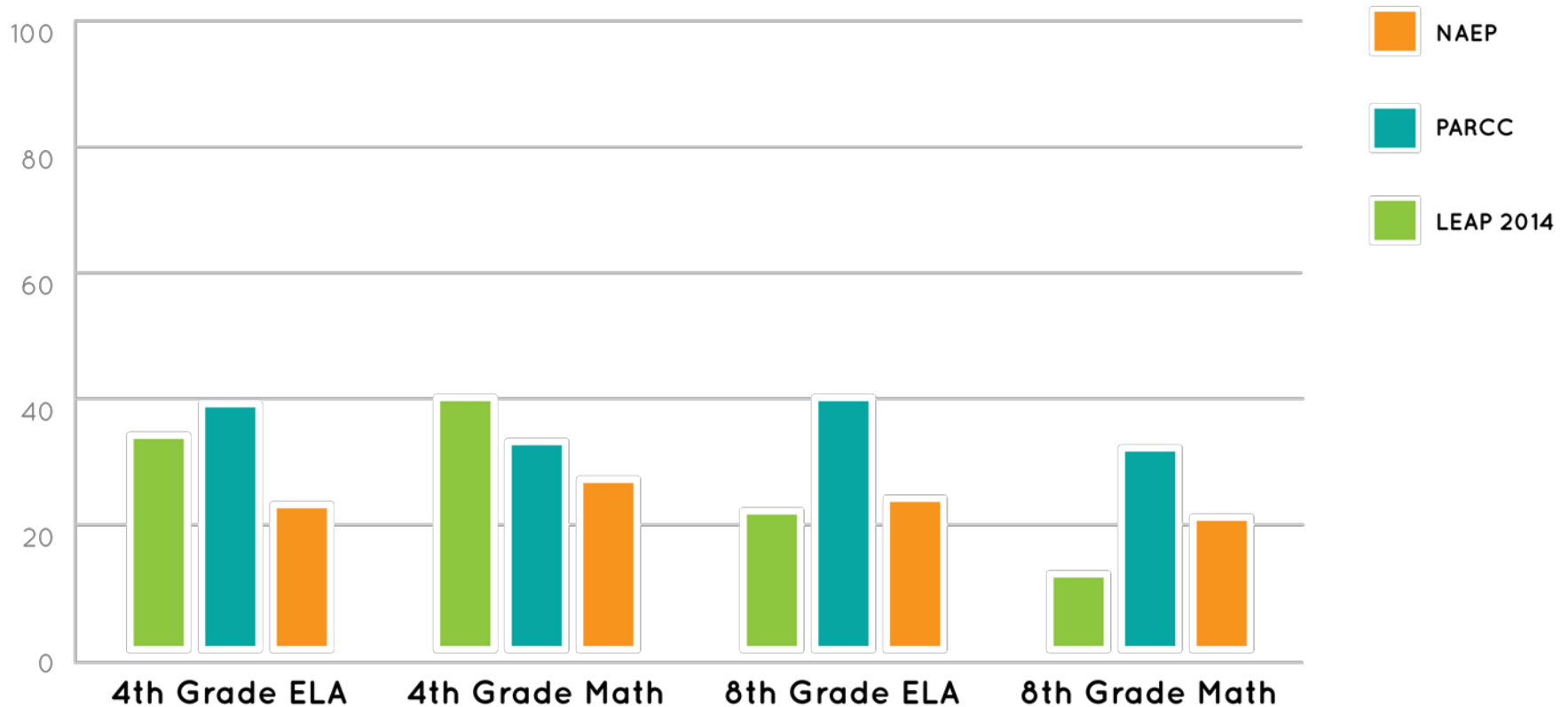
## Mathematics

Grade	% at Basic and Above	% at Mastery and Above
3	67	37
4	65	33
5	59	28
6	59	26
7	58	22
8	55	32



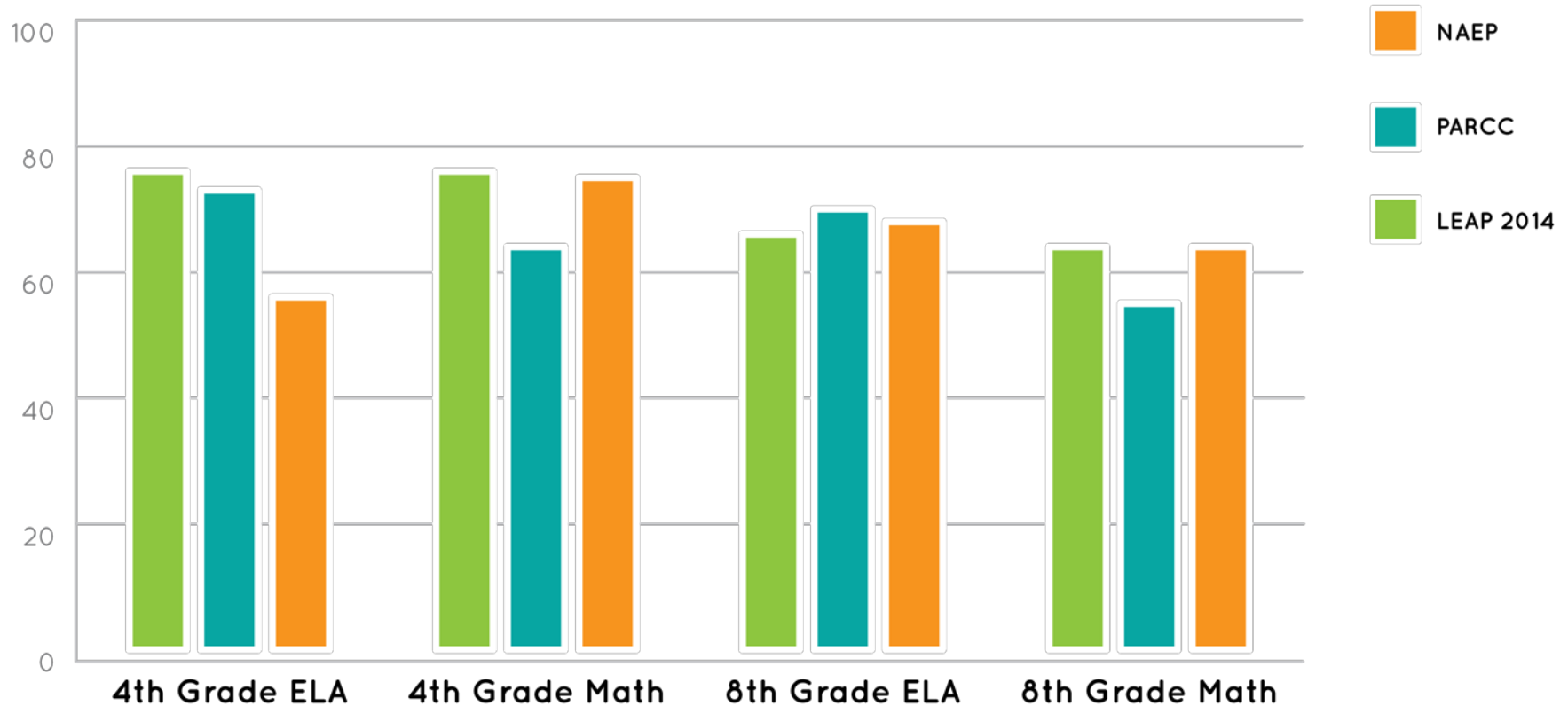
# Consistency Across Years and Assessments

The percentage of Louisiana students demonstrating at least “Mastery” command of skills needed in community colleges and universities is generally consistent with evidence from other tests.



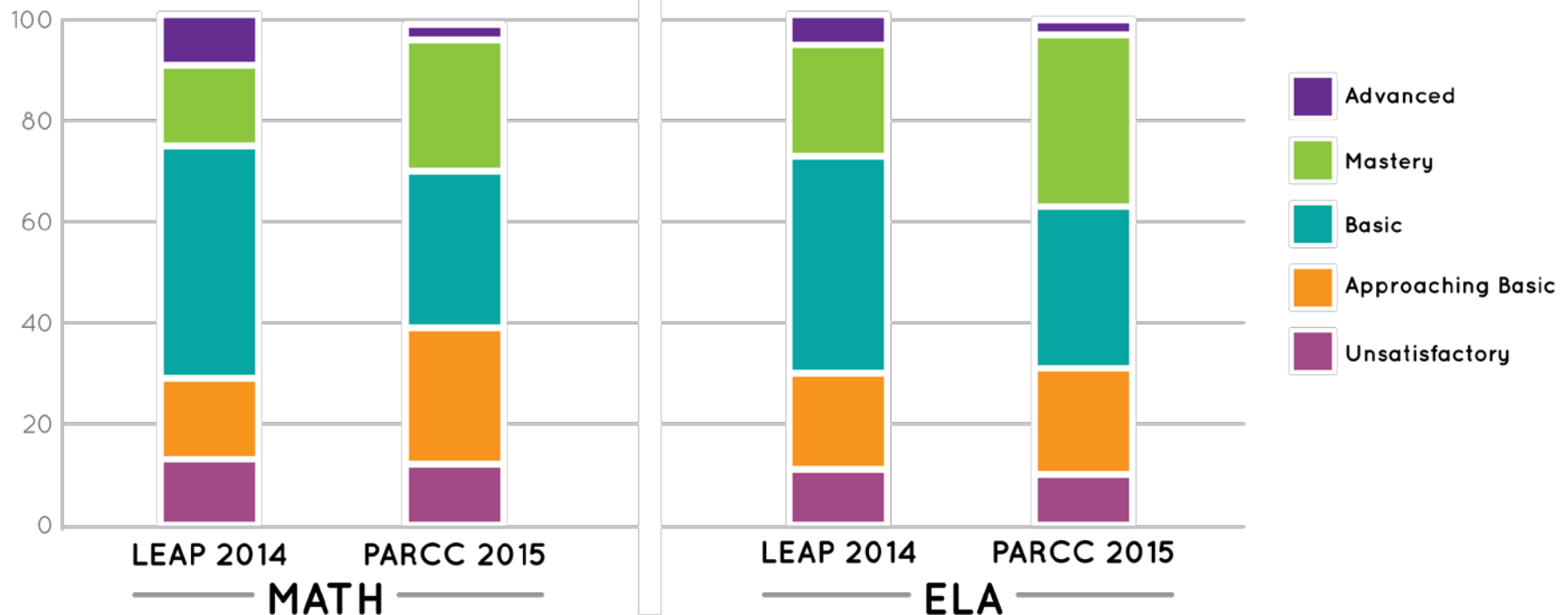
# Consistency Across Years and Assessments

The percentage of Louisiana students demonstrating at least “Basic” command of skills needed in community colleges and universities is generally consistent with evidence from other tests.



# Year One Baseline

PARCC tasks were more challenging than LEAP questions, collecting more evidence across more standards. Higher performing students tended to show more evidence of “Mastery” than in the past, while lower achieving students tended to show less evidence of even basic skills. Whereas nearly half of students performed at “Basic” on the LEAP, PARCC has distributed scores to a greater degree across the spectrum.



# Agenda

- 2014-2015 Assessment Overview
- 2014-2015 Statewide Results
- 2014-2015 District Results
- Comparability
- Accountability Decisions and Calculations

# Top Performing Districts: Mastery and Above

District/LEA	Percentage of Students at “Mastery” and Above
Zachary Community School District	59
Orleans (without previously failing schools assigned to RSD)	52
Ascension Parish	49
St. Charles Parish	49
St. Tammany Parish	47
Plaquemines Parish	46
West Feliciana Parish	46
Central Community School District	45
Livingston Parish	43
Vernon Parish	42

# Achieving Improved Comparability

Because assessment instruments changed, the Department is not calculating apples-to-apples comparisons in student performance levels from one year to the next (“Mastery” in 2014 vs. “Mastery” in 2015, e.g.). An analysis of progress or growth when instruments change requires a correlation to be established between the two instruments, as with transitional growth data. However, to show progress made by some districts, below are listed those that improved their statewide rankings. This provides a fair basis for evaluating progress by comparing districts to one another.

## Districts With Greatest Gains Relative To Their Peers: Mastery and Above

District	Percentile Rank 2014	Percentile Rank 2015	Change in Percentile Rank
Assumption Parish	41	62	+21
Vermilion Parish	58	77	+19
Iberia Parish	53	71	+18
Catahoula Parish	36	49	+14
Franklin Parish	21	34	+14
St. John the Baptist Parish	30	44	+14
Lafourche Parish	67	79	+12
LaSalle Parish	58	70	+12
Lincoln Parish	58	68	+11
Natchitoches Parish	41	52	+11
Red River Parish	8	19	+11
St. Martin Parish	30	40	+10

# PARCC Parent Resource Suite

In preparation of the release of student reports the week of November 9, the Department released the following tools to support parents, teachers, and principals:

- [Parent Guide to PARCC Student Results](#): guide to help parents read and interpret the PARCC student reports, with accompanying online resources
- [Parent Conversation Guide for Teachers](#): talking points to help guide teachers' conversations with parents about the PARCC student reports
- [PARCC Results Parent Night Presentation](#): PowerPoint presentation that schools and districts can use during parent nights in October to preview for parents the student reports and what to expect from them about their child's performance on the PARCC tests
- [Model Parent/Teacher Conference Video](#): video of a model parent/teacher conference around the PARCC student reports

Districts, principals, and teachers are encouraged to use these resources to guide conversations with parents this month about the upcoming release of student reports.

# Agenda

- 2014-2015 Assessment Overview
- 2014-2015 Statewide Results
- 2014-2015 District Results
- Comparability
- Accountability Decisions and Calculations



# Achieving Improved Comparability

During the spring of 2015, 5,002,000 students across 12 jurisdictions took the PARCC assessment.

- Arkansas
- Colorado
- District of Columbia
- Illinois
- Louisiana
- Maryland
- Massachusetts
- Mississippi
- New Jersey
- New Mexico
- Ohio
- Rhode Island

# Achieving Improved Comparability

The Center for Assessment, Louisiana's longstanding technical advisor, is performing an external audit to validate the significant comparability of PARCC scores in Louisiana with those in other PARCC states. The study will evaluate the extent to which it is appropriate to claim a student's performance on PARCC in Louisiana would have been the same regardless of where she or he took the PARCC test.

Comparability is determined by examining processes, procedures, and materials in three key areas:

- The content of the test
- The administration of the test
- The scoring of the test and reporting of results

Additional states such as Massachusetts have conducted [similar audits](#), and have confirmed PARCC's comparability to their current state assessments.

# Achieving Improved Comparability

- ✓ Phase 1 – The **Content** of the tests
  - ✓ Compare the test forms administered in Louisiana with those administered in other PARCC states to ensure the tests were the same.
- ✓ Phase 2 – The **Administration** of the tests
  - ✓ Examine test administration manuals, memos, and related materials to ensure the administration policies and procedures followed in Louisiana were consistent with PARCC policies and procedures.
- Phase 3 – **Scoring** and the **Reporting** of results
  - ✓ Phase 3a – Evaluate the processes and procedures used to score individual items to ensure all machine-scored and hand-scored items are being scored the same way for Louisiana as they are for other PARCC states.
  - Phase 3b – Determine that individual item scores have been accurately combined to produce student raw scores and accurately converted to PARCC scaled scores, performance levels, and sub-category scores.
  - Phase 3c – Examine the Louisiana policies regarding the inclusion of students in the reporting of school, district, and state results to ensure those are consistent with those in other states administering PARCC.

# Agenda

- 2014-2015 Assessment Overview
- 2014-2015 Statewide Results
- 2014-2015 District Results
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# Determining Year One Baseline

## Steps to Calculating the Year One Baseline SPS:

### *For High Schools:*

Results will be released the week of October 26th. Districts will receive final results on Tuesday, October 27th, via email and results will be released publicly on Thursday, October 29th.

### *For K-8 and Combination Schools:*

1. Finalize participation policy
2. Calculate assessment indices
3. Calculate transitional student growth data (TSGD) and related progress points
4. Apply transition “curve” policy to Year One Baseline results to finalize letter grades

# Step One: Participation Policy

During the Spring 2015 assessments, 98.5 percent of eligible students participated in statewide assessments.

In June 2015, BESE and the Department committed to the development of a one-year participation policy to address the small number of nonparticipants in the assessment index component of school performance scores (such students will not be considered in measuring transitional growth data or progress points).

The policy will seek fairness in two ways, requiring a balanced policy:

1. A fair assessment of school quality in spite of non-participation by some students.
2. Avoiding unfair rewards for schools with higher numbers of non-participating students.

The Department will put forward a policy proposal at the November Superintendents Advisory Council meeting.

BESE will consider a final proposal at its December meeting before the Department calculates School Performance Scores.

# Step Two: Calculate Assessment Indices

After assessment results are finalized and the one-year participation policy is approved, the Department will calculate the assessment index for each elementary, middle, and combination school.

Achievement Level	Points Awarded (out of 150)
Advanced	150
Mastery	125
Basic	100
Approaching Basic	0
Unsatisfactory	0

# Step Three: Calculate TSGD and Progress Points

Transitional student growth data (TSGD) illustrates how a student is expected to do on a given exam based on performance on past exams, and how she/he actually performs in comparison with the expectation.

In the past, this meant establishing an expectation for iLEAP or LEAP based on past iLEAP or LEAP scores. An expectation for one test could be established based on past performance for a different test because results of the two tests correlate so closely.

Progress points exist to create an incentive for focusing on lower-performing students. If more than 50 percent of previously non-proficient students exceed expectations, then a school may earn up to 10 progress points.

**NOTE:** *Teacher-level transitional student growth data will be calculated after progress points and will be shared with districts in the winter.*



# Step Four: Apply Transition “Curve”

School performance scores are the sum of the assessment index, progress points, and the dropout/credit accumulation index (if applicable).

The Department then applies transition policies set by BESE in December 2013 to determine school letter grades.

Summary of the policy passed in 2013, prior to the transition:

- The overall distributions of schools at each grade span (K-8, combination and high schools) cannot be lower than they were in 2012-2013.
- For example, 9 percent of high schools earned an “A” in 2013. Therefore, at least 9 percent of high schools must also earn an “A” in 2015. If this does not occur due to natural school performance scores, the policy reaches into the lower grade level band to pull a number of schools up to the curve.
- **NOTE:** *Elementary schools are curved separately from high schools and from combinations schools.*

# After Calculating Year One Baseline SPS

The 2015 results will establish the “Year One” baseline from which to calculate school performance scores moving forward.

After the “Year Two” baseline is determined (2016), the state will begin a slow march to raise its expectations for all students from “Basic” to “Mastery.”

Currently, an “A” school is one where the average score is “Basic.” By 2025, an “A” school will be one where the average score is “Mastery.”

During this transition from “Basic” to “Mastery,” the Accountability Commission and BESE will also consider the role of individual student growth calculations in the school performance score.

# Louisiana Believes

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Raising Expectations and  
Improving Comparability

# Agenda

- 2014-2015 Assessment Overview
- 2014-2015 Assessment Creation, Administration, Scoring and Reporting Process
- Cut Scores and Preliminary Louisiana Results

# Progress toward Higher Expectations and Improved Comparability

Louisiana has steadily increased the level of expected performance on state tests and has steadily improved its ability to make comparisons with other states.

1999

- Grade 4 and 8 LEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states. “Approaching basic” (level 2) and levels above earn schools performance score points.

2006

- Grade 3, 5, 6, and 7 iLEAP assessments designed to be as challenging as NAEP. However, results are not comparable with other states.

2013

- Grades 3 – 8 and high school English language arts and math transitional assessments align to Louisiana’s new standards. Only “basic” and above earn school performance score points. High schools achieve comparability through ACT 11<sup>th</sup> grade assessment.

2015

- Grades 3 – 8 English language arts and math exams fully aligned to Louisiana's standards. Results are significantly comparable with other states for the first time.

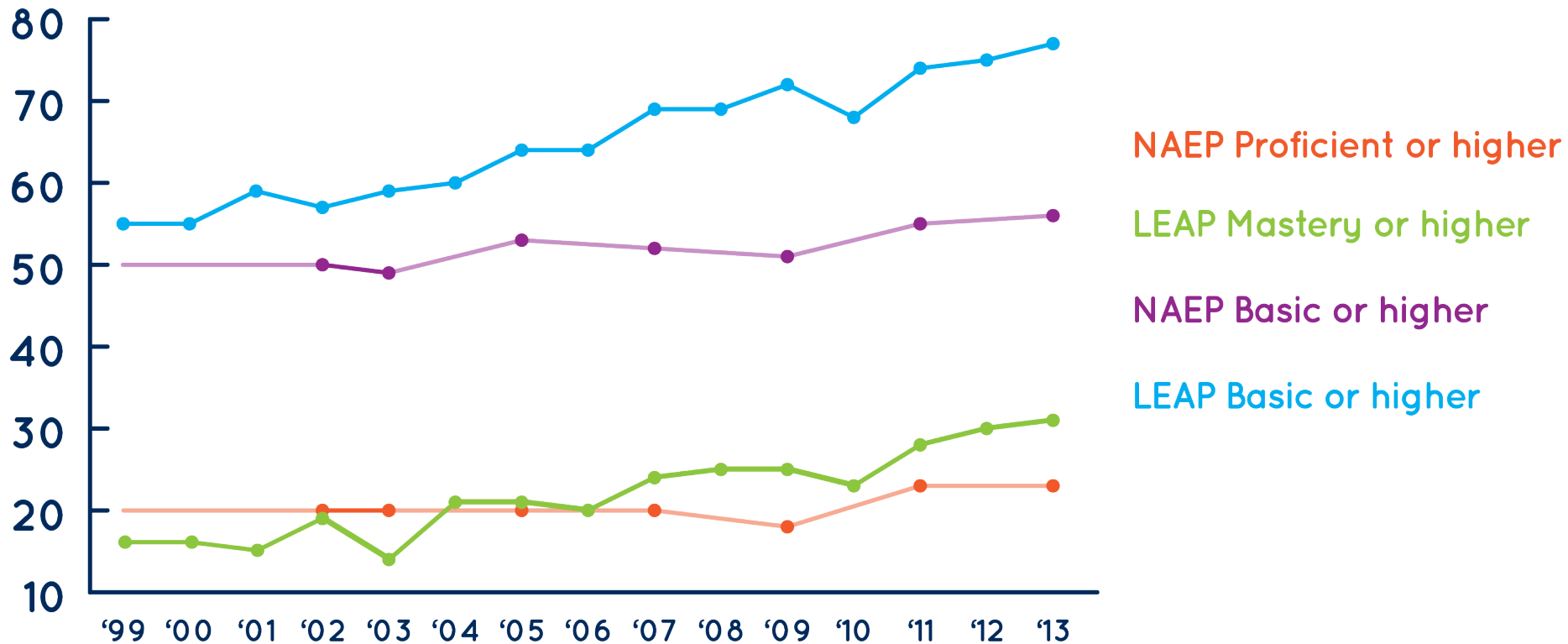
2025

- By 2025 schools earning ratings of ‘A’ will average “mastery” performance rather than “basic.”



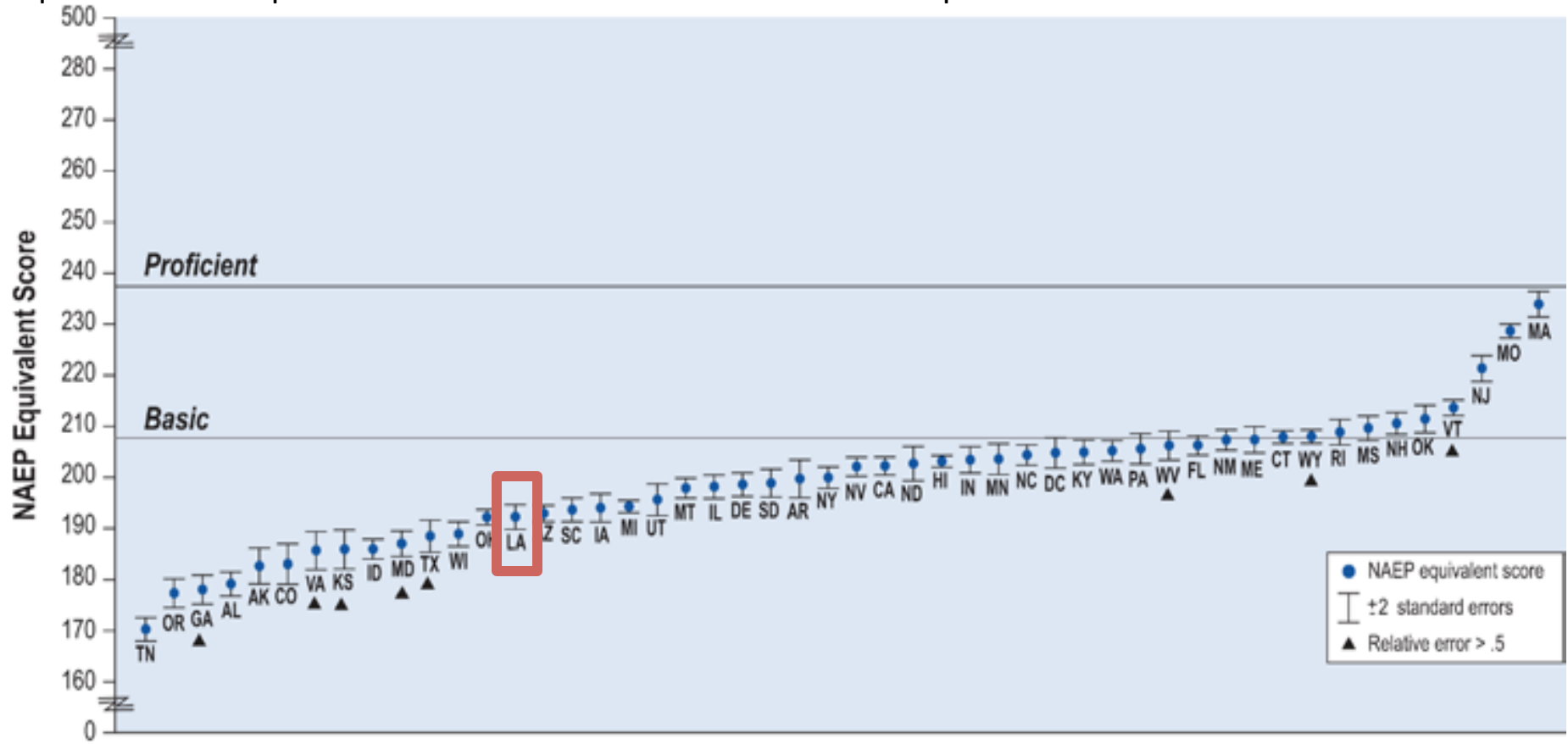
# The Case for Raising Expectations

Since making “basic” (level 3 of 5) a standard expectation in Louisiana, the number of students achieving “basic” has grown significantly. Growth at the “mastery” level, however, has been modest. The result is a great number of students called “proficient” in Louisiana but actually not proficient according to NAEP, ACT, and institutions of higher learning. While we should be proud of our progress in getting more students to “basic,” we should recognize that “basic” can represent a false promise of readiness.



# The Case for Improving Comparability

The false promise is compounded when Louisiana's "basic" is compared with other states' generally accepted proficiency levels. States have often masked low expectations for performance. Comparable performance expectations ensures states cannot mask low expectations.



NAEP scale equivalents of state grade 4 reading standards for proficient performance, by state: 2009

The Center for Assessment

Louisiana Believes.

# Higher Expectations and Improved Comparability in the Law

The Louisiana Legislature in 2012 recognized the problem of false promises, and thus placed into the law additional requirements for high expectations and improved comparability.

- (a) Standards-based **assessments in English language arts, mathematics, science, and social studies based on state content standards** and rigorous student achievement standards set with reference to test scores of students of the same grade level nationally shall be implemented by the State Board of Elementary and Secondary Education. Such tests shall be administered, at a minimum, in grades three through eleven.*
- (b) Beginning with the 2014-2015 school year, standards-based assessments implemented by the State Board of Elementary and Secondary Education in English language arts and mathematics shall be based on nationally recognized content standards that represent the knowledge and skills needed for students to successfully transition to postsecondary education and the workplace. **Rigorous student achievement standards shall be set with reference to test scores of the same grade levels nationally.***
- (c) **The rigor of each standards-based assessment, at a minimum, shall be comparable to national achievement tests, including but not limited to the National Assessment of Education Progress.***

\* RS 17:24.4: F.(1)



# Agenda

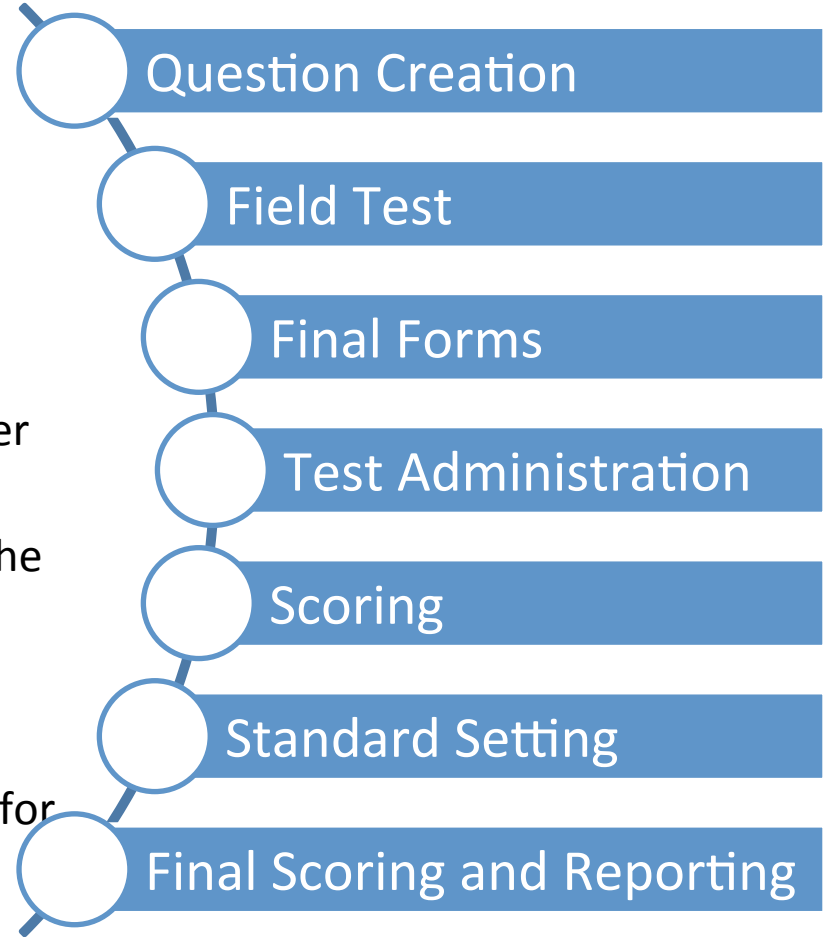
- 2014-2015 Assessment Overview
- 2014-2015 Assessment Creation, Administration, Scoring and Reporting Process
- Cut Scores and Preliminary Louisiana Results

# Designing a Test for Higher Expectations and Improved Comparability

PARCC was a collaborative process whereby states sought a test aligned to the NAEP, with inter-state comparability.

The following groups played key roles:

- *PARCC Consortium*: The group of states working together to build and administer the PARCC assessment (Louisiana was a consortium member during the test's creation)
- *PARCC Inc.*: The nonprofit project manager for the PARCC Consortium
- *PARCC Educator Leader Cadre (ELC)*: Louisiana educators and their peers from other states
- *Data Recognition Corp. (DRC)*: The LEAP vendor for publishing, distributing, and scoring
- *Department of Education Staff*: Content, assessment, analytics and accountability experts served on test design teams



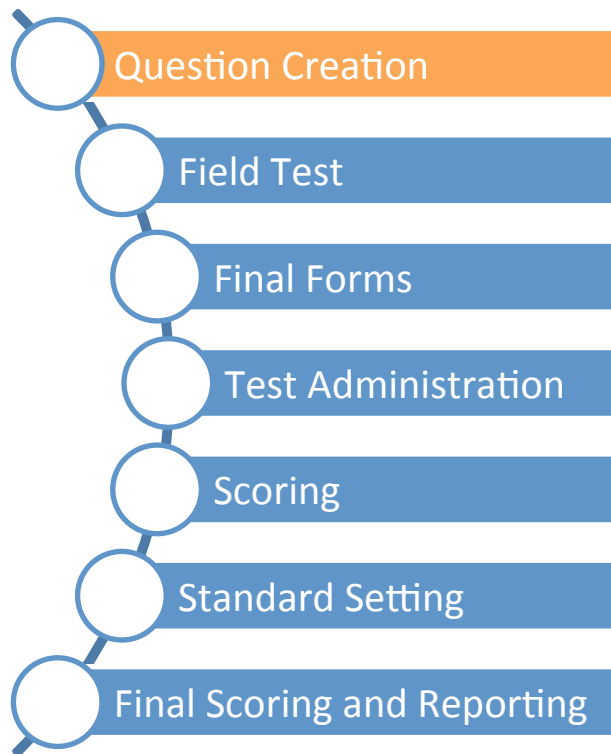
# Making a Better Test

## 2012 – 2014

The Educator Leader Cadre and Louisiana Department staff worked as a part of the PARCC consortium for over two years to create assessment questions aligned to Louisiana’s standards and shared with other states.

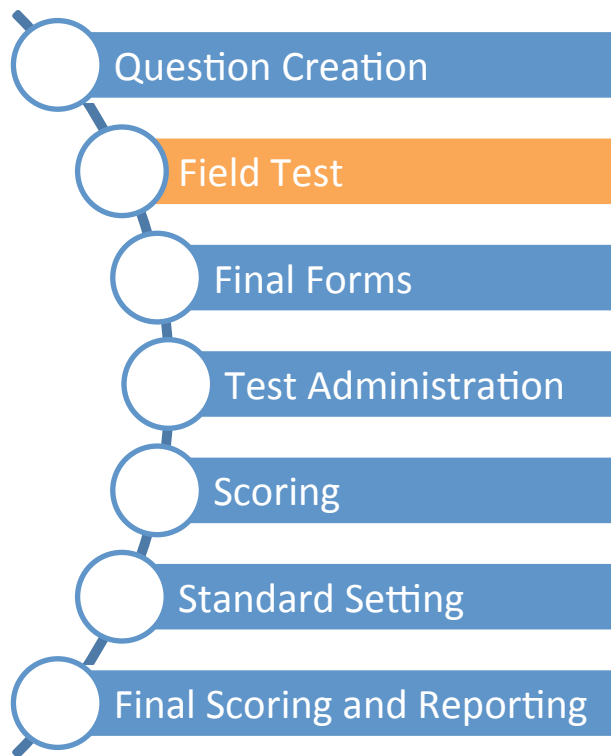
### Sample of Louisiana’s Participants:

*Renee Casbergue, Associate Professor/Interim Associate Dean, Louisiana State University; Dawn Cassady, Assistant Professor of Curriculum, Instruction, and Leadership, Louisiana Tech University; Clayton Delery, English Instructor, Louisiana School for Math, Science, and the Arts; Kaycee Eckhardt, Teacher, Collegiate Academies: Science Academy; Demetria Gaines, Teacher, School for the Deaf; Kathleen Judy, ELA Assessment Consultant, Louisiana Department of Education; Sandy Landry, Teacher, Jefferson Parish Public School System; Jackie Lewis, Inclusion Teacher, South Grant Elementary/Grant Parish School Board; Carol Price, High School Math Teacher & K-12 District Math Curriculum Specialist/Math Trainer, Zachary Community School System; Carolyn Sessions, CCSS Math Consultant, Louisiana Department of Education; Whitney Whealdon, ELA Program Coordinator, Louisiana Department of Education; Doris Williams-Smith, Professor - Curriculum & Instruction, Grambling State University; Martha Younger, Teacher, Central Community School System; Alana Benoit, Teacher, Vermilion Parish; Rachel Gifford, Curriculum Coach, Bossier Parish; Princesses Hill, Teacher, Caddo Parish; Devan Trahan, Teacher, St. Mary Parish; Brandan Trahan, Teacher, St. Mary Parish; Shavela Harvey, Teacher, Calcasieu Parish Schools; Emma Jordan, Supervisor of Curriculum, 6-8, Bossier Parish Schools; Jan Sibley, Assessment Development Section Leader, Louisiana Department of Education; Michelle McAdams, Mathematics Assessment Coordinator, Louisiana Department of Education; Lynne Nielsen, Assistant Professor, Louisiana Tech University; Chanda Johnson, EAGLE Math Developer, Louisiana Department of Education; Sharon Necaie, Education Program Consultant, Louisiana Department of Education; Beth Strange, Education Program Consultant, Louisiana Department of Education; Lyndelle Theriot, Assistant Principal, Vermilion Parish; Serena White, Education Program Consultant, Louisiana Department of Education*



# Making a Better Test

**SPRING 2014**



Louisiana field tests the PARCC exams.

- Districts practiced the assessment.
- Students experienced the new questions.
- Educators learned about the accessibility and accommodations features.
- Louisiana teachers, students, and families provided feedback to improve the assessment.
- The PARCC consortium gathered information to confirm question quality and scoring.

More than 45,000 Louisiana students took the field test.

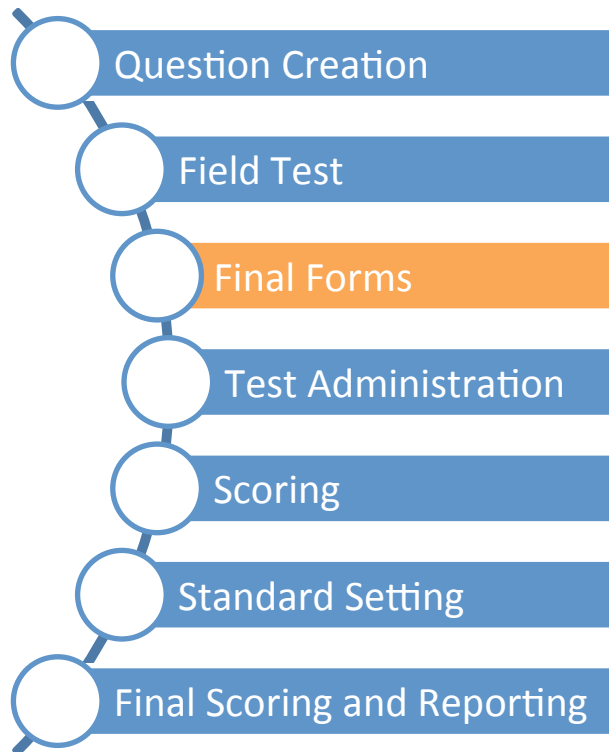
- No major technology issues were reported.
- Students found the test to be easy to navigate if they had engaged in the tutorial items.

# Making a Better Test

## **SUMMER – FALL 2014**

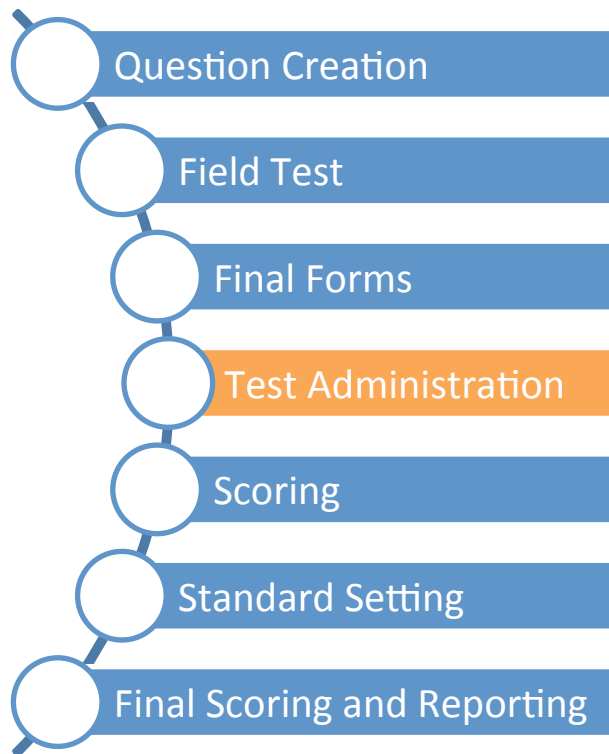
The Louisiana Educator Leader Cadre and Department staff, as a part of the PARCC consortium, constructed test forms for the spring 2015 administration.

- Each question was reviewed to confirm effectiveness during the field test.
- Ineffective questions were removed.
- Effective questions were put together in final and complete forms for the spring 2015 assessments.
- Forms mix difficult questions with simpler questions, based on information gathered from the field test.
- A rubric is finalized to score each question.
- Mix of questions should yield distribution of student scores similar to that of the NAEP.





# Making a Better Test



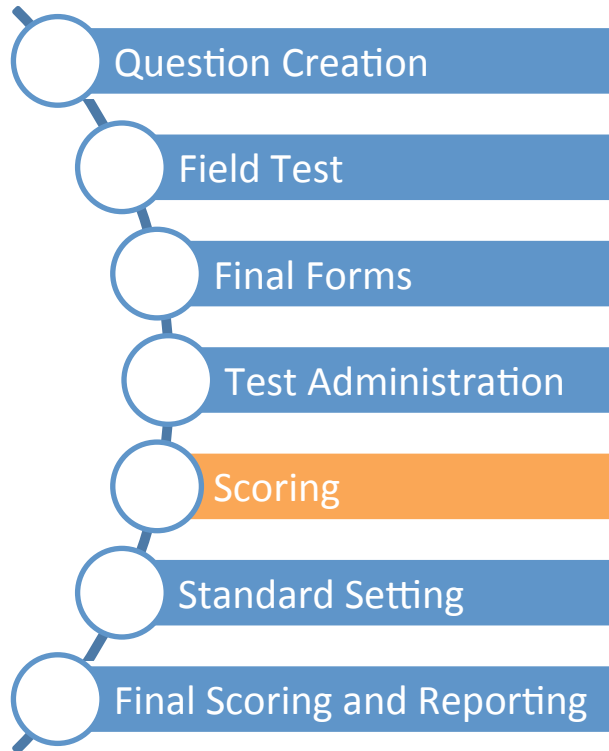
## **FALL 2014 – SPRING 2015**

Winter 2014: The Department released the 2015 results timeline (November), practice tests (December) and assessment checklist (December). Districts received additional support through administration manuals, guides, webinars, in-person meetings, online office hours, the assessment hotline and [assessment@la.gov](mailto:assessment@la.gov).

Approximately 320,000 students in grades 3-8 completed PARCC testing in the spring of 2015. 98.5% of students in grades 3-8 statewide participated in the tests.

# Making a Better Test

## ***JUNE – SEPTEMBER 2015***

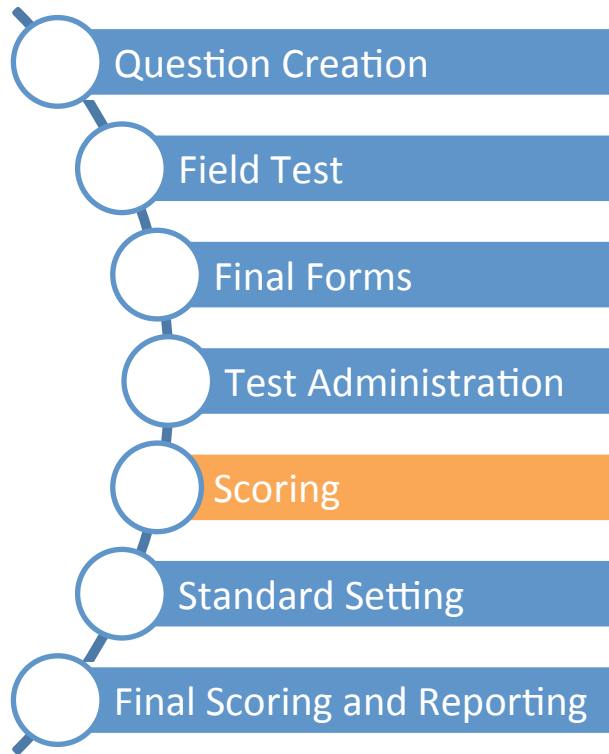


All assessments were scored by DRC.

- DRC scored all constructed response questions.
- DRC scored all multi-select responses.
- Department staff quality checked more than 640,000 individual student responses and scores to make sure that scorers' responses were accurately reflected in each student's raw score, which is the total number of points each student achieved out of the total number available.

# Detail: PARCC Test Design and Scoring

How the test is scored is a function of how its tasks are designed.



- PARCC assesses the full scope of reading, writing, and math standards in grades 3-8.
- The test asks students to demonstrate mastery of standards in combination with one another by completing multi-step “tasks.” This is different from standardized tests of the past, which tended to ask students to show one step or to fill in a multiple choice bubble only.
- To ensure the tasks measure the scope of the standards, test makers group standards and create descriptions of the skills students should demonstrate on each task. These “evidence statements” guide the design of the task.



# Detail: PARCC Test Design and Scoring

This third grade task is aligned to one evidence statement combining two standards .

## 16. Part A

What is the number with the **least** value that can be made with the digits 6, 7, and 5 using all the digits only once?

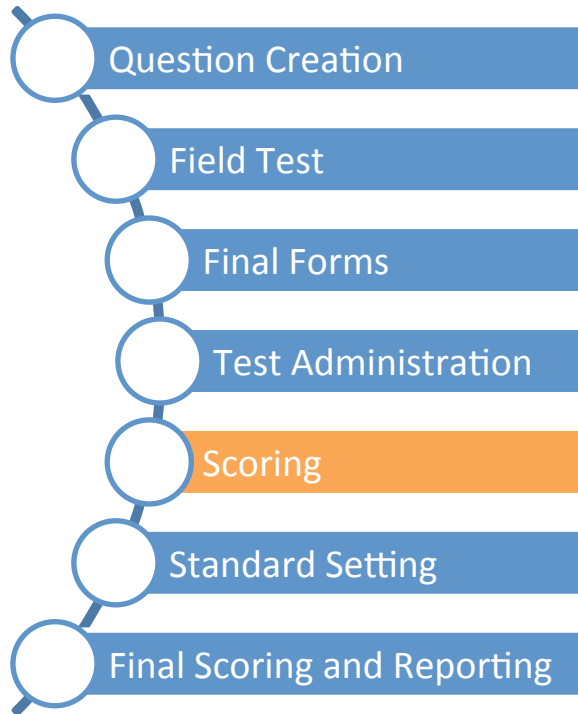
- (A) 576
- (B) 657
- (C) 675
- (D) 567

## Part B

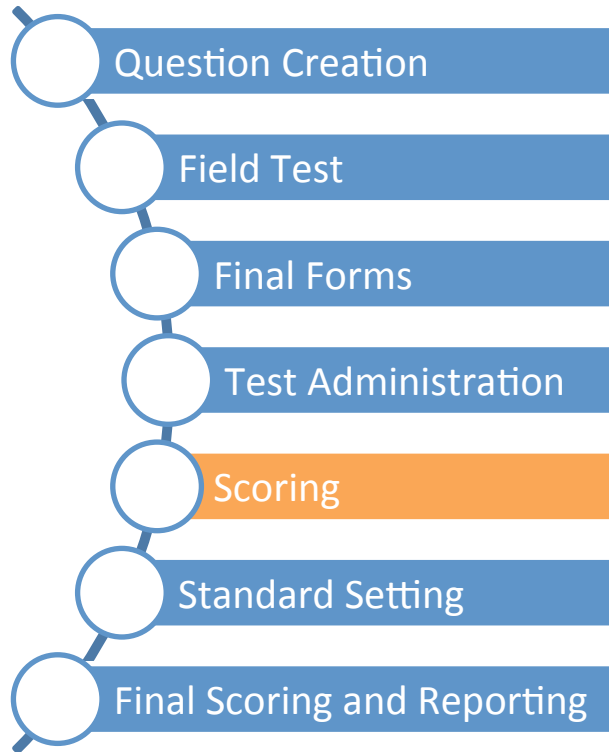
Daniel says the number with the **greatest** value he can make with the digits 5, 7, and 6 using the digits only once is 657 because the 7 is in the place with the greatest value.

- Explain why Daniel is **not** correct.
- What is the number with the greatest value he can make using all the digits only once?
- Explain how you know this number has the greatest value.

Enter your answer and your explanations in the space provided.



# Detail: PARCC Test Design and Scoring



Bundling standards within multi-step tasks makes scoring the assessment very different from how we typically think about earning a grade on a test.

Teachers give quizzes regularly, for example, to check for understanding of a specific standard at a specific moment in time. In these cases, they are not asking a student to show all that she has learned across a year.

## Sample teacher quiz:

1.  $4 + 3 =$  \_\_\_\_\_ (1 point)
2.  $6 - 2 =$  \_\_\_\_\_ (1 point)
3. If Jose has 4 apples and 2 oranges how many pieces of fruit does he have? (1 point)

# Detail: PARCC Test Design and Scoring

PARCC tasks allow students to show a wide range of skills, rather than just a quick snapshot. They are not scored on a “percentage right” basis, as with a quiz.

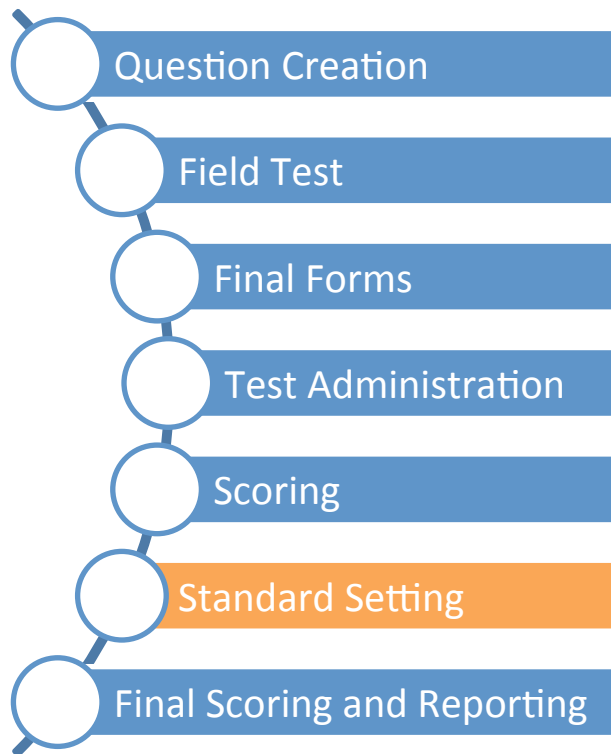
## Sample state assessment:

1. Jose went to the market. He bought 4 apples, 2 oranges, 4 carrots and 7 potatoes.
  - How many pieces of fruit did Jose buy? *(1 point)*
  - How many more vegetables did Jose buy than pieces of fruit? *(1 point)*
  - Jose’s friend Angela asked why he bought 10 pieces of fruit. What did Angela do incorrectly? *(2 points)*
2. Kumar had a birthday party. He invited 6 friends. His Dad bought 4 cupcakes and 3 ice cream cones for the party.
  - 2 of Kumar’s friends could not attend. How many friends attended? *(1 point)*
  - Kumar told his dad that he did not get enough treats for the party. Explain why Kumar was wrong. *(2 points)*

In this example, a student who achieved all points on the teacher quiz may only earn half of the points on the task. This does not mean that the student failed. It means that he has only partially mastered the standards measured on this task.

# Making a Better Test

**AUGUST – SEPTEMBER 2015**



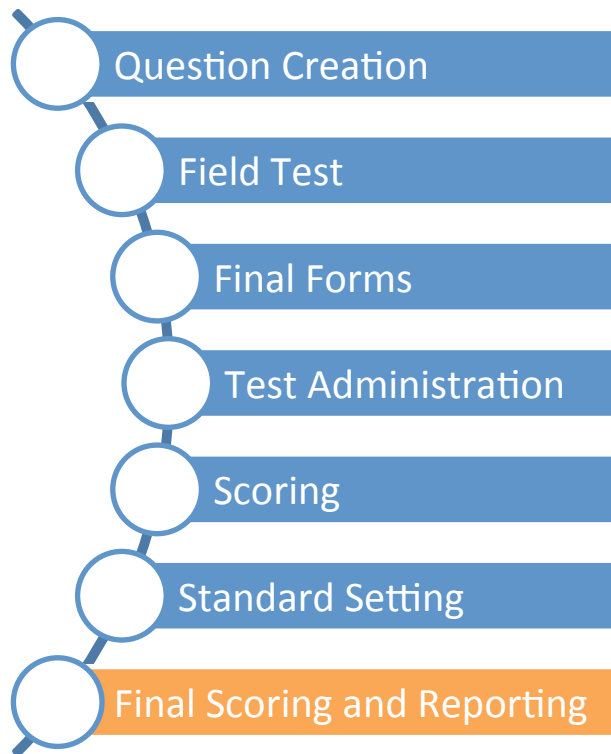
The PARCC cut scores represent student performance at 5 levels, like the LEAP.

- Educators confirmed the skills required by the standards to be fully prepared for the next grade (identified as level 4).
- Educators assigned an achievement level of 1-5 (basic, mastery, etc.) for performance on each task.
- After tallying raw scores (total points scored out of total available), test makers established conversions to scale scores (650-850). Scales ensure consistent reporting across varying forms, grades, and years.
- Cut scores represent the points between 650 and 850 at which a student has consistently shown a certain achievement level of 1-5 (basic, mastery, etc.).

# Making a Better Test

## OCTOBER – NOVEMBER 2015

The Department verifies and reports results to students, parents, schools, and districts.



*ACT and AP exams go through similar raw to scale to achievement level conversions.*

- **Raw to scale scores:** Department staff convert raw scores for 320,000 students into approximately 4,000,000 scale scores, including sub-categories (e.g. literary text, written expression).
- **Scale scores to achievement levels:** Once BESE has approved cut scores and correlating achievement levels (Advanced, Mastery, Basic, Approaching Basic, Unsatisfactory), Department staff applies cut scores to approximately 640,000 individual scale scores.
- **Student reports:** Department staff produce 640,000 individual student reports; reports are double checked
- **School reports:** Department staff validate school and district rosters for 2014-2015 and 2015-2016 school years; each school and district report is generated and double checked for accuracy.




# Timeline for Development of 2014–2015 Assessment & Accountability Results

This timeline provides specific dates and weeks at which individual student raw scores, scale scores, cut scores, and skill reports will be created and reported.

Dates	LDOE Action
<b>November 2014</b>	Department announces 2015 test score release schedule
<b>March/May 2015</b>	320,000 students take PARCC tests
<b>June – August</b>	Individual test questions scored by LEAP vendor
<b>Aug –Sept</b>	PARCC state “standard-setting” verifies that questions were as challenging as anticipated before students completed test.
<b>Sept. 28 – Oct. 2</b>	Individual student raw scores (total points out of total available) available to requesting districts
<b>Oct. 5 – 9</b>	Statewide briefings from technical experts on standard setting, scale scores, cut scores, and comparability among Louisiana and other states, in advance of BESE meeting.
<b>Oct. 12</b>	Public release of preliminary statewide scale scores (state-level only; not by LEA level or school level)
<b>Oct. 13</b>	BESE considers cut score levels to determine mastery, advanced, basic, approaching basic, and unsatisfactory
<b>Oct. 14</b>	Department begins applying cut scores to scale scores
<b>Oct. 19 – 23</b>	Public release of LEA scores by cut level
<b>Oct. 26 – 30</b>	Public release of high school performance scores and letter grades (this is the latest date; may be completed earlier).
<b>Nov. 9 – 13</b>	Individual student reports for LEAs, teachers, and families detailing scores and skills for every student
<b>December</b>	Elementary and middle school performance scores and letter grades released

# 2015 Student Reports - English

**Spring 2015 Student Report**  
**ENGLISH LANGUAGE ARTS/LITERACY**



DEPARTMENT of  
**EDUCATION**  
*Louisiana Believes*

**JOHN DOE • GRADE 4**  
00000 MAGNOLIA ELEMENTARY • PELICAN PARISH

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**OVERVIEW**

The English Language Arts/Literacy (ELA/L) Assessment measures whether students are on track to be successful in ELA coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade. This test is just one measure of how well your student is performing academically. Other information, such as grades, teacher feedback, and scores on other tests will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

**OVERALL STUDENT PERFORMANCE**

<p>LEVEL</p> <p style="font-size: 2em; font-weight: bold;">2</p> <p style="font-size: 0.8em;">APPROACHING BASIC</p>	<p>SCORE</p> <p style="font-size: 1.2em; font-weight: bold;">714</p>	<p>Your student scored 714 on a scale of 650 to 850, and performed at the Approaching Basic level. Students performing at this level will need significant support to be prepared for further studies in this content area.</p>
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DISTRICT AVERAGE

<p>LEVEL</p> <p style="font-size: 1.5em; font-weight: bold;">3</p> <p style="font-size: 0.7em;">BASIC</p>	<p>SCORE</p> <p style="font-size: 1.2em; font-weight: bold;">731</p>
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STATE AVERAGE

<p>LEVEL</p> <p style="font-size: 1.5em; font-weight: bold;">3</p> <p style="font-size: 0.7em;">BASIC</p>	<p>SCORE</p> <p style="font-size: 1.2em; font-weight: bold;">743</p>
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**READING PERFORMANCE**

STATE PERCENT OF STUDENTS AT EACH RATING

<b>★ ★ ★</b> MODERATE PERFORMANCE	<b>★ ★ ★ ★</b> STRONG PERFORMANCE <b>30%</b>	<b>★ ★ ★</b> MODERATE PERFORMANCE <b>50%</b>	<b>★ ★</b> WEAK PERFORMANCE <b>20%</b>
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**LITERARY TEXT**

**★ ★ ★** STRONG PERFORMANCE: In this area, your student is able to read and analyze grade-appropriate fiction, drama, and poetry very well and is prepared for further studies.

**★ ★ ★** MODERATE PERFORMANCE: Your student can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music. Your student may need additional support to be fully prepared for further studies.

**★ ★ ★** WEAK PERFORMANCE: Your student will need significant support in using context to determine what words and phrases mean in grade-appropriate texts.

**WRITING PERFORMANCE**

STATE PERCENT OF STUDENTS AT EACH RATING

<b>★ ★</b> WEAK PERFORMANCE	<b>★ ★ ★</b> STRONG PERFORMANCE <b>5%</b>	<b>★ ★ ★</b> MODERATE PERFORMANCE <b>45%</b>	<b>★ ★ ★</b> WEAK PERFORMANCE <b>50%</b>
--------------------------------	---	--	--

**WRITTEN EXPRESSION**

**★ ★ ★** MODERATE PERFORMANCE: Your student can compose well-developed, organized, and clear writing, using details from what he/she reads, but may need additional support to be fully prepared for further studies.

**★ ★ ★** STRONG PERFORMANCE: Your student can compose writing using the rules of standard English (including those for grammar, spelling, and usage) and is prepared for further studies.

**LEGEND**

<b>★ ★ ★</b> STRONG PERFORMANCE <small>Prepared for further studies</small>	<b>★ ★ ★</b> MODERATE PERFORMANCE <small>May need additional support to be fully prepared for further studies</small>	<b>★ ★ ★</b> WEAK PERFORMANCE <small>Will need significant support for further studies</small>
---	---	--

**PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL**

SCHOOL	DISTRICT	STATE			
10%	15%	16%	5	ADVANCED (790-850)	Exceeded expectations
20%	23%	24%	4	MASTERY (750-789)	Met expectations
40%	30%	35%	3	BASIC (725-749)	Approached expectations
20%	25%	15%	2	APPROACHING BASIC (700-724)	Partially met expectations
10%	7%	10%	1	UNSATISFACTORY (650-699)	Did not meet expectations

This report has been suppressed to protect student privacy. The percent at each achievement level has been rounded down when 1% or less (i.e., <math>1\%</math>) and when 99 or greater (i.e., >math>99\%</math>). If there are 10 or less students in a subgroup, the percentage will not be reported (i.e., NA).

# 2015 Student Reports - Math

## Spring 2015 Student Report MATHEMATICS



**JOHN DOE • GRADE 4**  
000000 MAGNOLIA ELEMENTARY • PELICAN PARISH

### OVERVIEW

The Mathematics Assessment measures whether students are on track to be successful in math coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade.

This test is just one measure of how well your student is performing academically. Other information, such as grades, teacher feedback, and scores on other tests will help determine your student's academic strengths and needs. For more information about the test, interpreting results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents-students>.

### OVERALL STUDENT PERFORMANCE

LEVEL  
**3**  
BASIC

SCORE  
**739**

Your student scored 739 on a scale of 650 to 850, and performed at the Basic level. Students performing at this level may need additional support to be prepared for further studies in this content area.

### DISTRICT AVERAGE

LEVEL  
**2**  
APPROACHING BASIC

SCORE  
**724**

### STATE AVERAGE

LEVEL  
**3**  
BASIC

SCORE  
**748**

### MAJOR CONTENT

★★★  
STRONG PERFORMANCE

Your student can solve problems involving addition, subtraction, multiplication and division, place value, fraction comparisons and addition and subtraction of fractions with same denominators, and is prepared for further studies.

### ADDITIONAL & SUPPORTING CONTENT

★★★  
MODERATE PERFORMANCE

Your student demonstrated understanding of solving problems involving number and shape patterns, simple measurement conversions, angle measurements, geometric shapes classification, and representations of data, but may need additional support to be prepared for further studies.

### EXPRESSING MATHEMATICAL REASONING

★★★  
WEAK PERFORMANCE

Your student did not demonstrate understanding of creating and justifying logical mathematical solutions, and analyzing and correcting the reasoning of others, and needs significant remediation to be prepared for further studies.

### MODELING & APPLICATION

★★★  
MODERATE PERFORMANCE

Your student demonstrated understanding of solving real-world problems, representing and solving problems with symbols, and reasoning quantitatively and strategically using appropriate tools, but may need additional support to be prepared for further studies.

### LEGEND

★★★  
STRONG PERFORMANCE  
Prepared for further studies

★★★  
MODERATE PERFORMANCE  
May need additional support to be fully prepared for further studies

★★★  
WEAK PERFORMANCE  
Will need significant support for further studies

### PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

SCHOOL	DISTRICT	STATE			
10%	15%	16%	<b>5</b>	ADVANCED (796-850)	Exceeded expectations
20%	23%	24%	<b>4</b>	MASTERY (750-795)	Met expectations
40%	30%	35%	<b>3</b>	BASIC (725-749)	Approached expectations
20%	25%	15%	<b>2</b>	APPROACHING BASIC (700-724)	Partially met expectations
10%	7%	10%	<b>1</b>	UNSATISFACTORY (650-699)	Did not meet expectations

This report has been suppressed to protect student privacy. The percent at each achievement level has been rounded down when 1% or less (i.e., a 1%) and when 99 or greater (i.e., >99). If there are 10 or less students in a subgroup the percentage will not be reported (i.e., NA).



# School and District Information

Schools, districts, and academic committees, such as the Standards Review Committees and the Accountability Commission, will also receive detailed information in November. Schools and districts will be provided with data that illustrate performance on groups of standards for individual students.

English language arts analysis:

- Reading: literary text
- Reading: non-fiction text
- Reading: vocabulary
- Writing: written expression
- Writing: knowledge and use of language conventions

Mathematics:

- Major content: grade level core standards
- Additional and supporting content: grade level supporting standards
- Expressing mathematical reasoning
- Modeling and application

The Department will release guides to using these data, resources to support instruction for areas of weakness, and training at the November Teacher Leader event.

# Agenda

- 2014-2015 Assessment Overview
- 2014-2015 Assessment Creation, Administration, Scoring and Reporting Process
- Cut Scores and Preliminary Louisiana Results

# Cut Scores

- Cut scores are the points along the test's scale that indicate students have generally demonstrated performance levels (levels 1-5) on tasks throughout the tests.
- States use the same process and formulae for converting raw scores into scale scores. They also use the same cut scores. This means that "level 4," or "mastery" represents a comparable level of performance in all participating states.
- Cut scores allow the state to classify student performance within categories (basic, mastery). Only after cut scores have been determined can the state produce the following:
  - Reports for parents and teachers
  - School and district performance scores (SPS)
  - Guidance for principals and teachers setting evaluation targets
  - School and district letter grades
  - Charter school renewals and scholarship school eligibility based on SPS or grades
  - Student and family eligibility for school choice
  - School listings in OneApp materials

# Proposed Cut Scores - Grade 3

- Every task is scored to show a proficiency level from 1 to 5. The total raw score is converted to a scale score. The cut scores proposed below are the places on the scale at which students typically demonstrated a given performance level on tasks.
- These are the same cut scores as have been or will be used in other states.

Scale Score Range MATH	Scale Score Range ELA	Performance Level	Achievement Level
790 – 850	810 – 850	5	Advanced
750 – 789	750 – 809	4	Mastery
725 – 749	725 – 749	3	Basic
700 – 724	700 – 724	2	Approaching Basic
650 – 699	650 – 699	1	Unsatisfactory

# Proposed Cut Scores - Grade 4

- Every task is scored to show a proficiency level from 1 to 5. The total raw score is converted to a scale score. The cut scores proposed below are the places on the scale at which students typically demonstrated a given performance level on tasks.
- These are the same cut scores as have been or will be used in other states.

Scale Score Range MATH	Scale Score Range ELA	Performance Level	Achievement Level
796 – 850	790 – 850	5	Advanced
750 – 795	750 – 789	4	Mastery
725 – 749	725 – 749	3	Basic
700 – 724	700 – 724	2	Approaching Basic
650 – 699	650 – 699	1	Unsatisfactory

# Proposed Cut Scores - Grade 5

- Every task is scored to show a proficiency level from 1 to 5. The total raw score is converted to a scale score. The cut scores proposed below are the places on the scale at which students typically demonstrated a given performance level on tasks.
- These are the same cut scores as have been or will be used in other states.

Scale Score Range MATH	Scale Score Range ELA	Performance Level	Achievement Level
790 – 850	799 – 850	5	Advanced
750 – 789	750 – 798	4	Mastery
725 – 749	725 – 749	3	Basic
700 – 724	700 – 724	2	Approaching Basic
650 – 699	650 – 699	1	Unsatisfactory



# Proposed Cut Scores - Grade 6

- Every task is scored to show a proficiency level from 1 to 5. The total raw score is converted to a scale score. The cut scores proposed below are the places on the scale at which students typically demonstrated a given performance level on tasks.
- These are the same cut scores as have been or will be used in other states.

Scale Score Range MATH	Scale Score Range ELA	Performance Level	Achievement Level
788 – 850	790 – 850	5	Advanced
750 – 787	750 – 789	4	Mastery
725 – 749	725 – 749	3	Basic
700 – 724	700 – 724	2	Approaching Basic
650 – 699	650 – 699	1	Unsatisfactory

# Proposed Cut Scores - Grade 7

- Every task is scored to show a proficiency level from 1 to 5. The total raw score is converted to a scale score. The cut scores proposed below are the places on the scale at which students typically demonstrated a given performance level on tasks.
- These are the same cut scores as have been or will be used in other states.

Scale Score Range MATH	Scale Score Range ELA	Performance Level	Achievement Level
786 – 850	785 – 850	5	Advanced
750 – 785	750 – 784	4	Mastery
725 – 749	725 – 749	3	Basic
700 – 724	700 – 724	2	Approaching Basic
650 – 699	650 – 699	1	Unsatisfactory



# Proposed Cut Scores - Grade 8

- Every task is scored to show a proficiency level from 1 to 5. The total raw score is converted to a scale score. The cut scores proposed below are the places on the scale at which students typically demonstrated a given performance level on tasks.
- These are the same cut scores as have been or will be used in other states.

Scale Score Range MATH	Scale Score Range ELA	Performance Level	Achievement Level
801 – 850	794 – 850	5	Advanced
750 – 800	750 – 793	4	Mastery
725 – 749	725 – 749	3	Basic
700 – 724	700 – 724	2	Approaching Basic
650 – 699	650 – 699	1	Unsatisfactory

# Preliminary Student Results on These Cut Scores

In most grade levels, in both subjects, typically 30 to 40 percent of Louisiana students show “mastery” command of skills needed in community college and universities.

## English Language Arts

Grade	% at 5	% at 4	% at 3	% at 2	% at 1
3	2	35	26	21	16
4	4	36	34	19	8
5	1	32	34	24	9
6	3	35	36	19	7
7	5	29	32	22	12
8	4	36	30	19	11

## Mathematics

Grade	% at 5	% at 4	% at 3	% at 2	% at 1
3	6	31	30	22	11
4	2	31	31	26	10
5	3	25	31	32	9
6	3	23	33	32	10
7	2	20	36	29	13
8	4	28	23	25	20

# Preliminary Student Results on These Cut Scores

In most grade levels, in both subjects, typically 30 to 40 percent of Louisiana students show “mastery” command of skills needed in community college and universities.

## English Language Arts

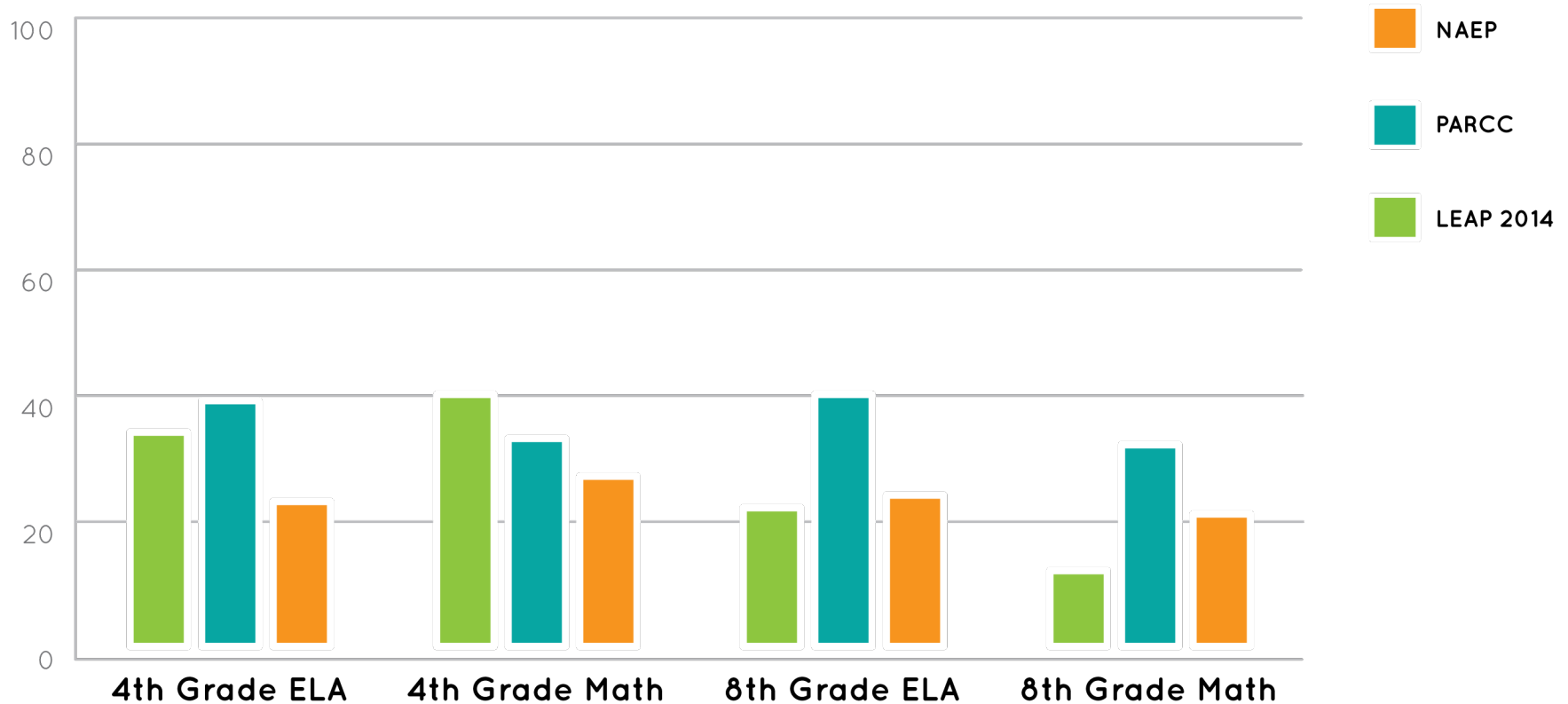
Basic	% at Basic and Above	% at Mastery and Above
3	64	37
4	73	39
5	67	33
6	74	38
7	67	35
8	70	40

## Mathematics

Grade	% at Basic and Above	% at Mastery and Above
3	67	37
4	64	33
5	59	28
6	59	26
7	58	22
8	55	32

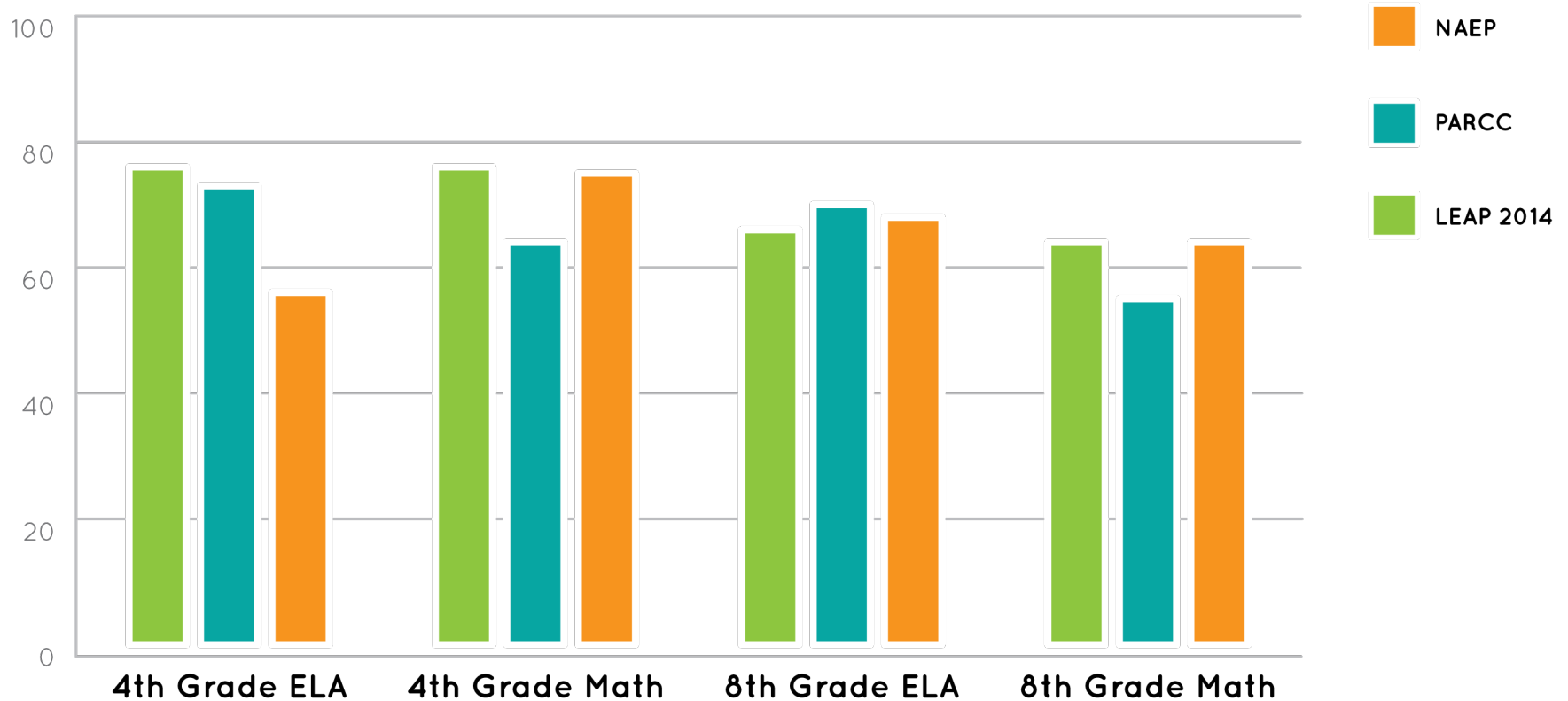
# Student Results on These Cut Scores

The percentage of Louisiana students demonstrating at least “mastery” command of skills needed in community colleges and universities is generally consistent with evidence from other tests.



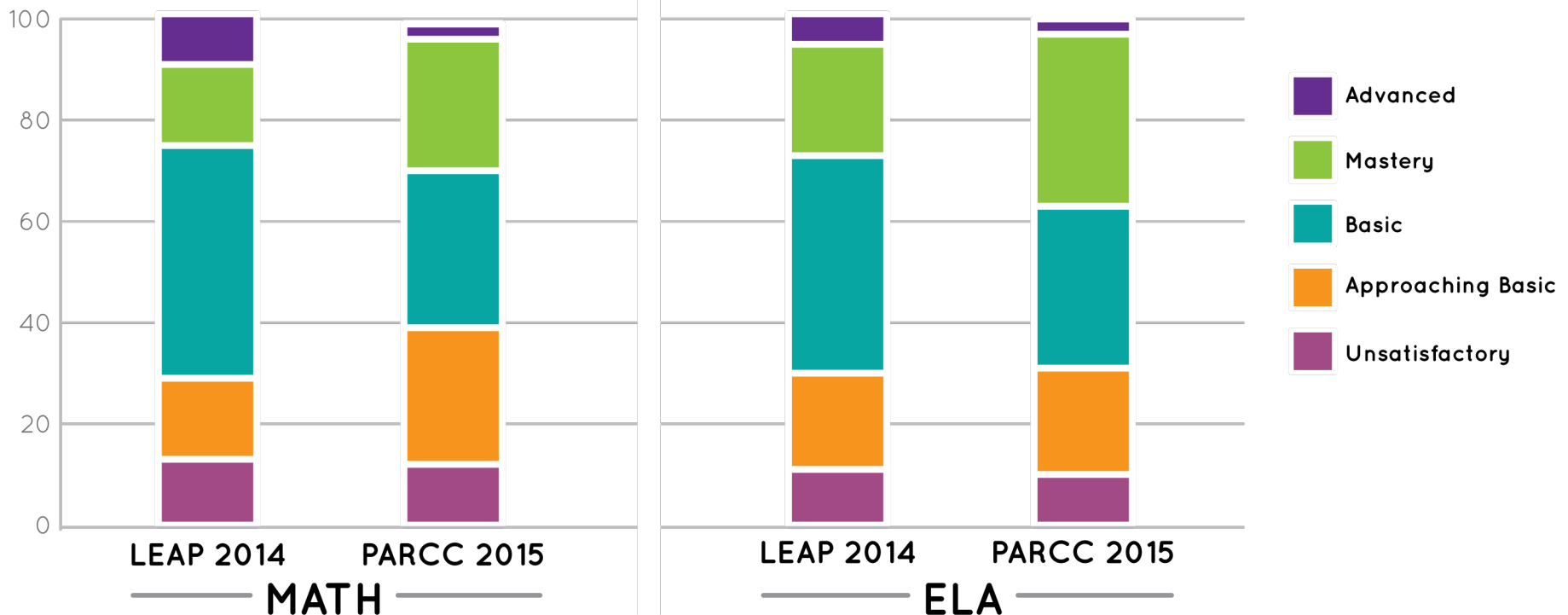
# Student Results on These Cut Scores

The percentage of Louisiana students demonstrating at least “basic” command of skills needed in community colleges and universities is generally consistent with evidence from other tests.



# Student Results on These Cut Scores

PARCC tasks were more challenging than LEAP questions, collecting more evidence across more standards. Higher performing students tended to show more evidence of mastery than in the past, while lower achieving students tended to show less evidence of even basic skills. Whereas nearly half of students performed at “basic” on the LEAP, PARCC has distributed scores to a greater degree across the spectrum.





# Raising Expectations through 2025

Results from 2015 and 2016 will be comparable to one another and to results in other states. These results will combine to form a “baseline” measurement of Louisiana performance on new standards, in comparison with other states.

Having established this baseline, BESE will create a steady transition toward 2025, when an A-rated school in Louisiana will have an average performance of “mastery” rather than “basic,” as is the case today.

This means that each year between 2017 and 2025, the state’s accountability system will increasingly reward “mastery” results more and “basic” results less.

# Achieving Improved Comparability

During the spring of 2015, 5,002,000 students across 12 jurisdictions took the PARCC assessment.

- Arkansas
- Colorado
- District of Columbia
- Illinois
- Louisiana
- Maryland
- Massachusetts
- Mississippi
- New Jersey
- New Mexico
- Ohio
- Rhode Island



# Achieving Improved Comparability

Assuming that BESE approves the proposed cut scores, Louisiana's results will be significantly and reasonably comparable to those of all other states using PARCC content. This allows our state to analyze results using comparisons, as do with ACT or AP results.

The Center for Assessment, Louisiana's longstanding technical advisor, is performing an external audit to validate the significant comparability of PARCC scores in Louisiana with those in other PARCC states. The study will evaluate the extent to which it is appropriate to claim that a student's performance on PARCC in Louisiana would have been the same regardless of where she or he took the PARCC test.

Comparability is determined by examining processes, procedures, and materials in three key areas:

- The content of the test
- The administration of the test
- The scoring of the test and reporting of results

# Achieving Improved Comparability

- ✓ Phase 1 – The **Content** of the tests
  - ✓ Compare the test forms administered in Louisiana with those administered in other PARCC states to ensure that the tests were the same.
- ✓ Phase 2 – The **Administration** of the tests
  - ✓ Examine test administration manuals, memos, and related materials to ensure that the administration policies and procedures followed in Louisiana were consistent with PARCC policies and procedures.
- Phase 3 – **Scoring** and the **Reporting** of results
  - ✓ Phase 3a – Evaluate the processes and procedures used to score individual items to ensure that all machine-scored and hand-scored items are being scored the same way for Louisiana as they are for other PARCC states.
  - Phase 3b – Determine that individual item scores have been accurately combined to produce student raw scores and accurately converted to PARCC scaled scores, performance levels, and sub-category scores.
  - Phase 3c – Examine the Louisiana policies regarding the inclusion of students in the reporting of school, district, and state results to ensure that those are consistent with those in other states administering PARCC.

# Louisiana Believes

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Raising Expectations and  
Improving Comparability

# REPORT

FINAL REPORT

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## Predictive Validity of MCAS and PARCC: Comparing 10th Grade MCAS Tests to PARCC Integrated Math II, Algebra II, and 10th Grade English Language Arts Tests

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October 5, 2015

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Ira Nichols-Barrer  
Kate Place  
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We would like to acknowledge the valuable contributions of the study's academic advisory group, which played an indispensable role in originating the idea for this evaluation, developing its design, guiding the data collection process, and providing thoughtful comments on a draft version of this report. The advisory group members are not responsible for any of the content of the report, but the study would not have been possible without their early input. The members of the group in alphabetical order are Henry Braun (Boston College), Roland Fryer (Harvard University), Ron Hambleton (University of Massachusetts Amherst), Andrew Ho (Harvard University), Thomas Kane (Harvard University), Kevin Lang (Boston University), and Martin West (Harvard University).

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## EXECUTIVE SUMMARY

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In fall 2015, the state of Massachusetts will decide whether to continue using the Massachusetts Comprehensive Assessment System (MCAS) or adopt the new Partnership for Assessment of Readiness for College and Careers (PARCC) exam for testing the achievement of students in the state's public schools. Unlike the MCAS, which was designed to measure students' proficiency relative to statewide curriculum standards, the stated goal of the PARCC is to measure whether students are on track to succeed in college. Whether the PARCC examination succeeds in measuring college preparedness better than the MCAS has been an open question: no prior research has analyzed the extent to which PARCC test scores predict students' outcomes in college.

The Massachusetts Executive Office of Education commissioned this study to provide timely, rigorous evidence on the extent to which MCAS and PARCC test scores can accurately assess whether students will succeed in college (recognizing that this was not the original aim of MCAS). To examine this question, at the end of the 2014–2015 academic year state education agencies coordinated the administration of 10th-grade MCAS and corresponding PARCC assessments for a sample of first-year college students at 11 public higher-education campuses in Massachusetts. (PARCC's math assessments are designated for courses rather than grades, so the state selected the PARCC end-of-course assessments that should best align with the content assessed by the 10th-grade MCAS test.) Ideally, a study of predictive validity would be longitudinal, tracking the outcomes of students over at least three years from the point when they complete each exam to the end of their first year in college. But the state cannot wait that long to choose its assessments. By testing first-year students who are already in college, this study can immediately provide evidence regarding the college outcomes of students relative to their performance on the MCAS or PARCC exams.

For each test, we examine whether high-scoring students perform better in college than low-scoring students; if this is true, we would conclude that the scores have validity in predicting college outcomes. We also examine whether students who meet designated standards on the tests ("proficient" in the terms of MCAS and "college-ready" in terms of PARCC) are likely to be ready for college as indicated by their need for remedial coursework and by their ability to earn "B" grades in college.

The study's key findings are as follows:

- **Both the MCAS and the PARCC predict college readiness.** Scores on the assessments explain about 5 to 18 percent of the variation in first-year college grades, depending on the subject. MCAS and PARCC scores are comparable to SAT scores in predicting college outcomes. Similarly, MCAS and PARCC test scores both provide statistically significant predictions regarding which students will need remedial coursework in college.
- **The validity of scores on PARCC assessments in predicting college grades is similar to the validity of scores on the MCAS.** In English language arts, the PARCC end-of-year and performance-based assessment scores have a combined correlation with college grades (0.23) that is virtually identical to the corresponding correlation between MCAS English language arts test scores and college grades (0.23). For mathematics, the correlation with

college grades for scores on the two PARCC integrated math components (0.43) is also statistically indistinguishable from the association for MCAS math test scores (0.36).

- **Scores on both the MCAS and PARCC provide similarly strong predictions about which students need remedial coursework in college.** We find no consistent pattern suggesting that the PARCC test components outperform the MCAS in predicting students' scores on the Accuplacer exam (an assessment that determines assignment to remedial coursework at many campuses). Overall, both exams also have an equally predictive relationship with enrollment in remedial courses during the first year of college.
- **In math, meeting the PARCC standard for college readiness predicts a higher level of college performance than meeting the MCAS standard for proficiency, while in English language arts the two standards are similar.** In English language arts, students meeting the college-ready standard on the PARCC exam earn a 2.76 grade point average (GPA) in first-year college English courses, whereas students meeting the proficient standard on the MCAS earn a 2.66 GPA, and the difference is not statistically significant. In math, the difference is larger and statistically significant: students meeting PARCC's college-ready standard earn a 2.81 GPA in first-year college math courses and students at the proficient standard on the MCAS earn only a 2.39 GPA. In other words, the PARCC math standard is more closely aligned with achieving B-level college grades.
- **In math, students who achieve the college-ready standard on PARCC are also less likely to need remediation than students who achieve the proficient standard on MCAS, while in English language arts the two standards are not statistically distinguishable.** In English language arts, students meeting PARCC's college-ready standard were 8 percentage points less likely to have been assigned to remedial classes than students meeting the MCAS proficient standard, but the difference was not statistically significant. In math, students meeting PARCC's college-ready standard were 11 percentage points less likely to have been assigned to remedial classes than students meeting the MCAS proficient standard, and the difference was statistically significant.

In sum, in English language arts, PARCC and MCAS provide equally useful information about college readiness. In math, the underlying scores on the two assessments are also equally useful, but PARCC's standard for college readiness is better than MCAS's proficiency standard at identifying students who do not need remediation and can earn "B" grades in college.

It should be noted that PARCC offers assessments in other high-school courses that could not be included in this study; some of these assessments are typically given to 11th-grade students who would be one year closer to college entry than the students who now are required to take MCAS. We were able to examine only one of the PARCC assessments that would typically be given to 11th-grade students: the Algebra II end-of-year assessment. Scores on that assessment were not correlated with first-year college outcomes at rates any higher than the correlations found for the 10th-grade assessments.

Because the underlying scores on the MCAS and PARCC assessments are equally predictive of college outcomes, Massachusetts policymakers have more than one option to align high-school mathematics test standards with college readiness: either adopt the PARCC exam, or continue using MCAS while simply setting a higher score threshold for college readiness. Either

of these options would achieve the goal of ensuring that the state’s high-school assessments provide better information about college readiness to students, parents, educators, and policymakers.

Predictive validity is only one consideration that is relevant to the state’s selection of an assessment system. Even though PARCC and MCAS are similar in terms of their predictive validity relative to college grades and college remediation outcomes, they might differ in other ways. For example, the content knowledge, writing, and problem-solving skills measured across the tests’ various components are not identical, meaning that the exams could differ in their validity with respect to other factors beyond college performance. Differences in the content and structure of the assessments could also promote different kinds of instructional practices as schools seek to prepare students for the assessments. A full comparison of all of the possible differences between the two examinations falls outside of the scope of this study, which was designed for the specific purpose of comparing the effectiveness of the two exams in identifying which students succeed in college.

This is the first study to examine the predictive validity of the PARCC examination compared with the state assessment it would replace. By examining rigorous evidence about the validity of these two exams, Massachusetts provides a model for other states weighing difficult choices about whether to keep or reform current statewide educational assessments.

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## I. BACKGROUND AND PURPOSE OF THE STUDY

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Massachusetts faces an important policy choice regarding its educational assessment system. The Commonwealth is a member of the multi-state Partnership for Assessment of Readiness for College and Careers (PARCC), which has been engaged in developing next-generation student assessments in conjunction with the adoption of the Common Core State Standards. Like many other states, Massachusetts is considering whether to replace its current assessment system with PARCC assessments. In fall 2015, the Massachusetts Board of Elementary and Secondary Education will decide whether the state should continue to use the Massachusetts Comprehensive Assessment System (MCAS) or adopt the new PARCC exams.

Massachusetts is a national leader in establishing high quality learning standards for its students (Carmichael et al. 2010). In 1993, Massachusetts implemented some of the most rigorous state standards in the nation. Five years later, it began administering the MCAS to determine whether students met those standards. The MCAS, with its tight alignment to state standards and variety of question types, was widely considered a state-of-the-art assessment when it was introduced (Massachusetts Business Alliance for Education et al. 2015). Since the MCAS was implemented, Massachusetts' students have outperformed the rest of the country on the National Assessment of Educational Progress, and Massachusetts now ranks among the top-performing education systems in the world (National Center for Education Statistics 2013; Chang 2013).

Although the MCAS sets a high bar for assessing students' performance against state standards, it was not explicitly designed to assess whether students are also college and career ready. Despite the fact that 90 percent of students obtain a "proficient" or "advanced" score on the 10th grade MCAS exam, 35 percent of Massachusetts high school graduates require remediation when they enter college (Massachusetts Department of Elementary and Secondary Education 2015). In contrast, the stated goal of the PARCC is to measure whether students are on track to succeed in college and their careers. To pursue this objective, the 2015 version of the PARCC exam includes performance-based assessments (PBAs) in mathematics and English language arts (ELA) that use questions with open-ended responses, in addition to more conventional end of year (EOY) components that rely on multiple-choice questions. The MCAS exam also uses a combination of multiple-choice questions and short answer questions. Whether the PARCC examination succeeds in measuring college preparedness better than the MCAS is an empirical question; answering it requires a rigorous, independent empirical analysis examining which test better predicts college outcomes.

This study provides timely evidence to help reveal whether the MCAS or PARCC better predicts students' success in college, and to help the state of Massachusetts decide whether to replace the MCAS with the PARCC assessment. The study's primary outcome of interest is the strength of associations between first-year college grades and MCAS or PARCC test scores. In addition, the study examines whether each test predicts scores on the Accuplacer exam (a measure of students' academic ability when they first enter college) and whether students are assigned to remedial coursework in their first year of college. We also conduct exploratory and descriptive analyses to examine the distribution of scores on these tests and associations with students' prior academic performance before college as measured by SAT scores (an additional measure of college preparedness).



To examine these questions, at the end of the 2014–2015 academic year the Massachusetts Executive Office of Education, Department of Elementary and Secondary Education, and Department of Higher Education worked together to coordinate the administration of the MCAS and PARCC assessments for a sample of first-year college students at 11 public higher-education institutions in the state.<sup>1</sup> By administering the exams to first-year students who are already in college, this design generates immediate evidence regarding the college outcomes of students relative to their performance on the MCAS or PARCC exams.

However, this approach also has limitations. The study sample is limited to enrolled college students at public institutions in the state, who might not be representative of the statewide population of high school students. One reason for this is that testing students who are already in college misses the students who did not enroll in college or who dropped out of college before the spring semester. Another reason is that even for the test-takers in the study, students' academic growth since 10th grade might differentially affect performance on the PARCC or MCAS tests. In addition, due to the time burdens of completing these exams in full, the study could recruit students to take only one component of the MCAS (which has two components of interest) or the PARCC exam (which has five components of interest). As a result, our analysis depends on additional assumptions to predict the combined validity of multiple test components at the same time.

Addressing these methodological concerns would require a longitudinal study that tracks the outcomes of students over three years from the point when they complete each exam in 10th grade through the end of their first year in college. Policymakers choosing between the two exams in 2015 cannot wait that long to make decisions about the tests. This study provides important, timely, and useful information regarding the validity of these two examinations and represents a valuable piece of evidence for Massachusetts to consider in deliberations about which assessment system to use in coming years. This is also the first study of its kind. To date, no reliable evidence demonstrates whether the new Common Core-aligned assessments provide accurate information about which students are prepared for success in college. By examining rigorous evidence about the validity of these tests, Massachusetts provides a model for other states considering difficult choices about whether to change their current statewide assessment systems.

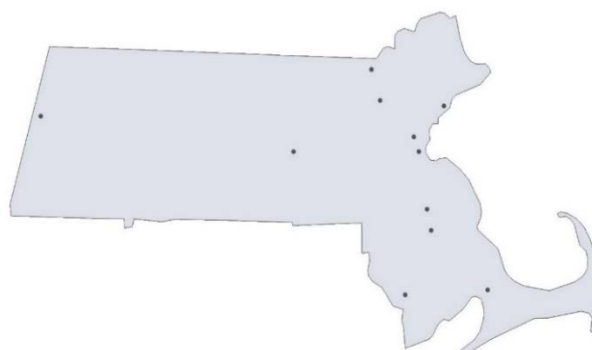
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<sup>1</sup> The Massachusetts Executive Office of Education commissioned this study. The authors of this report are employees of Mathematica Policy Research, with whom the Executive Office of Education contracted to develop and implement the study's methods and analyses. The Mathematica staff who conducted the project do not have financial interests that could be affected by the content in this report.

## II. STUDY DESIGN AND SAMPLE

This study uses a random assignment design to measure whether scores on the MCAS and PARCC tests can identify students who succeed in college, a concept we refer to as the predictive validity of each exam. The study sample consists of 866 first-year college students who graduated from a Massachusetts high school and subsequently enrolled at one of the 11 public in-state campuses participating in the study.<sup>2</sup> These colleges and universities include institutions from across the state (Figure II.1), and participating institutions consist of 6 community colleges, 3 state universities, and 2 University of Massachusetts institutions. This breakdown roughly mirrors public higher education in the state, which consists of 15 community colleges, 9 state universities, and 4 University of Massachusetts campuses. Campuses in the study enroll almost half of the college students in the state's public system.

**Figure II.1. Locations of the 11 study campuses**



Students included in the study may differ somewhat from the statewide population of all high school students in Massachusetts. The study sample does not include students who did not enroll in college, and the sample also omits students who attended college in the fall semester but left college before or during the spring semester. The study includes only a subset of the state's public institutions of higher education and none of the private colleges and universities. Nonetheless, the data suggest that the students participating in this study do not differ greatly from the state as a whole. In our study sample, students' average scaled score from their 10th grade MCAS exams (256 in ELA and 258 in math) is between two and five points higher than the statewide average.<sup>3</sup> We also examined if the distribution of students' scores on the study-administered MCAS test was representative of the statewide distribution for high school students who took the same version of the exam. The statewide standard deviation of MCAS scores for all 10th graders (12.0 in ELA and 16.6 in math) is very similar to the standard deviation of study-administered MCAS scores in this sample (12.4 in ELA and 16.9 in math). In other words, the variation in MCAS scores found in our study data is very similar to the variation found in the state as a whole.

Within each of these 11 campuses (Table II.1), all eligible students received notices about the study and those who volunteered to participate were randomly assigned to complete one component of either the MCAS or PARCC exam. The great advantage of this random assignment procedure is that it ensures that students taking PARCC assessments were not

<sup>2</sup> The Massachusetts Executive Office of Education and Department of Higher Education recruited these 11 schools to provide a representative sample of public education institutions in the state.

<sup>3</sup> In our sample students took the 10th grade MCAS exam either in 2011 or 2012. In 2011, the statewide average 10th grade MCAS score was 252 in ELA and 253 in math, and in 2012 the average was 254 in ELA and 253 in math. The average 10th grade score in the study sample does differ from each of these averages by a statistically significant margin (two-tailed test), even though the magnitude of the difference is not large.

systematically different from students taking MCAS components. Because equivalent groups of students completed each test component (as we demonstrate in Appendix A), the study can rigorously compare these groups to determine which test has the strongest association with students’ success in college, as measured by GPA and the need for first-year remedial coursework.

Table II.1. Overview of participating colleges and universities

Institution	Institution type	College enrollment	Study sample
Berkshire Community College	Community College	3,045	30
Bristol Community College	Community College	12,514	34
Bunker Hill Community College	Community College	19,871	48
Massasoit Community College	Community College	11,950	47
Middlesex Community College	Community College	12,999	55
Quinsigamond Community College	Community College	11,926	40
Bridgewater State University	State University	10,807	209
Massachusetts Maritime Academy	State University	1,535	104
Salem State University	State University	9,397	122
University of Massachusetts-Boston	University of Massachusetts	12,700	82
University of Massachusetts-Lowell	University of Massachusetts	12,993	95

Sources: Massachusetts Department of Higher Education Data Center, “Annual Unduplicated Student Headcount: FY 2014.” University of Massachusetts Office of the President, “Facts 2014–2015.”

In each campus, the study recruited eligible students (first-year enrollees who were Massachusetts residents when they graduated from high school) to participate in the study on a voluntary basis. In total, the study recruited a sample of 866 students to participate. As part of the recruitment process, students were offered gift cards as a participation incentive plus an additional incentive designed to encourage effort on the exams.<sup>4</sup> All participating students signed consent statements agreeing to release their test scores, college transcripts, and high school records for analysis as part of the study.

Within each campus, students were randomly assigned to one of seven different testing groups (Table II.2) using a simple sign-in sheet that randomly placed each student in a different test depending on the order they appeared at the testing center. The study examined 2015 versions of the PARCC tests, and selected the PARCC exams that best align with the content of the 10th grade MCAS tests.<sup>5</sup> In addition, the study included the PARCC’s end-of-course Algebra II exam, to explore whether an exam that is more aligned with 11th grade content has more predictive validity than other PARCC tests. The PARCC system also includes an additional set of tests designed for grade 11 (both in ELA and in integrated math) and other end-of-course math

<sup>4</sup> In addition to the initial participation incentive, students were told that one difficult and one easy question from the exam would be selected at random and scored after they completed the test, and that participants would receive a \$25 gift card for answering one of these questions correctly and a \$50 gift card for answering two of these questions correctly.

<sup>5</sup> In the 2014-2015 school year, some Massachusetts high schools chose on a voluntary basis to participate in the PARCC exam, in addition to participating in the (required) 10th grade MCAS exam. However, none of these schools took PARCC’s grade 10 ELA or Math II tests, to avoid burdening the same 10th grade students with both exams in the same year.

exams (including Algebra I and Geometry); this study did not examine the predictive validity of those other PARCC examinations. The study used the 2014 version of each MCAS test.

Table II.2. List of MCAS and PARCC test components in the study

Test component	Description
MCAS Math (2014 test form)	Grade 10 MCAS exam in math (paper-based test mode)
MCAS ELA (2014 test form)	Grade 10 MCAS exam in ELA (paper-based test mode)
PARCC Integrated Math II performance-based assessment (2015 test form)	End-of-course exam in math (paper-based test mode)
PARCC Integrated Math II end-of-year assessment (2015 test form)	End-of-course exam in math (paper-based test mode)
PARCC ELA performance-based assessment (2015 test form)	Grade 10 exam in ELA (paper-based test mode)
PARCC ELA end-of-year assessment (2015 test form)	Grade 10 exam in ELA (paper-based test mode)
PARCC Algebra II end-of-year assessment (2015 test form)	Advanced algebra end-of-course assessment (paper-based test mode)

The study uses two primary data sources: study-administered MCAS and PARCC test score data for the study sample and a data file recording students’ college courses, grades, and Accuplacer scores. In addition, the study also received data on these students’ high school test scores, including 10th grade ELA and Math MCAS scores and SAT scores for students who opted to take the SAT in high school. We received college transcript data for all students in the sample (93 percent of the students took at least one English course, and 79 percent took at least one math course), and we received data on prior 10th grade MCAS scores for 96 percent of the sample. We cleaned and prepared each individual data set separately and then merged the two data sets using student-level study ID numbers provided in each file. All of the study’s data files were fully de-identified, meaning the data did not include students’ names, dates of birth, or demographic information.

#### A. Data preparation for 2015 MCAS and PARCC scores

To prepare the 2015 MCAS and PARCC data file, it was necessary to identify and eliminate student outliers who did not complete the exam or did not make a good-faith effort to answer the questions correctly. In total, we removed the data of 19 students due to evidence of low effort on the exam. First, we eliminated students who did not complete their assigned MCAS or PARCC exams (these students were flagged by the MCAS and PARCC test-scoring entities and did not receive final scores), as well as students who took more than one exam.<sup>6</sup> After eliminating these cases, we performed a series of analyses to identify additional outliers. We examined the distribution of raw MCAS and PARCC scores in histograms, looking for spikes in scores around the lower end of the distribution, which could indicate that a group of students did not finish the test or randomly completed the test. Next, we assessed students’ performance on the 2015 exams relative to their prior test scores to identify students who performed much worse relative to their

<sup>6</sup> Seven students took a study exam more than once, and we observed a pattern of low effort in their study-administered test scores; see Appendix A for further details.

peers on the 2015 test, in comparison to their performance on high school assessments.<sup>7</sup> Finally, we used information on the guessing thresholds for each test, meaning we identified whether students scored at or below the score that a student would be expected to achieve, on average, if he or she randomly guessed on all of the exam’s multiple-choice questions.

This analysis revealed that patterns of low effort and guessing were rare in this sample.<sup>8</sup> In all, only 19 students (2 percent) were removed from the analytic sample for these reasons, reducing the original sample of 866 students to a final sample size of 847 students. A more detailed description of the outlier analysis, including summary statistics for the dropped students, can be found in Appendix A.

All of the study’s main analyses use “raw” MCAS or PARCC scores, meaning the scores represent the number of questions that each student answered correctly. We chose to use raw scores primarily because scaled PARCC scores were not made available in time for the study; the scaling procedure used by the MCAS exam does not affect our results.<sup>9</sup>

## B. Standardizing college course grades

Another important step in preparing the data was to standardize course grades across institutions and course types. This study examines the relationship between test scores and students’ readiness for college coursework, using course grades on a 0-to-4 scale as a measure of college performance. But along with college performance, course grades also reflect the difficulty of the course and rigor of the institution’s grading standards. More demanding grading standards at some institutions, for example, could lead to lower overall grades among those

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<sup>7</sup> To compare students’ performance on the 2015 exams relative to their prior test scores, we first standardized the 2015 MCAS and PARCC scores, the grade 10 MCAS scores, and the SAT scores. Students with extreme differences in high school and 2015 scores (declines of more than two standard deviations) and students who appeared as outliers on scatter plots of 2015 standardized test scores versus high school standardized test scores were flagged.

<sup>8</sup> For the two MCAS testing groups in the study, we also examined their effort in an additional way: comparing their study-administered test results (on the 2014-version of the MCAS exam) to statewide results in 2014, when 91 percent of 10th grade test-takers in Massachusetts received scores rated as proficient or higher in ELA and 79 percent scored as proficient or higher in math. On the study-administered test the results were somewhat lower: 66 percent of the study’s MCAS sample scored as proficient or higher in ELA, and 75 percent of study sample scored as proficient or higher in math. We investigated whether these differences are driving the study’s results by comparing the predictive validity of high school MCAS scores to the study-administered MCAS scores in our data (see Appendix D); those results show that, despite these differences, the students’ study-administered test scores remain an appropriate proxy for the prior scores they received in 10th grade.

<sup>9</sup> We examined the predictive validity of MCAS scaled scores, and found correlations that were nearly identical to the correlations with MCAS raw scores (see Appendix D). Also, the scaling procedures used by MCAS and PARCC do not change the relative ranks of students as measured by their total raw score; for example, a student scoring at the 50th percentile of raw scores would remain at the 50th percentile using scaled scores. As a result, the scaling process for PARCC and for MCAS is not likely to produce large changes in the relationships we observe between the raw scores on each exam and college outcomes (although it is possible that non-linear scaling on the PARCC exam could change the correlations we report in this study). This is also why it was possible for PARCC to identify which students meet the exam’s “college and career ready” standard using raw scores, before the scaling process for these scores was completed: converting raw scores to scaled scores does not change students’ proficiency rating on the PARCC exam.

schools' students, irrespective of the students' college preparedness. Similarly, particular subject areas might be more challenging, leading to lower grades for students who take more courses in those subjects.<sup>10</sup>

Failing to account for these differences could bias the study's findings. Grades in remedial courses, for instance, represent a different level of college readiness than grades in nonremedial courses. We therefore standardized students' course grades to establish more consistency across the study sample. To do this, we used a two-step process. First, we adjusted grades for whether the course was a remedial course. Second, we adjusted grades for the institution and course subject.

In our first step, we compared students' grades in remedial courses with grades those same students received in college-level courses. We examined this separately for math and ELA classes and found that, on average, students tended to receive higher grades in remedial courses than in college-level courses (as might be expected). For example, students' GPAs in remedial math courses were 0.71 points higher, on average, than those same students' grades in their first-year college-level math courses.<sup>11</sup> This indicates that it was easier for these students to obtain a higher grade in remedial courses, compared with nonremedial courses in the same subject. To account for this difference in difficulty, we reduced remedial course grades in math and English language arts by the average within-student difference between remedial and college-level course grades. Specifically, we reduced the observed grades in remedial math courses by 0.71 points and remedial ELA courses by 0.36 points.

In our second step, we adjusted for differences in students' grades across institutions and by subject area. To do so, we reduced grades at institutions and in academic subjects in which the average grade was high compared with the full study sample, and increased grades at institutions and in subjects in which the average grade was unusually low compared with the full sample. We then calculated students' GPAs by averaging their adjusted course grades across all courses, and by course subject (math, ELA, and other subjects). Appendix B provides a detailed description of both the original and adjusted course grades, and it provides more information about the study's grade standardization procedures. This approach to standardizing grades assumes that the academic ability of students is (on average) similar across the study's campuses and similar for students who choose to seek classes in each academic subject. Because these assumptions might not hold in some instances, we also examine the effect of adjusting grades on the study's outcomes by repeating our analyses with the original, unadjusted grades and (separately) using an alternative standardization procedure that accounts for the selectivity of different campuses; these results—which are not notably different from the main results discussed below—are described in Appendix D.

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<sup>10</sup> The study was also limited to examining correlations with course grades in the first year of college, which may differ to some extent from correlations with grades in more advanced courses that occur in later years of college (although we consider this to be unlikely).

<sup>11</sup> Throughout the report, we define grades using a 0-to-4 GPA scale, with a grade of F equal to 0 points and a grade of A equal to 4 points.

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### III. ANALYSIS AND RESULTS

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Our analyses assess the extent to which scores on the PARCC and MCAS assessments are correlated with students' college performance (as measured by GPA), college readiness (as measured by Accuplacer scores), and placement in remedial courses (as measured by students' course-enrollment data). To do so, we examine the *correlation coefficient* for each test, which is a statistical measure of the relationship between test scores and college outcomes. The correlation coefficient provides a common benchmark to summarize the relationship between two variables. Across all possible scores on a given test, this measure summarizes how well the values of the test predict students' performance on each college outcome. Correlations have a minimum value of -1 and a maximum possible value of 1; a correlation coefficient equal to 1 would imply that a test perfectly predicts college outcomes, in the sense that variation in test scores (across all observed test scores) perfectly explains all of the variation observed in students' college performance. A correlation coefficient equal to 0 would imply that test scores provide no predictive information about students' future performance in college. As a benchmark, in our study data students' high school SAT scores (the sum of their scores on the SAT math, reading, and writing components) has a correlation of 0.27 with students' standardized grades in college.

Students in the study had all completed or nearly completed their first year of college when they took the MCAS or PARCC exam, so in a literal sense the study is only able to measure the *concurrent* validity of MCAS or PARCC test scores relative to college grades. However, because our data includes students' 10th grade MCAS scores we can directly compare high school MCAS scores to study-administered MCAS scores in the sample, examining whether the two sets of scores are similar. The correlation between MCAS scores at these two points in time is reasonably strong (0.71 in math and 0.51 in ELA).<sup>12</sup> In addition, the correlation between 10th grade MCAS scores and college GPA in the tested subject (0.31 in math and 0.20 in ELA) is very similar to the correlation we observe between study-administered MCAS scores and GPA (0.32 in math and 0.19 in ELA) in our data. This suggests that study-administered MCAS scores are providing a reasonably good proxy for MCAS scores in high school.

Another important consideration in the analysis pertains to the study's limited sample size. The study has a final analytic sample of 847 students, spread approximately evenly across seven different tests (two MCAS testing groups and five PARCC testing groups). With only a limited number of students taking a given test, the analysis does not have enough statistical power to detect small differences between the predictive validity of these exams. In our sample, there must

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<sup>12</sup> While these correlations are reasonably strong, they are not perfect: on average, students tended to perform somewhat worse on the study-administered MCAS exam than they did taking the exam in 10th grade. We investigated directly whether these differences are driving the study's results by comparing the predictive validity of high school MCAS scores to the study-administered MCAS scores in our data (discussed here, and in Appendix D). Despite these differences, the students' study-administered test scores appear to be highly representative of the prior scores they received in 10th grade, in terms of the relationship between test scores and GPA.



be a difference of roughly 0.2 or greater between an estimated correlation for MCAS and an estimated correlation for PARCC to statistically distinguish between the two exams.<sup>13</sup>

Because each student in our sample took only one component of the MCAS or PARCC exams, we begin by comparing each individual component of PARCC against the relevant component of MCAS; for example, we separately contrast the predictive validity of the MCAS math component against the three PARCC math components in our sample: the Math II end-of-year (EOY) assessment; the Math II PBA); and the Algebra II EOY assessment. However, the PARCC exam is designed to *combine* scores from PBA and EOY assessments in each subject (the PBA tests are administered before the end of the school year, because they use more open-ended test questions and therefore take more time to score). To the extent that PBA and EOY test forms measure different aspects of college preparation in math or ELA, it is possible that the combination of these forms will have a substantially different amount of predictive validity than each component does in isolation.

Because we observe a score on only one test component per student, we cannot observe students' combined scores across all of the MCAS or all of the PARCC. To examine this issue, the study instead uses additional data on the correlations between these exam components as observed among test-takers outside the study sample. The Department of Elementary and Secondary Education provided MCAS between-component correlations, and PARCC between-component correlations were provided by the exam's publisher, Pearson, Inc. This analysis requires an important assumption—namely, that the between-component correlations observed outside the study sample (which are based on all high school test-takers, regardless of whether they are on track to graduate or enroll in college) apply equally well to the students in the study sample (all of whom are college enrollees). A more detailed explanation of the statistical procedures and assumptions used in this multicomponent analysis can be found in Appendix C.

#### A. Correlations with college GPA

The study's primary indicator of success in college is students' standardized GPA. We begin by separately analyzing correlations with college GPA for each of the seven different MCAS and PARCC test components in the study. We then examine the combined predictive validity of multiple related components for the same test—for example, by examining the combined predictive validity of the PARCC's integrated math performance-based and EOY assessments. These combined correlations may be most relevant to the state's decision, because they compare all of the information provided by the PARCC exams in the relevant subject with the complete information provided by MCAS in that subject. Finally, we describe the college outcomes of students falling into the various performance levels that the MCAS and PARCC define using cut-scores selected for each exam.

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<sup>13</sup> We calculated the minimum difference in correlations that would be statistically significant at the 0.05 level, using a two-tailed test in our data (i.e., the minimum detectable difference with 50 percent power). Here we report this minimum detectable difference for a comparison of the combined correlation with GPA of two PARCC components (EOY and PBA) with the relevant correlation for the MCAS test in the same subject. The minimum detectable difference for the comparison of math subject tests is 0.20, and the minimum detectable difference for the comparison of ELA subject tests is 0.21.

## 1. Correlations between single test components and GPA

Our analysis measures the correlation between each of the seven MCAS and PARCC test components and standardized college GPA, and then compares each of these PARCC test correlations with MCAS test correlations in the same subject. For example, we compare the correlation between MCAS ELA raw scores and GPA in college English courses to the correlations for PARCC ELA scores (separately for the EOY and PBA test components). For each pair of correlations, we test whether the difference between the two correlations is statistically significant.<sup>14</sup> In Table III.1, we present 10 pairs of correlations in total: 5 pairs with respect to total GPA, 2 for ELA GPA, and 3 for math GPA.

Table III.1. How well do MCAS and PARCC components predict first-year college GPA?

GPA	MCAS	PARCC PBA	PARCC EOY	PARCC Algebra II
<b>ELA</b>				
Total GPA correlation	0.25	0.17	0.26	n.a.
[number of students]	[120]	[113]	[126]	
ELA GPA correlation	0.23	0.13	0.26	n.a.
[number of students]	[109]	[110]	[116]	
<b>Mathematics</b>				
Total GPA correlation	0.36	0.34	0.21	0.18
[number of students]	[129]	[116]	[121]	[122]
Math GPA correlation	0.36	0.37	0.40	0.24
[number of students]	[100]	[88]	[98]	[101]

Sources: College data from the Massachusetts Department of Higher Education and MCAS and PARCC test score data.

Note: We compared the MCAS correlation to each PARCC correlation, separately for ELA and math, and none of the differences were statistically significant at a 0.05 level using a two-tailed test.

n.a. = not applicable.

Overall, our results suggest that both exams predict college GPA and that they perform equally well for this sample of students. Across the 10 pairwise comparisons in our main analysis, none of the differences are statistically significant. We found no significant differences between the MCAS and PARCC correlations with adjusted total GPA, adjusted ELA GPA, or adjusted math GPA.

These correlations between test scores and GPA are modest in size, ranging from 0.07 to 0.40. The highest correlations are found among the math tests; for instance, the correlation between MCAS math scores and math GPA is 0.36, and the correlations between math GPA and PARCC Math PBA and PARCC Math EOY are 0.37 and 0.40, respectively. The correlations between the ELA tests and adjusted ELA GPA are lower, ranging from 0.13 to 0.26.

<sup>14</sup> The individual correlations were calculated by regressing each GPA type on each of the seven test forms. The correlations represent the square root of each model's  $R^2$  statistic. To assess whether the correlations in each MCAS-PARCC pair were statistically significantly different from each other, we used Fisher's  $r$ -to- $z$  transformation and then calculated the  $p$ -value for the test statistic, which is the difference in the resulting  $z$ -scores.

The study included an analysis of the PARCC Algebra II EOY test to examine whether a PARCC exam that is designed to measure learning in 11th grade has a higher correlation with college performance than PARCC's Math II EOY or PBA exam. We do not observe any evidence suggesting that this is the case: with respect to math GPA, the correlation for PARCC Algebra II (0.24) is actually somewhat lower than the correlation for the Math II EOY test (0.40) and the Math II PBA test (0.37). Note, however, that there is also an Algebra II PBA component that was not administered to students as part of this study, so we cannot determine whether the overall Algebra II exam has higher or lower predictive validity than PARCC's overall Math II exam. In addition, we found that a substantial number of students received minimal scores on the Algebra II test in this sample (see Appendix A). This may have occurred because students were given the Algebra II exam (an end-of-course test) regardless of whether they had taken algebra coursework in the recent past. If there is a less pronounced floor effect among high school students (due to the fact that they would be taking the Algebra II test immediately after finishing an algebra course), it is possible that high school students' scores on this exam would have a higher correlation with college GPA than the correlation we observe in our data.

## 2. Correlations between multiple test components and GPA

In addition to examining the relationship between college GPA and scores on individual PARCC and MCAS test components, we completed a combined analysis that pools the PARCC PBA and EOY scores in each subject. These comparisons summarize the predictive validity of the entire PARCC exam in math and (separately) ELA and therefore may be most relevant to the state's choice of assessments. Because PARCC plans to combine the EOY and PBA components into a single test in 2016, these results may also be the most relevant to future administrations of the assessments (though it is impossible to be sure how the 2016 changes to PARCC will affect its predictive validity). Appendix C provides a detailed description of our process for calculating the relationship between GPA and these test combinations.<sup>15</sup>

In addition, we also examined PARCC PBA components (ELA and math) separately from the EOY components. Unlike the EOY tests, the PARCC PBA components feature more open-ended questions alongside multiple-choice questions, and the PBA exams are administered earlier in the school year due to the time needed to score students' exams. Because the PBA components and their scoring procedures are more complex than the EOY components, it might be of interest to test designers and policymakers to assess whether the PBA components predict college outcomes more or less successfully relative to PARCC's EOY components.

Consistent with these findings, this analysis did not reveal any statistically significant differences between the PARCC and MCAS exams (Table III.2). For example, the correlation between total GPA and the combined PARCC ELA tests, 0.25, is the same as the correlation

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<sup>15</sup> Note that the correlations for the individual test components presented earlier in this chapter are not directly comparable with the correlations for combined test components shown here. This is because different samples are used in each analysis. The PARCC ELA EOY test, for example, has a correlation of .26 with ELA GPA, but that correlation declines to .25 when the ELA EOY test is combined with the PARCC ELA PBA test in our analysis. Typically, combining two tests would produce a higher correlation. That does not happen in this case because the standard deviation of GPA for students who took the PARCC ELA EOY test is lower than the standard deviation of GPA for the *pooled* sample of students who took either the EOY or PBA test in our sample. This issue is discussed in further detail in Appendix C.

between total GPA and the MCAS ELA test. Similarly, the correlation between the PARCC ELA tests and ELA GPA and between the MCAS ELA test and ELA GPA are both 0.23.

Table III.2. Do the MCAS and PARCC tests predict GPA when 2015 PARCC test components are combined?

	MCAS	PARCC PBA and EOY
<b>ELA</b>		
Total GPA correlation	0.25	0.25
[number of students]	[120]	[239]
ELA GPA correlation	0.23	0.23
[number of students]	[109]	[226]
<b>Mathematics</b>		
Total GPA correlation	0.36	0.37
[number of students]	[129]	[237]
Math GPA correlation	0.36	0.43
[number of students]	[100]	[186]

Sources: College data from the Massachusetts Department of Higher Education and MCAS and PARCC test score data.

Note: We compared the MCAS correlation to each PARCC correlation, separately for ELA and math, and none of the differences were statistically significant at a 0.05 level using a two-tailed test.

The story is similar for the PARCC and MCAS math tests. The correlation between the math tests and total GPA are essentially the same: 0.36 for the MCAS math test and 0.37 for the combined PARCC math tests. The difference between the exams is slightly larger when looking at math GPA. The MCAS math test has a correlation of 0.36 with math GPA, the same as its correlation with total GPA. But the PARCC math tests have a correlation of 0.43 with math GPA. These differences are not large enough to be statistically significant, however, meaning that the PARCC and MCAS math exams are statistically indistinguishable in our analysis.

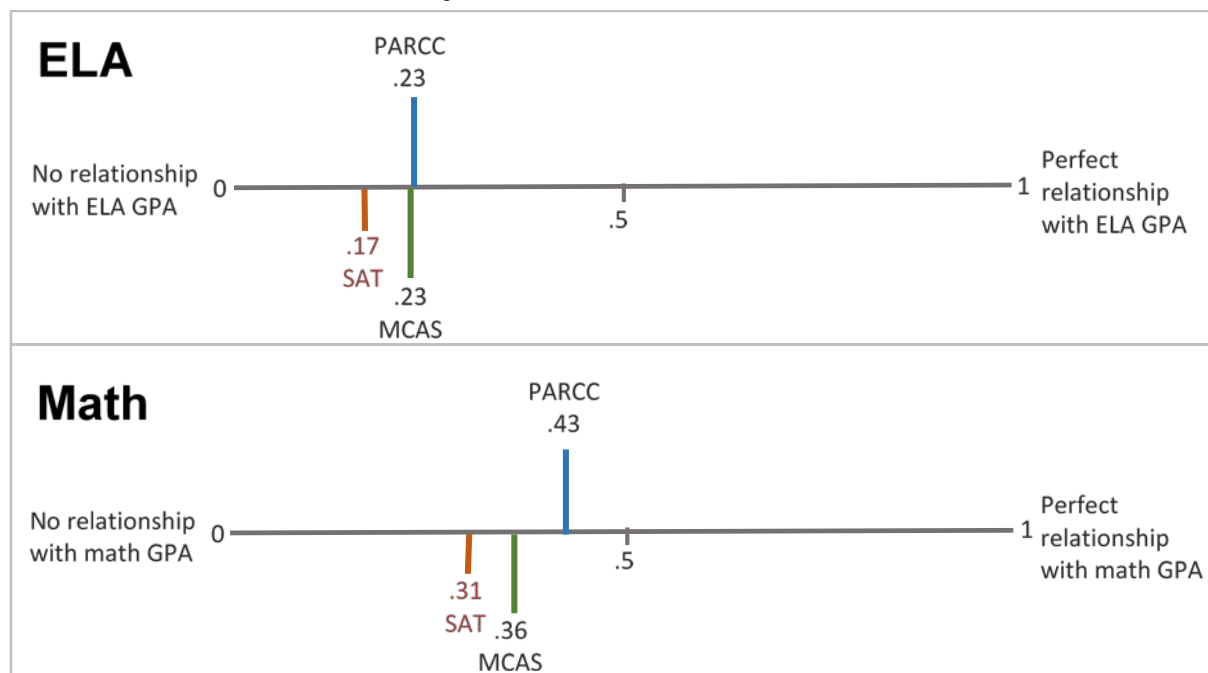
These results and the results from the analysis of individual test scores both find that the PARCC and MCAS exams are similar in their relationship with college GPA. To help place the strength of these correlations in context, Figure III.1 shows the subject-specific correlations on a scale from zero, which indicates that exam scores predict none of the variation in students' GPA, to one, which indicates a perfect relationship in which exam scores predict 100 percent of the variation in students' GPA. A correlation of 0.5 is considered a strong correlation in social science research (Cohen 1988).

As an additional benchmark, we note the correlation in our sample between students' SAT scores, a known measure of college readiness, and GPA in the tested subject. The comparison with SAT scores is only illustrative and does not provide a true measure of the validity of the SAT in comparison with the other two exams. Because the SAT scores were recorded one to two years ago during high school, we would expect to see lower SAT correlations than what is observed with the 2015 administration of MCAS and PARCC tests. However, in our data study-administered MCAS scores have a very similar correlation with GPA compared with the correlation for students' prior MCAS scores in 10th grade. In fact, the correlation between SAT scores and college GPA in our data is reasonably similar to the results reported by the College

Board, once methodological differences have been taken in to account. The College Board reports a correlation of 0.33 between the SAT reading exam and first-year English grades, 0.37 between the SAT writing exam and first-year English grades, and 0.52 between the SAT math exam and first-year math grades (Mattern et al., 2012). These correlations differ from our results primarily because the College Board study uses a different set of statistical adjustments to analyze the variation in students’ grades within individual courses; this approach is not possible in our study, due to the limited number of students taking the same course in our data.<sup>16</sup> Without these adjustments, the correlations with first-year grades in the College Board analysis are closer to those in our sample: 0.16 for the SAT reading exam, 0.22 for the SAT writing exam, and 0.28 for the SAT math exam.

As shown in Figure III.1, MCAS and PARCC correlations are similar to each other, and both exams are at least as correlated with college grades as the SAT scores of students in this sample.

Figure III.1. How large are the correlations between MCAS, PARCC, or SAT scores and GPA in each subject?



Note: The top panel illustrates the relative strength of correlations between standardized ELA GPA and the SAT (reading plus writing), MCAS (ELA), and PARCC (ELA PBA and EOY). The second panel illustrates correlations between standardized math GPA and the SAT (math), MCAS (math), and PARCC (math PBA and math EOY). Differences between the MCAS and PARCC correlations are not statistically significant.

<sup>16</sup> The College Board study calculates correlations using a weighted average of within-course correlations (meaning they calculate correlations between course grades and SAT scores separately for each college course). As part of that analysis, the College Board applies a “restriction of range” statistical adjustment to account for the limited range of data within courses, and this adjustment increases the overall magnitude of the correlations they report.

We also examined correlations between scores on the Accuplacer—an exam administered to students as they begin the first year of college—and college grades. Colleges use Accuplacer scores to determine whether students should be placed in remedial courses, so scores on this exam are designed specifically to measure students’ readiness to perform college-level coursework. The correlation between Accuplacer Reading test scores and ELA grades (0.17, not shown in Figure III.1) is very similar to the corresponding correlation for the SAT. The relationships between math GPA and Accuplacer’s College Math, Arithmetic, and Algebra scores (correlations of 0.28, 0.30, and 0.39, respectively) are somewhat higher than the correlations in ELA, and are also roughly similar in magnitude to the MCAS and PARCC correlations presented in the figure.

We found somewhat larger differences between the tests when we examined correlations for the PARCC separately by the type of PARCC component—the EOY component with fewer open-ended questions and the PBA component with more open-format items (Table III.3). The combined MCAS tests (math combined with ELA) have a correlation of 0.37 with total GPA, whereas the two PARCC EOY tests have a correlation of 0.28 and the two PARCC PBA tests have a correlation of 0.30. These differences between tests are not statistically significant, however. The cross-subject comparisons should be interpreted with caution because the MCAS results represent the entirety of the MCAS Math and ELA exams, but the PARCC results represent only half of the components (either EOY or PBA) for each academic subject.

Table III.3. Combined correlations for the PARCC PBA and EOY components

	MCAS ELA and Math	PARCC ELA and Math PBA	PARCC ELA and Math EOY
Total GPA correlation	0.37	0.30	0.28
[number of students]	[249]	[229]	[247]

Sources: College data from the Massachusetts Department of Higher Education and MCAS and PARCC test score data.

Note: We compared the correlation between the MCAS exams and GPA to the correlations between the combined PARCC exams and GPA, and none of the differences were statistically significant at a 0.05 level, using a two-tailed test.

### 3. College GPA across MCAS and PARCC performance levels

Although correlation coefficients summarize each test’s relationship with GPA across the distribution of all possible scores, in practice the cut-scores used to define performance levels on each exam are likely to be important as well. In Massachusetts, high school students are required to achieve a “needs improvement” score in both math and ELA as a graduation requirement, and the percentage of students achieving proficiency thresholds on the state assessment has consequences for schools under federal and state accountability regimes. The MCAS exam has defined four different performance categories. In our sample, 75 percent of MCAS students received at least a proficient score in math and 66 percent scored as proficient or greater in ELA. The PARCC examination has defined five different performance categories relative to two parts of the test: (1) the combined score on the PBA and EOY grade 10 ELA exam; and (2) the combined PBA and EOY score on the integrated math II exam. The PARCC consortium specifies that students scoring in the two highest performance categories (category 4 or 5) should

be considered college and career ready in that subject.<sup>17</sup> In our study data, 60 percent of PARCC students scored as college and career ready in math and 66 percent scored as college and career ready in ELA.

The PARCC consortium has adopted a specific goal for the college and career readiness standard: the standard seeks to identify students who have at least a 75 percent chance of earning C-level grades in college. We examined if the PARCC standard meets this goal by modelling the relationship between PARCC scores and the likelihood of obtaining a GPA of 2.0 or better, and then calculating this likelihood at the PARCC cut-score for college and career readiness (that is, the lowest possible score in performance category 4).<sup>18</sup>

We find that the PARCC exam’s college-readiness standard meets its stated target in both subjects. In ELA, students at the college-ready cut score have an 89 percent probability of earning at least a C average, and in math, students at the PARCC college-ready cut score have an 85 percent probability of earning a C average or better (Table III.4). For comparison, students at the MCAS cut score for proficiency have an 89 percent probability of earning at least a C average in ELA and a 62 percent probability of earning at least a C average in math.

Table III.4. Percentage of students predicted to achieve a C or better in college at key MCAS and PARCC performance thresholds

Test	Students at the MCAS “proficiency” cut score	Students at the PARCC “college and career ready” cut score
<b>ELA</b>		
Predicted percentage of students earning at least a 2.0 GPA	89.4	89.3
[number of students]	[249]	[476]
<b>Mathematics</b>		
Predicted percentage of students earning at least a 2.0 GPA	62.1	84.8**
[number of students]	[249]	[476]

Source: College data from the MA Department of Higher Education and MCAS and PARCC test score data.

Note: Local polynomial regression models were used to obtain predicted values at the cut score for each test.

\* PARCC percentage is statistically distinguishable from the MCAS probability at the .05 level, two-tailed test.

\*\* PARCC percentage is statistically distinguishable from the MCAS probability at the .01 level, two-tailed test.

Differences between the MCAS and PARCC performance levels are more readily observed by examining students’ average college GPAs and the percentage of students earning at least a “B” average. In Figures III.2 (English) and III.3 (math) we present students’ average (standardized) English GPA and math GPA for each designated level of performance, together

<sup>17</sup> In September 2015, the PARCC consortium named these performance categories as follows: category 1 scores did not yet meet expectations, category 2 scores partially met expectations, category 3 scores approached expectations, category 4 scores met expectations, and category 5 scores exceeded expectations. Individual states may choose to add additional interpretations or labels to each of these performance categories as well.

<sup>18</sup> To make the results comparable for students across different college campuses, this analysis of the exams’ performance categories uses the same standardized GPA values as the other correlational analyses in the study.

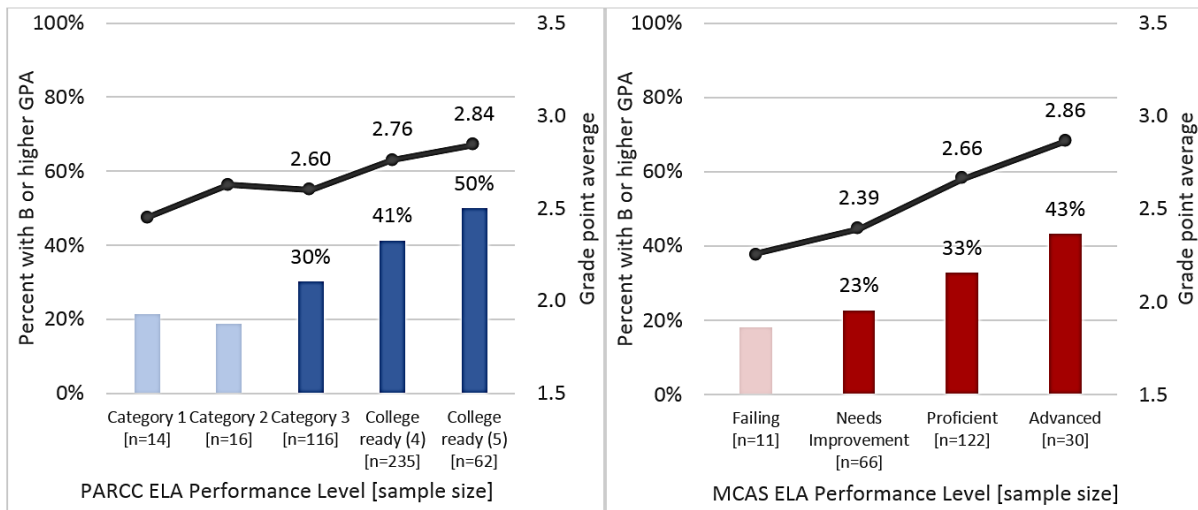


with bar charts showing the percentage of students achieving an average GPA of at least 3.0 in the first year of college.<sup>19</sup>

Students in the proficient category on the MCAS ELA assessment earned an average GPA of 2.66 in their first-year college English classes, which was not statistically distinguishable from the 2.76 GPA earned by students in the college-ready category on the PARCC ELA assessment (Figure III.2). In contrast, students who were rated proficient on the MCAS Math exam had a lower math GPA (2.39) than students scoring in the college and career ready group for PARCC in math (2.81); this difference is statistically significant and is equivalent to the difference between a grade of C-plus and B-minus (Figure III.3).

There is a similar pattern in the percentage of students achieving “B” level grades in each subject. In ELA, students in PARCC’s college ready performance category were about 8 percentage points more likely to achieve a 3.0 GPA compared to students rated as proficient on the MCAS, but the difference is not statistically significant (Figure III.2). In math, the difference is larger: in the PARCC college-ready group, students are 24 percentage points more likely to achieve B grades than students rated as proficient on the MCAS math test, and the difference is statistically significant (Figure III.3).

Figure III.2. English GPA, by MCAS and PARCC performance levels

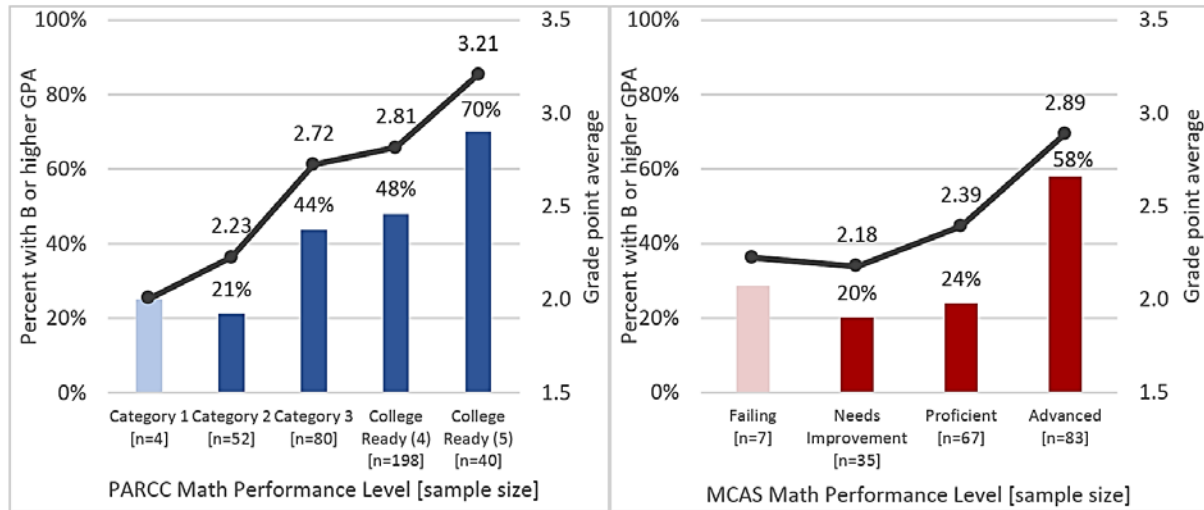


Note: Line indicates GPA and bars indicate percent with a “B” or higher. Columns are shown in a lighter shade without value labels if the sample size for a given performance category was smaller than 20 students.

<sup>19</sup> For PARCC, we defined proficiency levels for each student using the sum of raw scores on the PBA and EOY test components in each subject. We used the between-component correlations provided by Pearson to predict scores of individual students on the PARCC component they did not take.



Figure III.3. Math GPA, by MCAS and PARCC performance levels



Note: Line indicates GPA and bars indicate percent with a “B” or higher. Columns are shown in a lighter shade without value labels if the sample size for a given performance category was smaller than 20 students.

Another way of comparing these performance categories is to examine the percentage of students who needed remedial coursework in their first year of college, despite meeting each test’s key performance threshold (Table III.5).<sup>20</sup> This reveals a similar pattern to our results for college GPA: in math, the percentage of “proficient” MCAS students who enrolled in remedial courses (23.9 percent) is higher than the percentage of “college ready” PARCC students who took remedial courses (12.6 percent). This difference in remediation rates is statistically significant. For the ELA performance threshold, the remediation rate for “proficient” MCAS students (22.5 percent) is also higher than the remediation rate for “college ready” PARCC students (15.0 percent), but the difference between those two rates is only marginally statistically significant (with a p-value of 0.06).

To interpret these findings, it is helpful to remember that the definitions of the PARCC and MCAS performance categories are not directly comparable: the PARCC exam explicitly seeks to define categories (groups 4 and 5) that represent students who are prepared for college, whereas the MCAS performance levels are more narrowly targeted to measure proficiency in each high school subject relative to state curriculum standards. In addition, the differences between these exams’ performance groupings do not reflect the tests’ underlying ability to predict college outcomes using scores rather than performance categories. In fact, given the similar predictive validity represented by the correlations presented earlier, the differences between the two exams could be remedied by raising the threshold for proficiency on the MCAS Math exam (making it

<sup>20</sup> Table III.5 shows the percentage of “false positives,” in the sense that these are students deemed proficient or college-ready even though they took first-year remedial courses. A different way of examining the data would be to consider the percentage of “false negatives,” students scoring below the proficient or college-ready threshold who nevertheless did *not* take remedial courses. There is a tradeoff between reducing false positives and reducing false negatives: decreasing one type of error necessarily means increasing the other type of error. For instance, in math the MCAS proficiency standard produces a higher rate of false positives than the PARCC college-ready standard (24 percent for MCAS compared to 13 percent for PARCC), but the MCAS standard has a correspondingly *lower* rate of false negatives than PARCC (40 percent for MCAS versus 66 percent for PARCC).

more difficult to achieve a proficient MCAS rating). In other words, if performance levels were defined in a comparable way for the MCAS and PARCC, the cut-scores for both exams could be made equally predictive of college outcomes.

Table III.5. College remediation rates for students meeting MCAS and PARCC performance standards

	Students meeting MCAS “proficiency” standard	Students meeting PARCC “college and career ready” standard
<b>ELA</b>		
Percentage of students taking one or more remedial college courses [number of students]	22.5 [160]	15.0 [314]
<b>Mathematics</b>		
Percentage of students taking one or more remedial college courses [number of students]	23.9 [184]	12.6** [285]

Source: College data from the MA Department of Higher Education and MCAS and PARCC test score data.

\* PARCC remediation rate is statistically distinguishable from the MCAS rate at the .05 level, two-tailed test.

\*\* PARCC remediation rate is statistically distinguishable from the MCAS rate at the .01 level, two-tailed test.

## B. Correlations with Accuplacer scores and remedial coursework

The Accuplacer, a College Board standardized placement test for new college students, is generally used to determine whether students need remediation in reading or math to prepare for college coursework; it provides a useful alternative measure of a students’ college preparedness. Accuplacer data are inconsistently available for students in the study sample. Different students took different Accuplacer subject exams (for example, College Math, Algebra, or Arithmetic), two of the study campuses do not administer the Accuplacer to new students at all, and one campus administered the Accuplacer to fewer than 30 percent of the study sample. The sample sizes for the Accuplacer analysis are therefore smaller than the full analytic sample, and they are potentially less representative than our primary analyses of college GPA.

The correlations between MCAS and PARCC scores and Accuplacer scores vary widely, but only one of 11 differences between the MCAS and PARCC correlations was statistically significant (Table III.6). Note, however, that the sample sizes in this analysis are small and vary substantially by Accuplacer exam. The small sample sizes of many of these correlations could play a role in making the estimates misleadingly high or low. For example, the sample sizes range from 26 students in the estimate for PARCC Algebra II EOY scores versus the Accuplacer Arithmetic test to 83 students for the comparison of MCAS ELA scores versus the Accuplacer Reading test.

To help address this issue, we also use the study’s student-level course data to examine actual remedial course enrollment. Because we observe remedial course enrollment for all students in the data, we can analyze correlations between test scores on each exam and a variable indicating whether each student enrolled in at least one remedial course in their first year of college (controlling for average differences between college campuses in remediation rates).

Table III.6. Comparisons of correlations between MCAS/PARCC tests and Accuplacer scores

	MCAS	PARCC PBA	PARCC EOY	PARCC Algebra II
<b>ELA</b>				
Accuplacer Reading correlation [number of students]	0.41 [83]	0.28 [73]	0.61 [77]	n.a.
<b>Mathematics</b>				
Accuplacer College Math correlation [number of students]	0.56 [36]	0.53 [37]	0.59 [39]	0.74 [38]
Accuplacer Algebra correlation [number of students]	0.56 [63]	0.67 [51]	0.48 [63]	0.50 [53]
Accuplacer Arithmetic correlation [number of students]	0.76 [46]	0.55 [27]	0.57 [34]	0.42*

Sources: College data from the Massachusetts Department of Higher Education and MCAS and PARCC test score data.

\*PARCC correlation is statistically distinguishable from the MCAS correlation at the .05 level, two-tailed test.

\*\* PARCC correlation is statistically distinguishable from the MCAS correlation at the .01 level, two-tailed test.

We begin by examining whether each individual component of PARCC and MCAS can predict which students do not enroll in remedial coursework, after controlling for differences between the colleges in our sample (Table III.7).<sup>21</sup> The correlations between individual components of the tests and avoiding remedial course-taking varied substantially, from 0.06 to 0.36. On average, for both exams, students who had higher MCAS or PARCC scores were less likely to have taken a remedial course in any subject. However, the MCAS ELA exam (with a correlation of 0.36) outperforms the PARCC ELA EOY exam (with a correlation of 0.06) by a statistically significant margin. In addition, the PARCC math EOY exam has a smaller correlation (0.12) than the MCAS Math exam (0.35), although that difference is only marginally statistically significant (with a p-value of 0.06). We did not observe any statistically significant differences between the validity of PARCC’s components and MCAS components in predicting remediation rates in the tested subject: in math the three PARCC components all have similar correlations to MCAS (with no significant differences) in predicting math remediation. In ELA, the PARCC PBA component (0.07) and EOY component (0.22) have somewhat smaller correlations than the MCAS ELA test (0.31) in predicting ELA remediation, but these differences are not statistically significant.

<sup>21</sup> We controlled for campus differences when calculating the remedial course correlations because the colleges in the sample had different criteria for assigning students to remedial courses; each college determined its own Accuplacer cut-scores for remedial assignment and three colleges in the sample were piloting a program to use high school GPAs for placement, rather than Accuplacer scores.

Table III.7. Correlations between MCAS/PARCC test components and avoiding enrollment in a remedial course

	MCAS	PARCC PBA	PARCC EOY	PARCC Algebra II
<b>ELA</b>				
Remedial course enrollment correlation – any subject	0.36	0.26	0.06*	n.a.
[number of students]	[120]	[113]	[126]	
ELA remedial course enrollment correlation	0.31	0.07	0.22	n.a.
[number of students]	[120]	[113]	[126]	
<b>Mathematics</b>				
Remedial course enrollment correlation – any subject	0.35	0.24	0.12	0.21
[number of students]	[129]	[116]	[121]	[122]
Math remedial course enrollment correlation - tested subject	0.26	0.24	0.24	0.17
[number of students]	[129]	[116]	[121]	[122]

Sources: College data from the Massachusetts Department of Higher Education and MCAS and PARCC test score data.

\*PARCC correlation is statistically distinguishable from the MCAS correlation at the .05 level, two-tailed test.

\*\* PARCC correlation is statistically distinguishable from the MCAS correlation at the .01 level, two-tailed test.

The predictive value of PARCC’s combined scores in each subject is of greater interest than the predictive value of each individual EOY and PBA test, however, since the EOY and PBA tests are intended to be used together. In addition to examining the relationship between remediation rates and scores on individual PARCC and MCAS test components, we completed a combined analysis that pools the PARCC PBA and EOY scores in each subject. These comparisons summarize the predictive validity of the entire PARCC exam in integrated math and (separately) ELA, using the same methods we used for the combined analyses of GPA (see Appendix C for additional details).

Combining PARCC’s EOY and PBA components reveals that the PARCC exam and the MCAS exam provide an equivalent amount of validity in predicting which students need remedial coursework in college (Table III.8). In ELA, the correlation between MCAS scores and avoiding remedial coursework in any subject (0.36) is very similar to the combined correlation between remediation and scores on PARCC’s PBA and EOY components (0.35). Likewise, in math we do not find a statistically significant difference between the MCAS correlation (0.35) and PARCC’s PBA and EOY components (0.28) in predicting which students do not enroll in remedial courses (in any subject) during their first year of college. There are also no statistically significant differences between the tests with regards to predicting remediation in the tested subject.

Table III.8. Correlations with remediation rates when 2015 PARCC test components are combined

	MCAS	PARCC PBA and EOY
<b>ELA</b>		
Remedial course enrollment correlation – any subject [number of students]	0.36 [120]	0.35 [239]
ELA remedial course enrollment correlation [number of students]	0.31 [120]	0.20 [239]
<b>Mathematics</b>		
Remedial course enrollment correlation – any subject [number of students]	0.35 [129]	0.28 [237]
Math remedial course enrollment correlation [number of students]	0.26 [129]	0.25 [237]

Sources: College data from the Massachusetts Department of Higher Education and MCAS and PARCC test score data.

Note: In each subject, we compared the correlation between the MCAS exam and avoiding remediation to the correlation between the combined PARCC exams and avoiding remediation, and none of the differences were statistically significant at a 0.05 level, using a two-tailed test.

### C. Correlations with SAT scores

The SAT, designed and administered by the College Board, provides another measure of college preparedness. The SAT consists of three tests: SAT Reading, SAT Math, and SAT Writing. In total, 737 of the 847 students in the analytic sample (87 percent) had scores in all three components of the exam.

We find no clear pattern of differences between the MCAS and PARCC tests with respect to their relationship with SAT scores (Table III.9). Even though the MCAS and PARCC have similar results, the magnitude of the relationships between MCAS and PARCC scores and SAT scores varies widely by subject. We find the highest correlations between the MCAS and PARCC math exams and the SAT Math. These correlations range from 0.68 to 0.80. The correlations between the PARCC and MCAS ELA tests and SAT Reading scores vary much more widely, ranging from 0.33 to 0.71. Both MCAS and PARCC tests have similarly low correlations with the writing component of the SAT exam.

When comparing the PARCC versus MCAS correlations with SAT scores, we find only two statistically significant differences among the seven pairs of correlations that we tested. One case favors the PARCC exam and the other case favors the MCAS exam. First, PARCC ELA EOY test scores are more highly correlated with SAT Reading scores than MCAS ELA test scores (0.71 versus 0.48, respectively). On the other hand, MCAS Math test scores are more highly correlated with SAT Math scores than the PARCC Math EOY component (with a correlation of 0.80 for MCAS and 0.68 for PARCC).

Table III.9. Correlations between MCAS/PARCC tests and SAT scores

	MCAS	PARCC PBA	PARCC EOY	PARCC Algebra II
<b>ELA</b>				
SAT Reading correlation	0.48	0.33	0.71**	n.a.
[number of students]	[102]	[96]	[114]	
SAT Writing correlation	0.21	0.14	0.29	n.a.
[number of students]	[117]	[112]	[125]	
<b>Mathematics</b>				
SAT Math correlation	0.80	0.70	0.68*	0.71
[number of students]	[105]	[109]	[105]	[106]

Sources: High school data from the Massachusetts Department of Elementary and Secondary Education and MCAS and PARCC test score data.

\*PARCC correlation is statistically distinguishable from the MCAS correlation at the .05 level, two-tailed test.

\*\* PARCC correlation is statistically distinguishable from the MCAS correlation at the .01 level, two-tailed test.

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## V. CONCLUSION

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This study provides the first empirical assessment of PARCC exams' ability to predict students' success in college, and the first comparison of the predictive validity of PARCC to an existing state assessment. To be sure, the study cannot definitively answer all relevant questions about the predictive validity of PARCC assessments: it could not examine all of the various PARCC exams designed for high-school students, including assessments administered by computer rather than paper, and other math assessments that are course-specific. Moreover, the PARCC consortium has decided to make substantial changes to the exam in 2016 (including combining the PBA and EOY components into a single, shorter test) which could affect the predictive validity of PARCC scores. Despite these limitations, the report provides important, timely evidence to decision makers in Massachusetts seeking to choose an examination system to adopt for the 2015–2016 school year and beyond.

We find that scores on the PARCC and the MCAS do equally well at predicting students' success in college, as measured by first-year grades and by the probability that a student needs remediation after entering college. Scores on both tests, in both subjects, are significantly and positively correlated with students' college outcomes, and the differences between the predictive validity of the PARCC and MCAS scores are small.

When examining the predictive value of meeting each test's performance standard (defined by PARCC as college and career ready and by MCAS as proficient), the two tests produce results that are not statistically distinguishable in English language arts but that differ in mathematics. In mathematics, the PARCC exam has defined a higher performance standard for college and career readiness than the current MCAS standard for proficiency, making the PARCC performance standards better aligned with college grades and remediation needs.

Because the underlying scores on the MCAS and PARCC assessments are equally predictive, Massachusetts policymakers have more than one option to align high-school mathematics test standards with college readiness: one possibility would be to adopt the PARCC exam, but another option would be to continue using MCAS while simply setting a higher score threshold for college readiness. Either of these options would achieve the goal of ensuring that the state's high-school assessments provide better information about college readiness to students, parents, educators, and policymakers.

In many other states, the difference between existing proficiency standards and PARCC's college-ready standard is likely to be substantially larger than in Massachusetts, in English language arts as well as math. The MCAS is considered to have set higher standards for proficiency than the exam systems currently in use in most other states (Bandeira de Mello et al. 2015). States using substantially lower proficiency standards on their own assessments would see more of a divergence from PARCC results. If the current Massachusetts proficiency standards fall somewhat short of identifying students who are fully prepared to succeed at college-level math coursework, it is likely that the proficiency standards used in other state assessment systems fall far short of identifying college readiness. Assessing whether the underlying scores on assessments from other states would do better or worse than PARCC at predicting college outcomes would require studies like this one to be conducted in those states.



Even though the PARCC and MCAS examinations are similar in terms of their predictive validity, they may differ on a variety of other dimensions that are relevant to the state's choice. For example, the content knowledge and problem-solving skills measured across the tests' various components are not identical, and it is possible that these exams could differ in the extent to which they align with specific high school curricular reform goals or teaching standards. These two examinations may also differ in terms of the amount of time needed for administration, the expense of scoring and scaling, and the effort needed to understand and use data from multiple different tests. Finally, there may be other benefits (and drawbacks) to consider related to adopting the PARCC assessment because it is simultaneously being adopted by a consortium of other states. A full examination of these costs and benefits falls outside the scope of this study, but these other factors merit consideration in the state's decision.

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## APPENDIX A

### DETAILED DESCRIPTION OF THE MCAS AND PARCC SAMPLE

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The Massachusetts Department of Elementary and Secondary Education prepared the MCAS and PARCC data file and made the data available to the study team. The original MCAS and PARCC data file contained records for 866 students' 2015 MCAS or PARCC raw test scores (including scaled scores for the 2015 MCAS), 10th grade MCAS scaled scores, SAT scores, and a unique student identification number generated for the study. The data file was fully de-identified, meaning the data did not include student names, dates of birth, demographic information, or any government identification numbers. Our comparative analyses used the MCAS and PARCC raw test scores, since scaled scores were not provided for the PARCC tests in time for this study.

The final analytic sample contains 847 students, after eliminating students who had incomplete tests, took more than one exam, or performed below the guessing floor threshold. In this appendix we present information about the data preparation process and the study sample. First, we describe the preparation of the data, focusing on the identification and elimination of outliers. Next, we explain the baseline equivalence analysis. Finally, we present descriptive statistics of the final analytic sample used in the study.

#### A. Cases dropped from the 2015 MCAS and PARCC Scores

To prepare the 2015 MCAS and PARCC data file, it was necessary to identify and eliminate student outliers who did not complete the exam or did not make a good-faith effort to answer the questions correctly. First, we eliminated students who did not complete their assigned MCAS or PARCC exam, as well as students who took more than one exam. After eliminating these cases, we performed a series of analyses to identify additional outliers. We examined the distribution of raw MCAS and PARCC scores in histograms, assessed students' performance on the 2015 exams relative to their prior test scores, and examined cases that fell below the guessing thresholds for each test. Cases were eliminated only if there was a preponderance of evidence to suggest that they were problematic. In other words, we did not eliminate cases that appeared as outliers in only one analysis; only the cases that were flagged in more than one analysis were dropped.

These analyses revealed that patterns of low-effort and guessing were relatively rare in this sample. In all, only 19 students were removed from the analytic sample for the reasons outlined above, dropping the original sample of 866 students to a final sample size of 847 students. Of these 19 students, eight were removed because they did not complete their assigned exam; seven were removed because they took two exams; and four were removed because they appeared as outliers in multiple analyses. We interpret this to mean that the study's incentive scheme to encourage effort on the tests was successful for over 97 percent of the participating students in the sample. In Table A.1 we present a summary of dropped cases by test form.

#### **Non-completers and multiple responders**

In the study sample, eight students did not complete their assigned exam, five MCAS and three PARCC. These students were flagged by the MCAS and PARCC test-scoring entities and did not receive final scores. In the case of the PARCC exams, we received only the student ID, and in one case, the PARCC test taken; all other fields were missing. In the case of the MCAS exams, we received the raw scores and baseline student data, but we were not provided the scaled scores for students who did not complete their assigned exam. For consistency across the

two sets of exams, we eliminated all eight observations with exams that were known to be incomplete. These eight observations were excluded from all subsequent analyses, including the outlier analysis and the baseline equivalence analysis.

We also examined the scores of students who took more than one exam; there were seven students in the data who chose to participate in the study twice. There were no data on the dates that the students took the PARCC and MCAS exams, so we could not determine which test was taken first, which is the one we would have preferred to retain. This is problematic because these students could have learned about the tests and test-taking process between each instance of taking exam (an advantage that wasn't available for the vast majority of the students in our sample). In addition, we also found evidence that some of these students did not put forth a meaningful amount of effort on at least one of their exams. For instance, one of these students received a raw score of 60 on one occasion and a raw score of 3 on a second occasion taking the same exam. We did not use the higher score because we could not say for sure that the student did not score a 3 the first time and then, use knowledge of the questions to achieve a higher score the second time to earn the incentive.

### **Outliers in the raw score distributions**

After eliminating the 15 students who did not complete their assigned tests or took more than one test, we examined the distribution of raw MCAS and PARCC scores in the remaining cases. We created histograms of raw scores for each of the seven test forms and looked for evidence of bunching, or a spike in scores, among the lowest possible scores in the distribution. This could indicate that a group of students did not complete the test or guessed on the test. There is some evidence of bunching in the histograms of the raw scores of the PARCC ELA EOY and the PARCC Algebra II EOY exams.<sup>22</sup> This could be an indication that some students did not complete the test or randomly completed multiple choice questions. However, it could also be a sign that the exam itself was difficult and produced “floor effects” at the lower end of the distribution. We flagged these for further investigation. The PARCC Math assessments had negatively skewed distributions, which is likely a sign of overall exam difficulty rather than low effort of some students. The remaining histograms appeared to have fairly normal distributions.

### **Scores out of line with high school exam scores**

We also systematically assessed all of the remaining students' performance on the 2015 exams relative to their prior test scores to look for evidence of low effort. The goal of this analysis was to identify students who performed much worse relative to their peers on the 2015 test, in comparison to their performance on the grade 10 MCAS. For example, if a student scored one standard deviation above the mean on the grade 10 MCAS ELA exam and two standard deviations below the mean on the 2015 MCAS ELA exam or the PARCC EOY ELA exam, we might suspect that he/she did not put forth a meaningful effort on the 2015 exam. (Alternatively, differences in the other direction could mean that a student performed uncharacteristically poorly on the 10th grade assessment, learned a lot more than his/her peers in the three intervening years, or cheated on the 2015 exam, for instance.)

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<sup>22</sup> Detailed histograms showing these floor effects are available from authors by request.

To do this, we standardized students' 2015 PARCC/MCAS exams into z-scores (defined relative to other test-takers in the study sample), and performed the same standardization procedure for students' 10th grade MCAS scores. We then computed the difference between the 2015 exam z-score and the relevant grade 10 MCAS z-score. In Table A.2 we present the percentage of the sample with z-score differences at select thresholds. If many students in the sample did not try on the 2015 exams, we would expect to see a distribution with larger percentages of students with negative z-score differences. Instead, we observe that the distribution is fairly balanced between high and low z-score differences.

In addition, we used the z-scores to create scatter plots of the 2015 exams against the relevant grade 10 MCAS exams, as well as the 2015 exams against the relevant SAT tests. In Figures A.1 and A.2, we present the scatter plots for PARCC ELA PBA, PARCC ELA EOY, and the PARCC Algebra II EOY tests versus the MCAS and SAT tests. In these plots, the students with z-score differences that are below  $-2$  (those whose high school z-scores declined by more than 2 standard deviations) are shown in red. We used the red points to look for students whose scores were consistent outliers relative to both SAT scores and 10th grade MCAS scores. Nine of the 13 students with a z-score difference of less than a  $-2$  were in either the PARCC ELA PBA or EOY tests (shown in Figure A.1). However, given the large variability of both positive and negative z-scores differences in the data, we concluded that there was not enough evidence to exclude these students from the analysis as outliers.

In contrast, the PARCC Algebra II EOY exam does appear to have clear outliers both when compared to the Grade 10 MCAS math z-scores and high school SAT Math z-scores (Figure A.2). This is consistent with the bunching that we observed in the lower end of the distribution in the histogram of raw PARCC Algebra II EOY scores. This analysis flagged four students from the PARCC Algebra II EOY test for further analysis; we eventually dropped these cases from the analytic sample.

### **Scores below the guessing floor**

For each exam, we were provided with information about the score that the average student would receive if he/she randomly guessed on all of the exam's multiple-choice questions. The guessing floor was calculated based on the total number of questions in which guessing was possible, divided by the number of options. For example, if there were 20 multiple choice questions with four options each, the guessing floor would be "5" because a student who randomly selected answers would be expected, on average, to receive a score of "5."

For each exam, we examined the provided 'guessing floor' and also calculated a conservative guessing floor equal to 80 percent of the guessing floor provided. (For instance, a guessing floor of 5 would conservatively be a 4.) Next, we counted the number of students whose scores fell at or below both the standard and conservative guessing floors. In the case of the PARCC tests, four students' scores fell below the standard guessing floor and three students' scores fell below the conservative guessing standard in the PARCC Algebra II EOY exam. The four students coincide with the outliers observed in the PARCC Algebra II EOY histogram and scatter plots. Therefore, we eliminated all four of these students from the analysis. In the case of the MCAS tests, no students fell below the conservative or the standard guessing threshold for either the MCAS ELA test or the MCAS Math test. Therefore, we maintained all of the remaining students who took the MCAS in the analytic sample.



Table A.1. Summary of cases dropped from analytic sample, by test form

Test	Number dropped who had incomplete exams	Number dropped who took two exams	Number dropped who had scores below guessing threshold	Total dropped from analytic sample	Total original sample size by category	Percentage of original sample dropped
<b>MCAS</b>						
ELA	3	0	0	3	123	2.4
Math	2	0	0	2	131	1.5
<b>PARCC</b>						
ELA (PBA)	0	2	0	2	115	1.7
ELA (EOY)	0	2	0	2	128	1.6
Math (PBA)	0	0	0	0	116	0.0
Math (EOY)	0	1	0	1	122	0.8
Algebra II (EOY)	1	2	4	7	128	5.5
Missing <sup>a</sup>	3	0	0	2	2	100.0
<b>Total</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>19</b>	<b>866</b>	<b>2.2</b>

Source: High school data from the MA Department of Elementary and Secondary Education, college data from the MA Department of Higher Education, and MCAS and PARCC data.

<sup>a</sup> In the case of two students with incomplete PARCC exams, the test administrators did not provide scores for these students or the name of the specific PARCC test form administered.

Table A.2. Percentage of sample<sup>a</sup> with z-score differences less than or greater than specified threshold

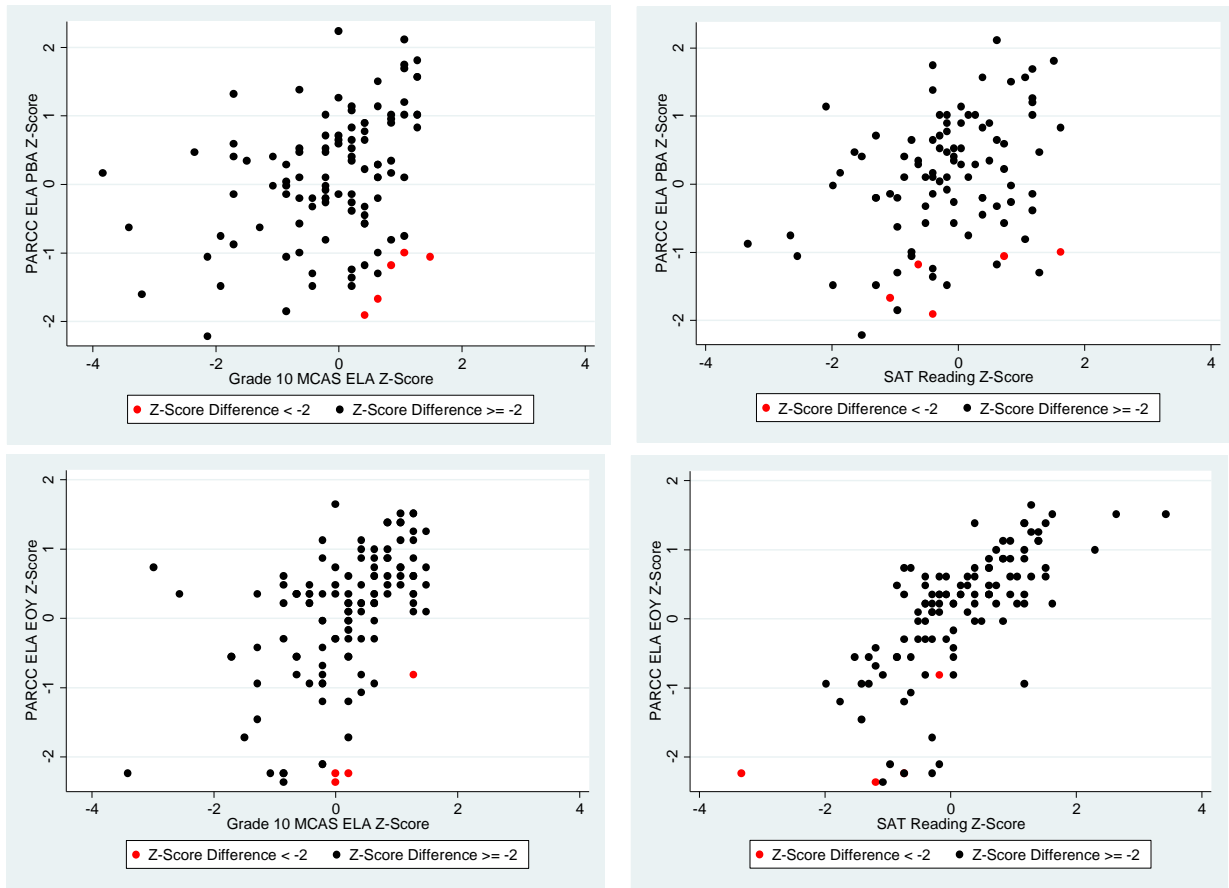
Threshold	MCAS ELA	MCAS Math	PARCC ELA PBA	PARCC Math PBA	PARCC ELA EOY	PARCC Math EOY	PARCC Algebra II EOY	Total
Less than -2	0.9	0.0	4.7	0.0	3.3	0.0	2.5	1.6
Less than -1.5	1.8	0.8	11.2	3.5	7.4	2.6	5.8	4.7
Less than -1	15.0	6.5	13.1	14.9	15.6	10.4	16.7	13.1
Greater than 1	14.2	11.4	19.6	13.2	9.8	13.9	15.0	13.8
Greater than 1.5	8.8	6.5	10.3	7.0	3.3	7.0	5.0	6.8
Greater than 2	4.4	3.3	7.5	3.5	1.6	3.5	0.8	3.4
<b>N Total</b>	<b>113</b>	<b>123</b>	<b>107</b>	<b>114</b>	<b>122</b>	<b>115</b>	<b>120</b>	<b>814</b>

Source: Authors' calculations, based on study-administered MCAS and PARCC scores and 10th grade baseline MCAS scores.

Note: Z-score differences were calculated based on the z-score of the exam taken minus the z-score of the students' relevant grade 10 MCAS exam. The threshold categories are cumulative (e.g. the "Less than -1" category represents the percentage of *all* students whose 2015 test scores were more than one standard deviation below their 10th grade MCAS scores, which includes the students in the "Less than -1.5" and the "Less than -2" categories).

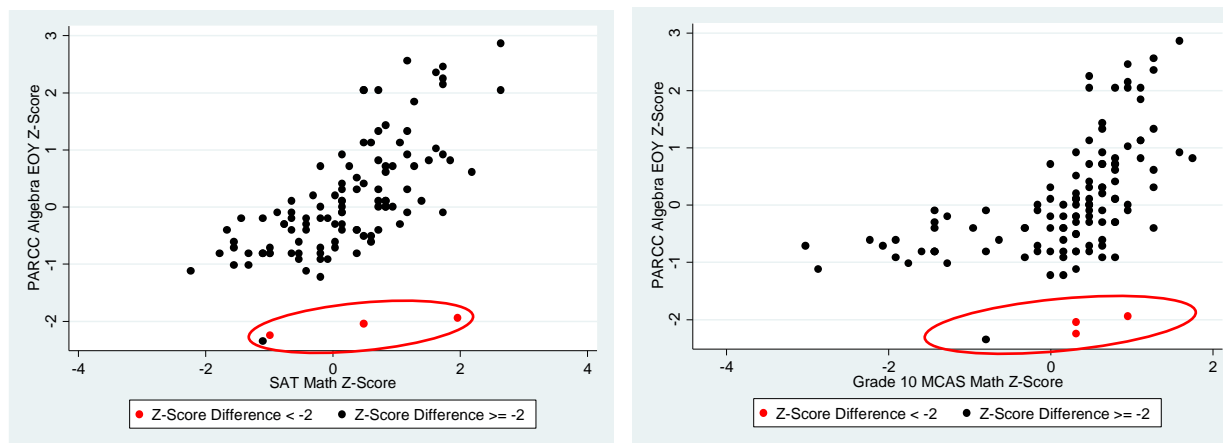
<sup>a</sup> The sample consists of 814 students, which represents all students with baseline 10th grade MCAS scores, after removing 8 students who had incomplete exams and 7 students who took more than one exam. The denominator for each test is the total number of students who took that exam and had 10th grade MCAS scores.

Figure A.1. Relationships between PARCC scores and high school exam scores



Source: High school data from the MA Department of Elementary and Secondary Education and 2015 MCAS and PARCC data.

Figure A.2. Relationships between PARCC Algebra II scores and high school exam scores



Source: High school data from the MA Department of Elementary and Secondary Education and 2015 MCAS and PARCC data.

## B. Baseline equivalence

We compared the baseline (pre-test) characteristics of students taking the different assessments to ensure that the random assignment process succeeded in creating equivalent groups of students. If the random assignment procedure worked correctly, the characteristics of students should be the same across groups, on average. If the groups are equivalent, we can be confident that any differences in outcomes across groups are attributable to the test forms and not to background differences among the students.

We assessed the baseline equivalence of the study sample in two ways: by comparing all seven test groups and by comparing the MCAS versus the PARCC test groups. First, we tested for the equivalence of student characteristics across each of the seven study groups (two MCAS test groups and five PARCC test groups), by examining indicators including students' 10th grade MCAS test scores, SAT scores, first-year unadjusted college GPAs (both total GPA and subject-specific GPAs), and enrollment in at least one remedial course during the first year of college (Table A.3). Second, we compared the characteristics of the group of students who took a component of the MCAS exam to the group students who took a component of the PARCC exam. We performed these analyses both with and without the PARCC Algebra II EOY (Tables A.4 and A.5, respectively), since the Algebra II test scores were not part of the study's multi-component analyses that compared multiple PARCC test-forms to the MCAS. The final analytic sample of 847 students was used to conduct the equivalence analyses (although some of these students were missing baseline data for one or more indicators).

We tested the equivalence of ten high school and college characteristics across all seven groups<sup>23</sup> and found no statistically significant differences in 10th grade MCAS scores, SAT writing scores, college GPAs, or enrollment in remedial courses (see Table A.3). Across the study groups, we found some differences in SAT Reading scores, which ranged from an average of 475 to 512 per group, and in SAT Math scores, which ranged from an average of 501 to 537 per group. These differences were approximately one-third of a standard deviation of SAT scores in the study sample. After accounting for the number of different tests in the equivalence analysis, these differences were not statistically significant.

To account for multiple comparison groups and multiple outcomes, which increases the likelihood that a chance difference is incorrectly labeled as statistically significant, we applied the Benjamini-Hochberg (B-H) correction method (Benjamini & Hochberg, 1995). This method reduces the probability of false positives, or incorrectly concluding that there are statistically significant differences when variation simply occurred by chance. With this adjustment, none of the differences in student characteristics were statistically significant.

When comparing the MCAS test takers to PARCC test takers,<sup>24</sup> we found no statistically significant differences in any high school indicators, but we did find notable differences in college performance indicators; the differences in total GPA, ELA GPA, and math GPA were all statistically significant (see Table A.5). On average, students in the PARCC group had slightly higher GPAs than the students in the MCAS group. The PARCC group's average total GPA was 0.15 points higher than the MCAS group's average total GPA, and the differences in the subject-specific GPAs ranged from 0.19 to 0.21, on average. By comparison, the difference between a B and a B+ represents 0.30 GPA points. When the PARCC Algebra II EOY exam was excluded from the analysis, only the differences in ELA GPA and math GPA were statistically significant (see Table A.5). However, as with our analysis of equivalence across the seven testing groups, after adjusting for the number of different indicators we examined none of the differences in either analysis (including or excluding the PARCC Algebra II exam) remain statistically significant.

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<sup>23</sup> We regressed each indicator on dummy variables for six of the seven “treatment” groups (omitting one exam category). Then, we conducted a post-regression F-test to test whether the coefficients characterizing the exams’ relationships with each of the outcomes were jointly statistically significantly different from zero.

<sup>24</sup> We regressed each indicator on a dummy variable for PARCC versus non-PARCC, in other words, PARCC versus MCAS. Since there were only two groups, we used the T-results from the regression coefficient of the “treatment” dummy to determine whether the difference between the two groups were statistically significantly different than 0.

Table A.3. Baseline test scores and college performance of students in the seven testing groups

	MCAS ELA	MCAS Math	PARCC EOY Algebra	PARCC EOY ELA	PARCC EOY Math	PARCC PBA ELA	PARCC PBA Math	All students	P-value of F-test	Significant after adjusting for multiple comparisons?
<b>High School MCAS ELA Score</b>										
Mean	256	255	257	257	255	255	257	256	0.26	No
SD	9	11	9	9	9	10	9	9		
N	113	123	116	122	115	107	114	810		
<b>High School MCAS Math Score</b>										
Mean	257	256	260	259	258	257	259	258	0.46	No
SD	13	14	12	12	12	13	12	13		
N	113	123	116	122	115	107	114	810		
<b>SAT Reading Score</b>										
Mean	495	495	512	507	475	479	507	496	0.03*	No
SD	74	94	94	89	86	88	88	88		
N	102	105	106	114	105	96	109	737		
<b>SAT Math Score</b>										
Mean	505	510	537	533	513	501	517	517	0.04*	No
SD	81	92	87	84	81	95	92	88		
N	102	105	106	114	105	96	109	737		
<b>SAT Writing Score</b>										
Mean	475	477	497	490	468	470	486	481	0.25	No
SD	87	94	85	88	90	87	87	89		
N	102	105	106	114	105	96	109	737		
<b>Total GPA (Original)</b>										
Mean	2.90	2.92	3.12	3.07	3.00	3.00	3.08	3.01	0.25	No
SD	0.81	0.83	0.63	0.74	0.68	0.80	0.64	0.74		
N	120	129	122	126	121	113	116	847		
<b>ELA GPA (Original)</b>										
Mean	3.11	2.92	3.25	3.24	3.21	3.10	3.20	3.15	0.15	No
SD	0.97	0.98	0.70	0.77	0.74	0.98	0.80	0.86		
N	109	120	119	116	109	110	108	791		
<b>Math GPA (Original)</b>										
Mean	2.59	2.47	2.77	2.74	2.67	2.83	2.69	2.68	0.15	No
SD	1.23	1.19	1.16	1.17	1.17	1.07	1.08	1.16		
N	92	100	101	101	98	87	88	667		

	MCAS ELA	MCAS Math	PARCC EOY Algebra	PARCC EOY ELA	PARCC EOY Math	PARCC PBA ELA	PARCC PBA Math	All students	P-value of F-test	Significant after adjusting for multiple comparisons?
<b>Other Subject GPA (Original)</b>										
Mean	2.94	2.99	3.19	3.10	3.01	3.00	3.12	3.05	0.12	No
SD	0.78	0.87	0.55	0.73	0.68	0.82	0.64	0.73		
N	117	127	121	125	119	112	115	836		
<b>Enrollment in Remedial Course</b>										
Proportion	0.37	0.30	0.20	0.17	0.28	0.24	0.17	0.25	0.17	No
SD	0.48	0.46	0.41	0.37	0.45	0.43	0.38	0.43		
N	120	129	122	126	121	113	116	847		

Source: High school data from the MA Department of Elementary and Secondary Education, college data from the MA Department of Higher Education, and MCAS and PARCC data.

Note: The sample of each test form excludes test scores of students who had incomplete tests, took more than one test, and performed below the guessing floor threshold. The total sample is 847 students, but baseline data were not available for all students for each indicator.

\*Significantly different from zero at the .05 level, two-tailed test.

\*\*Significantly different from zero at the .01 level, two-tailed test.

Table A.4. Baseline test scores and college performance of students who took the MCAS versus PARCC tests

High school baseline scores					College performance				
	MCAS	PARCC	P-value of T-test	Significant after adjusting for multiple comparisons?		MCAS	PARCC	P-value of T-test	Significant after adjusting for multiple comparisons?
<b>High School MCAS ELA Score</b>					<b>Total GPA (Original)</b>				
Mean	256	256	0.65	No	Mean	2.91	3.06	0.03*	No
SD	10	9			SD	0.82	0.70		
N	236	574			N	249	598		
<b>High School MCAS Math Score</b>					<b>ELA GPA (Original)</b>				
Mean	257	259	0.23	No	Mean	3.01	3.20	0.02*	No
SD	14	12			SD	0.98	0.80		
N	236	574			N	229	562		
<b>SAT Reading Score</b>					<b>Math GPA (Original)</b>				
Mean	495	497	0.88	No	Mean	2.53	2.74	0.01**	No
SD	84	90			SD	1.21	1.13		
N	207	530			N	192	475		
<b>SAT Math Score</b>					<b>Other Subject GPA (Original)</b>				
Mean	508	521	0.27	No	Mean	2.96	3.09	0.08	No
SD	87	88			SD	0.83	0.69		
N	207	530			N	244	592		
<b>SAT Writing Score</b>					<b>Enrollment in Remedial Course</b>				
Mean	476	483	0.57	No	Proportion	0.33	0.21	0.09	No
SD	91	88			SD	0.47	0.41		
N	207	530			N	249	598		

Source: High school data from the MA Department of Elementary and Secondary Education, college data from the MA Department of Higher Education, and MCAS and PARCC test score data.

Note: The sample of each test form excludes test scores of students who had incomplete tests, took more than one test, and performed below the guessing floor threshold. The total sample is 847 students, but baseline data were not available for all students for each indicator.

\*Significantly different from zero at the .05 level, two-tailed test.

\*\*Significantly different from zero at the .01 level, two-tailed test.

Table A.5. Baseline test scores and college performance of students who took the MCAS versus PARCC tests, excluding PARCC Algebra II EOY

High school baseline scores					College performance				
	MCAS	PARCC	P-value of T-test	Significant after adjusting for multiple comparisons?		MCAS	PARCC	P-value of T-test	Significant after adjusting for multiple comparisons?
<b>High School MCAS ELA Score</b>					<b>Total GPA (Original)</b>				
Mean	256	256	0.72	No	Mean	2.91	3.04	0.06	No
SD	10	9			SD	0.82	0.72		
N	236	458			N	249	476		
<b>High School MCAS Math Score</b>					<b>ELA GPA (Original)</b>				
Mean	257	258	0.36	No	Mean	3.01	3.19	0.04*	No
SD	14	12			SD	0.98	0.83		
N	236	458			N	229	443		
<b>SAT Reading Score</b>					<b>Math GPA (Original)</b>				
Mean	495	493	0.69	No	Mean	2.53	2.73	0.02*	No
SD	84	89			SD	1.21	1.12		
N	207	424			N	192	374		
<b>SAT Math Score</b>					<b>Other Subject GPA (Original)</b>				
Mean	508	517	0.42	No	Mean	2.96	3.06	0.17	No
SD	87	88			SD	0.83	0.72		
N	207	424			N	244	471		
<b>SAT Writing Score</b>					<b>Enrollment in Remedial Course</b>				
Mean	476	479	0.77	No	Proportion	0.33	0.21	0.08	No
SD	91	88			SD	0.47	0.41		
N	207	424			N	249	476		

Source: High school data from the MA Department of Elementary and Secondary Education, college data from the MA Department of Higher Education, and MCAS and PARCC test score data.

Note: The sample of each test form excludes test scores of students who had incomplete tests, took more than one test, and performed below the guessing floor threshold. The total sample is 847 students, but baseline data were not available for all students for each indicator.

\*Significantly different from zero at the .05 level, two-tailed test.

\*\*Significantly different from zero at the .01 level, two-tailed test.



### C. Descriptive statistics for the MCAS and PARCC analytic sample

In Table A.6 we present the number of students who took each MCAS or PARCC test form, as well as the mean raw score, the standard deviation, and the range of scores for each test. These descriptive statistics are drawn from the final analytic sample of 847 students. Each test group has roughly the same number of students; the sample size for test form ranges from 113 to 129. The scores presented in this table are raw scores; because each test form has a different number of questions, the mean, standard deviations, and ranges differ from one test form to the next.

In Figures A.3 to A.6 we present histograms of the distributions of the 2015 MCAS and PARCC raw scores.

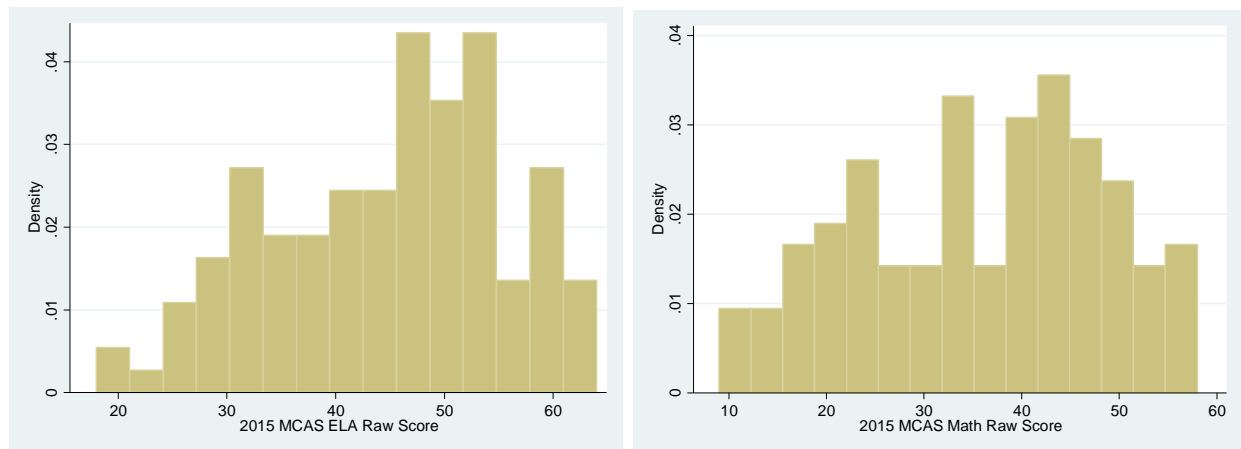
Table A.6. Summary statistics of 2015 MCAS and PARCC raw test score results

Test	N	Mean	Standard deviation	Minimum	Maximum
MCAS ELA	120	44.60	10.46	18	64
MCAS Math	129	35.83	12.56	9	58
PARCC ELA PBA	113	43.87	15.97	7	80
PARCC Math PBA	116	12.40	7.95	2	33
PARCC ELA EOY	126	29.35	7.67	11	42
PARCC Math EOY	121	21.83	8.82	7	51
PARCC Algebra EOY	122	23.84	9.09	9	51

Source: Scores from study-administered MCAS and PARCC tests.

Note: The sample of each test form excludes test scores of students who had incomplete tests, took more than one test, and performed below the guessing floor threshold.

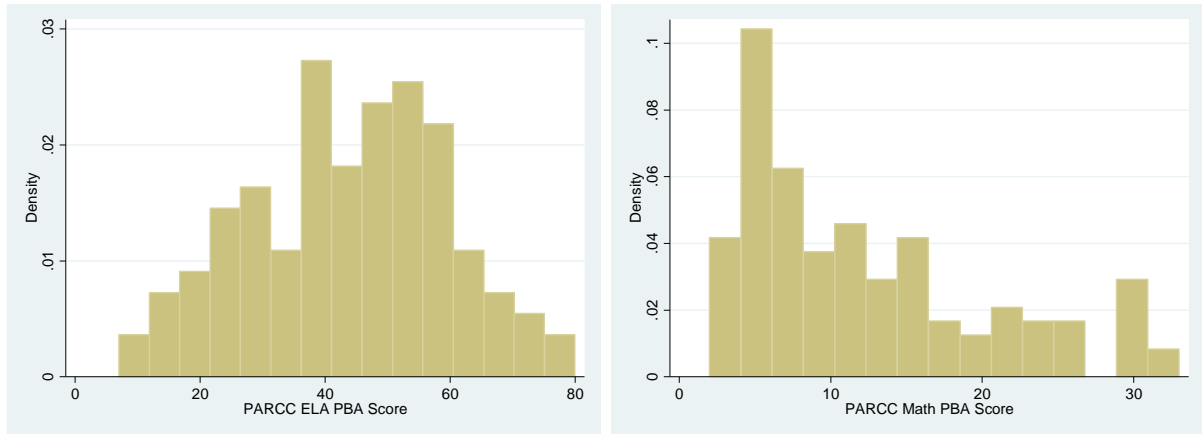
Figure A.3. Histogram of 2015 MCAS ELA and Math raw score distributions



Source: 2015 MCAS ELA raw scores from sample of 120 students. 2015 MCAS Math raw scores from sample of 129 students.

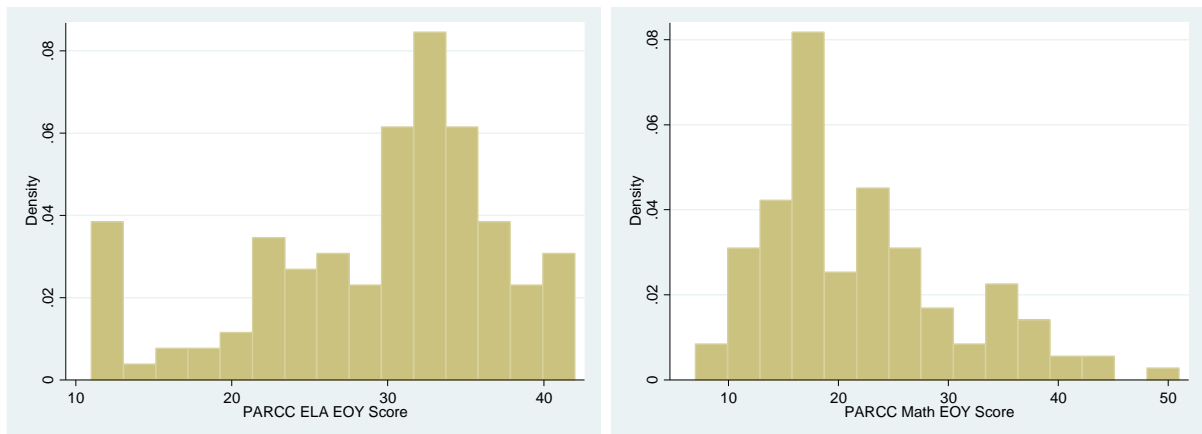
Note: The samples represented in all histogram distributions in this section exclude test scores of students who had incomplete tests, took more than one test, and performed below the guessing floor threshold.

Figure A.4. Histogram of PARCC ELA and Math PBA raw score distributions



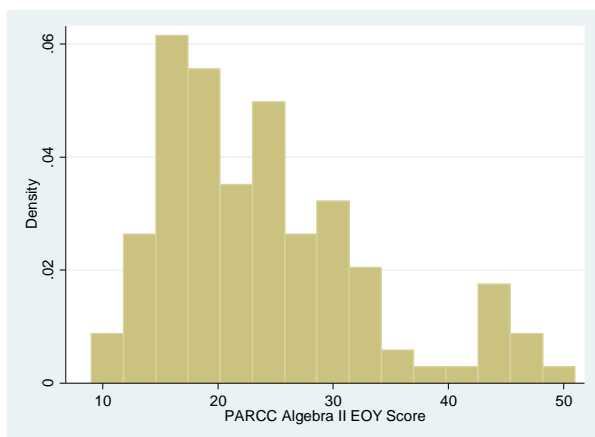
Source: 2015 PARCC ELA PBA raw scores from sample of 113 students. 2015 PARCC Math PBA raw scores from sample of 116 students.

Figure A.5. Histogram of PARCC ELA and Math EOY raw score distributions



Source: 2015 PARCC ELA EOY raw scores from sample of 126 students. 2015 PARCC Math EOY raw scores from a sample of 121 students.

Figure A.6. Histogram of PARCC Algebra II EOY raw score distributions



Source: 2015 PARCC Algebra II EOY scores from a sample of 122 students

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APPENDIX B

COLLEGE COURSE GRADE DATA

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Participating colleges and universities submitted data on college courses and grades for students who participated in the study. Because study eligibility was limited to students who were first-time freshmen, all course data were from students' first year in college. Course data included the course ID, section ID, term, course title, available credit hours, a remedial course indicator (remedial math, remedial reading, and remedial writing), and the Classification of Instructional Programs (CIP) code, a standardized code used to categorize courses by subject area and topic. Course outcome data included the outcome status (completed, withdrew, failed, incomplete, and in progress) and the course grade, either a numerical grade on a zero to four scale or a pass/fail indicator.

#### A. Data preparation

We assigned subject codes to all the courses in our sample, categorizing courses as English language arts, math, or 'other subjects' using the two-digit CIP code, which groups courses by their general subject area. We categorized some remedial courses using the subject identified in the remedial course indicator.<sup>25</sup> In our data, six courses did not have CIP codes or remedial indicators. We categorized these courses based on their course title and course descriptions from online course catalogs. Next, we identified all remedial courses, coding as remedial all courses with a remedial course indicator and an additional three courses that did not have a remedial indicator but were categorized as remedial based on their two-digit CIP code.

The course grade variable included either numerical grades, on a zero to four scale, or pass/fail grades reported as 'P' or 'F.' Additionally, some course entries gave a grade 'zero' to students who withdrew or did not complete the course, while other entries provided no grade value in cases of withdrawals. To create a consistent numerical grade variable across all courses, we coded grades as missing for all course showing a status of 'withdrew,' 'incomplete,' or 'in progress.' In addition, we coded all "P" grades as missing because we did not have a consistent numerical grade to associate with these entries across subjects and campuses. Finally, we coded grades to have a value of zero for all courses with an outcome of 'failed' or 'F.'

#### B. Summary of unadjusted course grades

Table B.1 summarizes the unadjusted course grades for students included in our analyses. The average course grade was 3.08, but varied by course level, subject, and institution. The average grade in English language arts courses, for example, was 3.18, while the average grade in math courses was 2.68. By campus, average grades ranged from a low of 2.77 at Quinsigamond Community College to a high of 3.42 at the University of Massachusetts, Lowell.

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<sup>25</sup> For courses coded with the two-digit CIP code of "32," indicating a remedial course, we categorized them based on the full six-digit CIP code, which provides a more detailed subject grouping. When the six-digit CIP code did not indicate a specific subject, we used the subject identified in the remedial course indicator.

Table B.1. Summary of unadjusted course grades

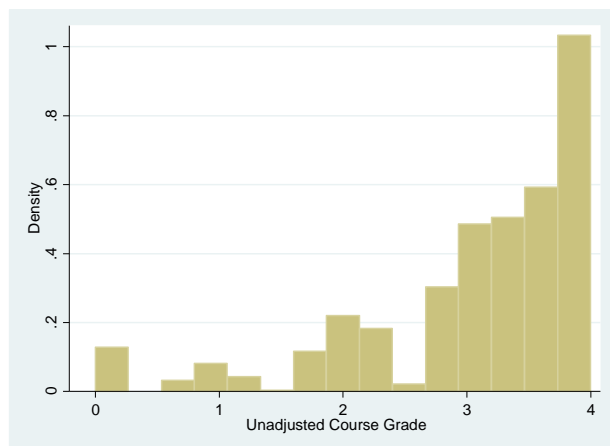
	Number of courses	Average grade	Standard deviation
All courses	7,698	3.08	0.99
<b>By remedial status</b>			
Remedial	254	2.44	1.42
Non-remedial	7,444	3.10	0.96
<b>By course subject</b>			
English language arts	1,529	3.18	0.91
Math	1,014	2.68	1.23
Other subjects	5,155	3.13	0.94
<b>By institution</b>			
Berkshire Community College	209	2.95	1.26
Bristol Community College	255	3.17	1.00
Bunker Hill Community College	282	3.14	1.10
Massasoit Community College	355	2.98	1.20
Middlesex Community College	347	2.83	1.11
Quinsigamond Community College	290	2.77	1.20
Bridgewater State University	1,930	3.11	0.94
Massachusetts Maritime Academy	1,162	2.84	0.88
Salem State University	1,081	3.12	0.99
University of Massachusetts-Boston	716	3.10	1.03
University of Massachusetts-Lowell	1,071	3.42	0.73

Source: College data from the MA Department of Higher Education.

Note: Excludes grades of students who had incomplete tests, took more than one test, or performed below the guessing floor threshold on a test.

Figure B.1 shows the overall distribution of grades. The unadjusted course grade distribution skews to the right, with the grade range of 3.6 to 4.0 containing the highest density of courses.

Figure B.1. Distribution of unadjusted course grades across all courses



Figures B.2, B.3, and B.4 compare the distribution of grades by remedial status, subject, and institution. As these figures show, remedial courses have a much larger concentration of failing grades compared with non-remedial courses, and math courses have a larger concentration of

grades below 3.0 compared with English language arts courses and courses in other subjects.<sup>26</sup> The distribution of course grades also differs by institution. Some institutions, like Massasoit and Quinsigamond Community Colleges, have a larger concentration of course grades below 2.0, while other institutions, like the University of Massachusetts, Lowell, have a higher concentration of grades above 2.0.

Figure B.2. Distribution of unadjusted course grades by remedial status

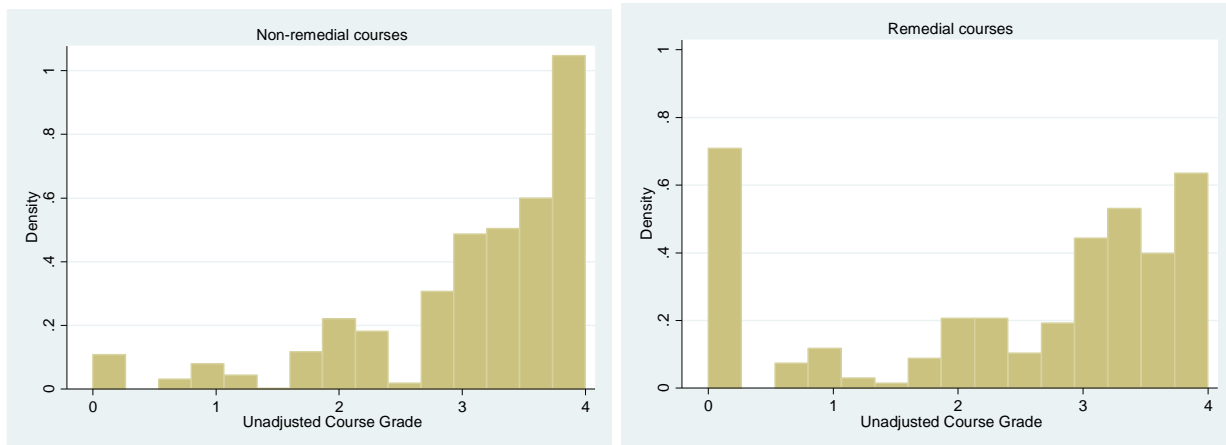
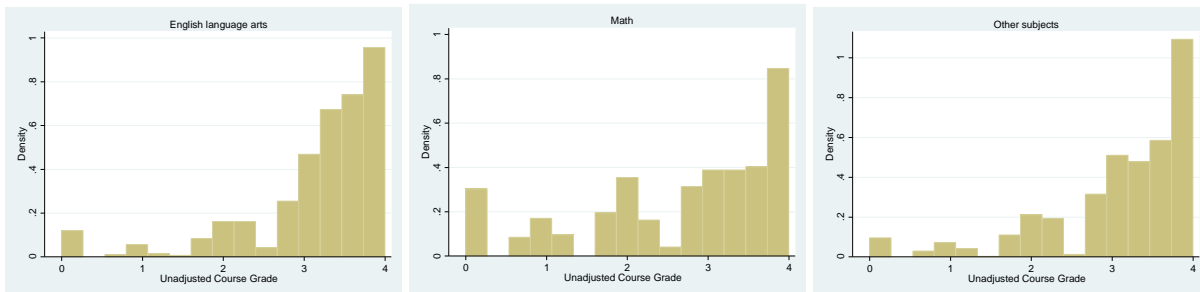


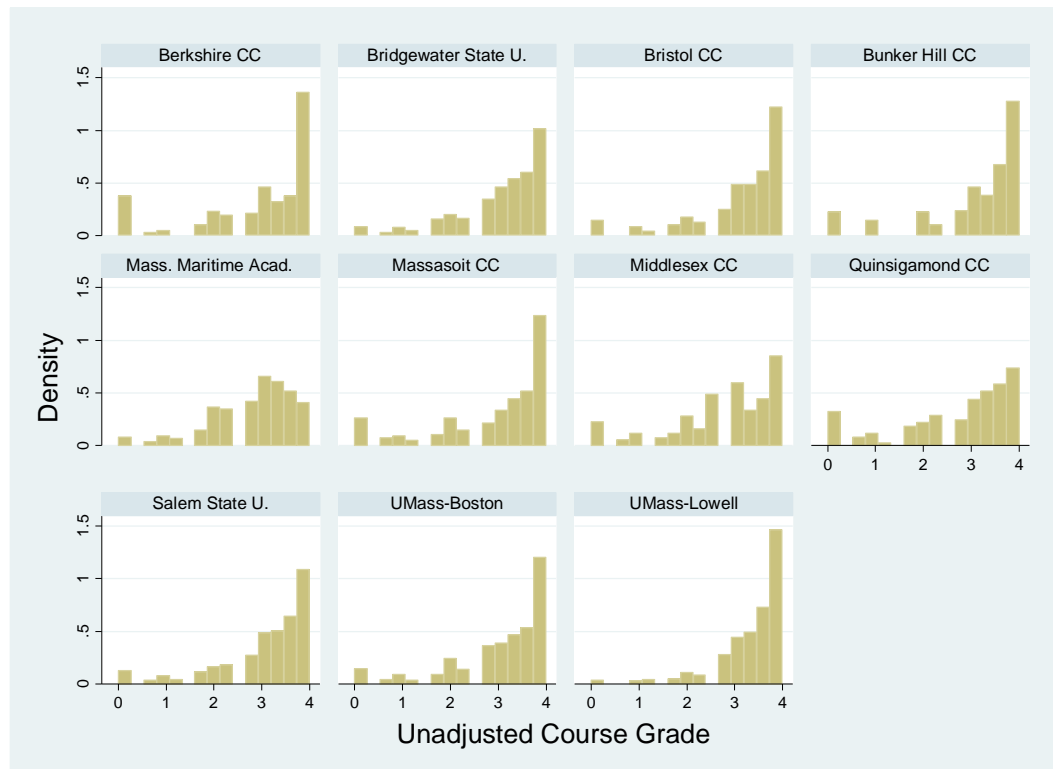
Figure B.3. Distribution of unadjusted course grades by subject



<sup>26</sup> As we describe below, when remedial grades in the same subject are examined within-student, that is comparing the grades a student receives in remedial courses with the grades that same student receives in non-remedial courses, remedial grades are *higher* on average. This indicates that remedial courses are less difficult than non-remedial courses, and that grades in remedial courses do not represent the grades students would receive in a college-level course.



Figure B.4. Distribution of unadjusted course grades by institution



### C. Standardizing course grades

As the above tables and figures show, the distribution of grades vary by institution, course type, and subject. This variation is likely produced by a combination of two different factors: (1) differences in the academic preparation of students enrolling in each campus; and (2) differences in the rigor of grading standards and difficulty of the courses selected by students across campuses. Because this study uses course grades as a measure of college readiness, it is important to isolate the variation in grades that is due to students' college preparedness. Failing to do this could bias the study's findings by allowing some students to appear more "college ready" by taking easier courses or courses with more lax grading standards. To standardize course grades, we used a two-step process: first, we adjusted grades for whether the course was a remedial course and second, we adjusted grades for the institution and course subject.

**Remedial course grade adjustments.** Grades in remedial courses represent a different level of college readiness than grades in non-remedial courses. A student who receives an "A" in a remedial math course, for example, may have only received a "C" if that student were taking a college-level math course. Because this study uses course grades as a measure of college readiness, it is important to adjust remedial course grades to reflect how students would perform in a college-level course in the same subject.

To do this, we conducted a within-student analysis, comparing the remedial and non-remedial course grades of students who took *both* a remedial and non-remedial course in the same subject area during their first year of college. We used a linear regression with unadjusted numerical grades as the dependent variable and a variable indicating if a course was a remedial

course as the independent variable. This allowed us to calculate the average difference within students between remedial and non-remedial grades in the same subject (we repeated this analysis separately for English language arts and math courses).

We found that, on average, students' grades in remedial math courses were 0.71 points higher than the same students' grades in non-remedial math courses. Therefore, we adjusted grades in remedial math courses downward by 0.71 points. For English language arts, students' grades were 0.36 points higher in remedial courses, so we adjusted grades in remedial ELA courses downward by 0.36 points.<sup>27</sup>

**Adjustments for course subject and institution.** In our second step, we adjusted grades for the course subject area and the institution in which the student was enrolled. We used a linear regression model with students' numerical grades (after the adjustment for remedial courses) as the dependent variable and dummy variables for each institution and subject area (math, English language arts, and other) as the independent variables. We saved the residuals from this regression model, rescaled them to a zero to four grade point scale, and defined the resulting variable as the "adjusted GPA" outcome used for the study's core analyses of MCAS and PARCC.

The following statistical equation describes the regression formula used to adjust grades for course subject and institution:

$$(1) \quad GPA_{i,j,c} = \beta_1 ELA_j + \beta_2 Math_j + \delta_c \mathbf{Campus}_c + e_{i,j,c}$$

In the model,  $GPA_{i,j,c}$  is a grade for course  $i$  in subject  $j$  (English language arts, math, or other subjects) at campus  $c$ .  $ELA$  is an indicator variable for whether a course was an ELA course,  $Math$  is an indicator variable for whether a course was a math course, and  $\mathbf{Campus}$  represents a vector of indicator variables for each campus. The two  $\beta$  coefficients represent the estimated relationship between a student's course grade and whether that course was an ELA or math course, controlling for the campus in which the student was enrolled. The vector of coefficients  $\delta$  show the fixed effect on course grades for each campus (controlling for the course subject). The residuals from this regression,  $e$ , represent the adjusted grades that form the basis of the study's standardized GPA variables for each student.

We also tested an alternative grade standardization procedure that adjusts our estimates of the campus fixed effects to account for campus selectivity (i.e. estimating these fixed effects while controlling for students' prior high school MCAS scores), thereby allowing the average course grade to vary across institutions and subjects. Using this other approach had no effect on our overall findings. Additional information on this alternative grade adjustment can be found in Appendix D.

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<sup>27</sup> The order of remedial and non-remedial course taking differed by subject. Students took remedial math courses prior to taking college-level math courses, while half of students who took both remedial and non-remedial ELA courses took them during the same academic term. This may influence the remedial/non-remedial grade differences, with a smaller difference between remedial and non-remedial ELA grades because the courses were taken simultaneously.

#### D. Summary of adjusted course grades

Table B.2 summarizes the adjusted course grades for students included in our analyses. The average adjusted course grade was 2.71, with no remaining variation by subject and institution due to the grade standardization procedures described above. After standardization, grades in remedial courses did remain lower on average than grades in non-remedial courses; this occurs because our adjustment procedure for remedial courses involved a separate within-student analysis.

Table B.2. Summary of adjusted course grades

	Number of courses	Average grade	Standard deviation
All courses	7,698	2.71	0.74
<b>By remedial status</b>			
Remedial	254	2.18	0.93
Non-remedial	7,444	2.73	0.72
<b>By course subjects</b>			
English language arts	1,529	2.71	0.69
Math	1,014	2.71	0.91
Other subjects	5,155	2.71	0.71
<b>By institution</b>			
Berkshire Community College	209	2.71	0.93
Bristol Community College	255	2.71	0.76
Bunker Hill Community College	282	2.71	0.85
Massasoit Community College	355	2.71	0.91
Middlesex Community College	347	2.71	0.84
Quinsigamond Community College	290	2.71	0.90
Bridgewater State University	1,930	2.71	0.71
Massachusetts Maritime Academy	1,162	2.71	0.66
Salem State University	1,081	2.71	0.76
University of Massachusetts-Boston	716	2.71	0.77
University of Massachusetts-Lowell	1,071	2.71	0.57

Source: College data from the MA Department of Higher Education and authors' calculations.

Note: Excludes grades of students who had incomplete tests, took more than one test, or performed below the guessing floor threshold on a test.

Figure B.5 shows the distribution of adjusted grades. While the adjusted course grades still skew to the right, they are more evenly distributed across the grade point scale. Figures B.6, B.7, and B.8 compare the distribution of grades by remedial status, subject, and institution. As with the overall grades, the grade adjustments resulted in a more even distribution, with a smaller concentration of courses with high grades and a larger concentration with middle-to-low grades.

Figure B.5. Distribution of adjusted course grades across all courses

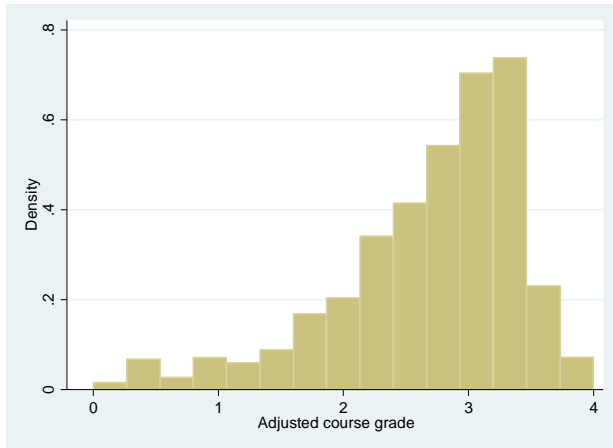


Figure B.6. Distribution of adjusted course grades by remedial status

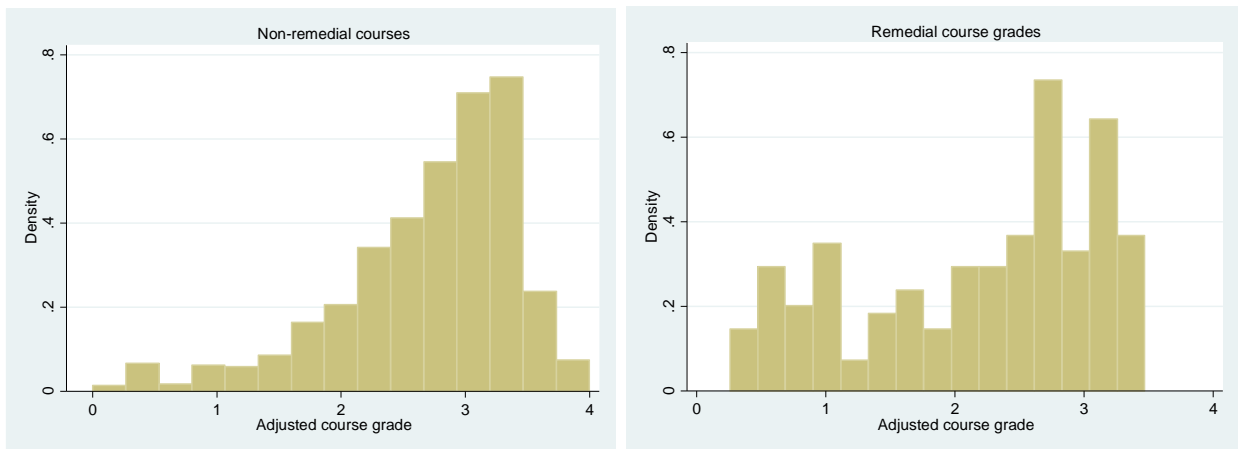


Figure B.7. Distribution of adjusted course grades by course subject

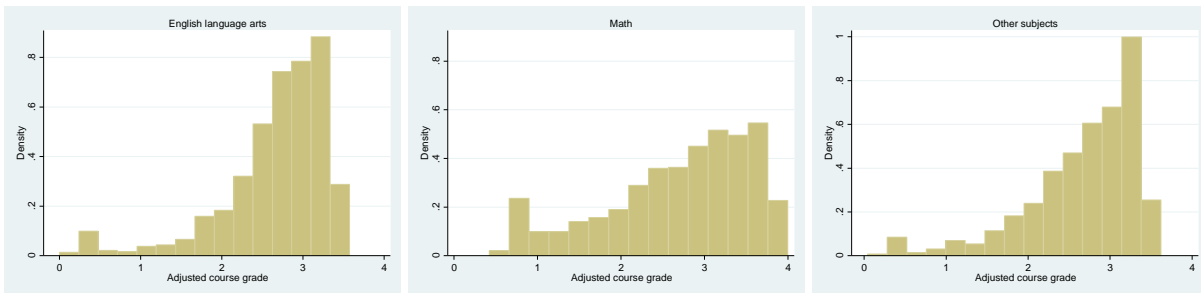
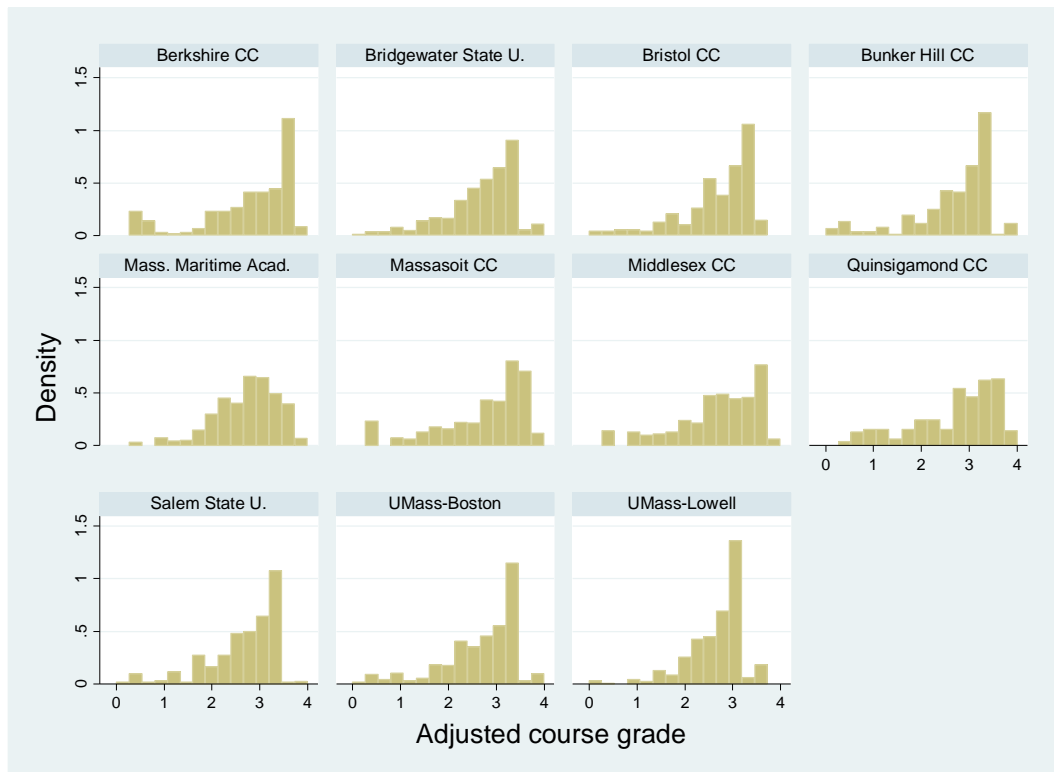


Figure B.8. Distribution of adjusted course grades by institution



## APPENDIX C

### ANALYSIS METHODS FOR MULTIPLE TEST COMPONENTS

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Policymakers are interested in learning about the total predictive validity of the PARCC examination, which consists of both PBA and EOY components in math and ELA. However, we cannot directly examine scores on the entire PARCC test in our study data; to minimize the burden on participating students, the state only tested study participants in a single test component (either the PBA or EOY component of either the math or ELA exam). This is potentially problematic, because if the PBA and EOY test forms measure different aspects of college preparation in math or ELA, the *combination* of these forms will have a substantially different amount of predictive validity than each component does in isolation.

To address this, we used an approach that is able to combine the results from different test-takers who completed different sub-tests, using information about how these test components are related to each other. By analyzing the relationship between scores on two different test components, we can infer what the combined relationship should be between scores on those two components and a third variable of interest (i.e., college GPA or enrollment in remedial college courses).

Specifically, we obtained data on the correlations between exam components that were observed among test-takers who are outside the study sample. MCAS between-component correlations were provided by the Department of Elementary and Secondary Education (with the correlations based on all 2014 test-takers in the state), and PARCC between-component correlations were provided by Pearson (based on a much smaller sample of 2015 test-takers involved with pilot-testing the PARCC exam). We used the following between-component correlations:

1. 10th grade MCAS ELA versus 10th grade MCAS math
2. PARCC integrated math II PBA versus PARCC integrated math II EOY
3. PARCC grade 10 ELA PBA versus PARCC grade 10 ELA EOY
4. PARCC integrated math II PBA versus PARCC grade 10 ELA EOY
5. PARCC integrated math II PBA versus PARCC grade 10 ELA PBA
6. PARCC integrated math II EOY versus PARCC grade 10 ELA EOY
7. PARCC integrated math II EOY versus PARCC grade 10 ELA PBA

Using these correlations requires an important assumption, namely that the between-component correlations observed outside the study sample (which are based on all high school test-takers, regardless of whether they are on track to graduate or enroll in college) apply equally well to the students in the study sample (all of whom are college enrollees). If in fact the correlations between test components among the general high school population do not hold for the study sample, the study's inferences regarding the predictive validity of multiple test components may be biased in some way. However, we do not have any reason to suspect that such a bias would be systematically more favorable or less favorable to either exam.

To demonstrate how we applied these between-component correlations in the analysis, consider an analysis of the combined predictive validity of the PARCC EOY and PBA



components in a single subject (mathematics) relative to a single outcome (GPA).<sup>28</sup> We begin by estimating the following two equations using the student-level test score data collected for the study:

$$(1) \quad GPA_i = a_1 + \beta_{pba} * PBA_i + \varepsilon_1$$

$$(2) \quad GPA_i = a_2 + \beta_{eoy} * EOY_i + \varepsilon_2$$

where GPA represents the (standardized) grade point average of student  $i$ ,  $a$  is an intercept term,  $PBA_i$  and  $EOY_i$  are the student scores on each exam,  $\varepsilon$  is an error term, and  $\beta_{pba}$  and  $\beta_{eoy}$  are regression coefficients of interest representing the relationship between student scores and GPA separately for the two test components.

Next, we inserted the between-component correlation provided by Pearson into the conventional equation for omitted variable bias, shown below, to extrapolate an additional type of value: the relationship between each test component and GPA, adjusting for scores on the missing component of each exam. The omitted variable bias equations account for the fact that EOY scores were left out of equation (1) and PBA scores were left out of equation (2). The equations are:

$$(3) \quad \beta_{pba} = \delta_{pba} + \left( \delta_{eoy} * corr(PBA, EOY) \right) \left( \frac{StdDev(EOY)}{StdDev(PBA)} \right)$$

$$(4) \quad \beta_{eoy} = \delta_{eoy} + \left( \delta_{pba} * corr(PBA, EOY) \right) \left( \frac{StdDev(PBA)}{StdDev(EOY)} \right)$$

where  $\beta_{pba}$  and  $\beta_{eoy}$  are observed in equations (1) and (2),  $corr(PBA, EOY)$  is the correlation between test components provided by Pearson,  $StdDev(PBA)$  is the standard deviation of PBA scores in the study data, and  $StdDev(EOY)$  is the standard deviation of EOY scores in the study data. Because we are left with only two unknown values in equations (3) and (4), we can then rearrange terms to solve for the values of  $\delta_{pba}$  and  $\delta_{eoy}$ . Solving these equations allows us to calculate the coefficients for a regression of GPA on both test components:

$$(5) \quad GPA_i = a + \delta_{pba} * PBA_i + \delta_{eoy} * EOY_i + \varepsilon$$

The final step in the analysis procedure is to solve for the correlation coefficient provided by this regression. We can calculate that correlation using the following equation, which is derived from the standard formula for the coefficient of determination ( $R^2$ ) of regression (5):

---

<sup>28</sup> This procedure is designed solely for two examination components; the study's analyses examined the combined predictive validity of only two MCAS or PARCC examination components at a time.

$$\begin{aligned}
 (6) \quad r_{pba, eoy} &= \sqrt{\frac{\text{var}(\delta_{pba} * PBA_i + \delta_{eoy} * EOY_i)}{\text{var}(GPA_i)}} \\
 &= \sqrt{\frac{\delta_{pba}^2 \text{var}(PBA_i) + \delta_{eoy}^2 \text{var}(EOY_i) + 2\delta_{pba} \delta_{eoy} \text{cov}(PBA, EOY)}{\text{var}(GPA_i)}}
 \end{aligned}$$

In this equation every term is either observed directly in the data or derived in steps (1) through (4). The items directly observed in the study's student-level data are the variance of PBA scores,  $\text{var}(PBA)$ , the variance of EOY scores,  $\text{var}(EOY)$ , the covariance of PBA and EOY scores,  $\text{cov}(PBA, EOY)$ , and the variance of GPA for students who took either the PBA or EOY exam,  $\text{var}(GPA)$ . The values of  $\delta_{pba}$  and  $\delta_{eoy}$  are calculated in steps (1) through (4). Using these values we are able to calculate  $r_{pba, eoy}$ , which represents the combined correlation of the PBA and EOY test components with college GPA.

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APPENDIX D  
SENSITIVITY ANALYSES

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We conducted a series of sensitivity analyses to test the robustness of the findings presented in the main report. First, we re-estimated the correlations for each test using students' original (unadjusted) GPAs and also tested if our findings were robust to using an alternative approach to standardizing GPAs. Second, we included students' baseline SAT scores as controls in the models to test whether the small baseline differences in SAT scores had effects on the results. Next, we estimated correlations using models that specified alternative functional forms, since descriptive analyses revealed some evidence of non-linearity in the relationship between college GPA and scores on some components of the PARCC and MCAS exams. We also compared the correlations between raw MCAS scores and college GPA (the correlations in our main analysis) to the correlations for scaled MCAS scores. Finally, we compared the correlations between 10th grade MCAS scores and college GPA to the correlations between study-administered MCAS scores and college GPA.

#### A. Correlations between MCAS/PARCC exams and original grades

We also analyzed the correlation between each of the seven MCAS and PARCC test components and original (unstandardized) college GPA. The purpose of this sensitivity analysis is to assess whether the conclusions we drew were the result of our adjustment procedure for college GPA. This is a check to see whether the standardization of GPA is masking differences between the MCAS and PARCC exams and biasing results. As we observe in Table D.1, none of the differences between MCAS and PARCC correlations are statistically significant, and the magnitudes of these correlations are similar to the study's primary results that use our standardized measure of GPA. We therefore conclude that the results are robust to the GPA adjustment.

#### B. Correlations between MCAS/PARCC exams and adjusted grades using an alternative grade standardization approach

We tested an alternative approach to standardizing college GPA to determine if our findings are robust to the method of grade standardization. In this approach, we standardized grades using a four step process. First, we adjusted grades for remedial courses as described in Appendix B. Second, we used a linear regression model with students' numerical grades (after the adjustment for remedial courses) as the dependent variable, and students' high school MCAS scores in ELA and math, dummy variables for each institution, and dummy variables for each subject (ELA and math) as the independent variables. By adding high school MCAS scores to the model, we control for students' ability prior to entering college. As a result, the coefficients for the institutions and subject area terms are adjusted for differences in the underlying ability of students in those campuses and courses; this model attempts to better isolate institutional or course effects (such as different grading standards or varying levels of difficulty). In our third step, we calculate a "predicted" course grade using these adjusted coefficients for each institution and subject area. Finally, we subtract the predicted grades from students' numerical grades (after adjusting for remedial courses). We defined the resulting residual grade as the basis for students' alternative adjusted GPA.

We then analyzed the correlations between each of the individual MCAS and PARCC exams and this new GPA variable. As shown in Table D.2, the results are very similar to our primary results, with no significant differences between the exams.

C. Correlations between MCAS/PARCC exams and adjusted grades, controlling for baseline SAT scores

We re-estimated the correlation between each of the seven MCAS and PARCC test components and adjusted college GPA, accounting for baseline SAT scores. Since we observed small baseline differences in SAT scores between testing groups, we controlled for this indicator to ensure that this baseline difference did not bias our results. In Table D.3 we present the results from this analysis. The findings are very similar to the findings in our primary analysis (which did not control for SAT scores): across 15 pairwise comparisons between PARCC and MCAS, 14 of the differences were not statistically significant. As we found in the analysis above (see table D.1) the correlation between MCAS math and other GPA (0.41) is greater than the correlation between PARCC Math EOY and other GPA (0.15); this difference is statistically significant ( $p=0.04$ ). Thus, we conclude that controlling for SAT scores does not change the study's substantive conclusions about MCAS and PARCC.

D. Correlations between MCAS/PARCC exams and adjusted grades, using non-linear models

We performed two tests to examine whether linear models provide an appropriate specification for the relationships between GPA and test scores. First, we estimated the correlations between the MCAS/PARCC exams and standardized grades using quadratic models (Table D.4). Second, we conducted a visual analysis of nonparametric models using local polynomial regression approach (Figures D.1-D.7). Both of these sensitivity tests show that using non-linear models does not meaningfully affect the study's results and findings.

We performed a sensitivity test using curvilinear models because the descriptive analyses of test scores (see Appendix A) revealed some evidence of non-linearity in the relationships between GPA and the distribution of PARCC Math PBA, PARCC Math EOY, and PARCC Algebra II EOY test scores. To assess whether this had an effect on the main results, we examined whether a quadratic model that allows the slope of regression line to curve provides better fits for the data and increases the magnitude of the correlations. We found that the magnitude of the correlations between each test and measures of GPA are nearly the same for the linear and the curvilinear models: the estimate for each correlation changes by between 0.01 to 0.06. As with our primary analyses that use a linear model, out of 15 pairwise comparisons between PARCC and MCAS 14 of the differences are not statistically significant using this new model specification.

We also performed a visual analysis of scatter plots of the tested-subject GPA and total GPA versus the seven test forms, and compared the data to local polynomial regression lines (14 comparisons in total, as shown in Figures D.1-D.7). A local polynomial regression fits a different curved regression line across small subsets of the data; this allows the functional form to vary from one part of the distribution of test scores to the next. We inspected these scatter plots to look for non-linearity in the local polynomial regression lines, and found that in nearly all cases a linear model is approximately accurate. In addition, in each of the four cases that show some curvature (one MCAS component and three PARCC components), the correlation ( $r$ -value) for the local polynomial regression model is only 0.02 to 0.06 higher than the linear model, and the difference between the linear model and the local polynomial model is not statistically

significant. In addition, there is no evidence that using a local polynomial model has a differential effect for MCAS (0.04 increase) than for PARCC (0.02, 0.04, 0.06 increases).

#### E. Correlations between raw/scaled MCAS exams and adjusted grades

We compared the correlations between raw MCAS scores and standardized grades to the scaled MCAS score correlations, and found that these two sets of correlations are almost identical (Table D.5). The purpose of this is to assess whether our findings are robust to the type of MCAS scoring system used in our main analyses. This is important because we used the raw MCAS scores to conduct the primary analyses, but the scaled scores are the ones presented to districts, schools, parents, and the public (the main report findings are based on raw MCAS scores because scaled scores were unavailable for the PARCC tests, and there was a need for consistency and comparability across tests). We found that the differences between raw and scaled MCAS correlations with college GPA range from 0.01 to 0.04, and none of these differences are statistically significant. In other words, the study's results are robust to the type of MCAS scores (raw versus scaled) used in the analyses.

#### F. External validity of the study results, relative to high school students in Massachusetts

The study's sample was restricted to first-year college students in Massachusetts public institutions who graduated from a Massachusetts public high school and were still enrolled in college in spring of their first year. This limited sample is potentially problematic for two reasons: 1) the correlations between college students' exam scores and their concurrent grades may not be representative of the correlations we would observe if we tested 10th grade students and then observed their college grades three years later, and 2) the correlations for this limited sample may not be representative of the correlations we would find if we had test scores and grades for all Massachusetts students. We conducted two additional analyses to address these issues.

##### **1. Correlations between 10th grade/2015 MCAS exams and adjusted grades**

For the students in the study sample, we compared the correlations between the scaled 10th grade MCAS scores and standardized college grades to the correlations for scaled MCAS scores on the study-administered test, and found that these two sets of correlations are almost identical (Table D.6). The purpose of this is to assess whether the concurrent validity of the MCAS exam (how well a student's score on the study-administered MCAS exam predicts course grades that same school year) is a good proxy for the predictive validity of the exam (how well that student's 10th grade MCAS performance predicted his or her first-year college grades). We found that the correlation between 10th grade MCAS scores and college GPA in the tested subject (0.31 in math and 0.20 in ELA) is statistically indistinguishable from the correlation between 2015 scores and GPA (0.32 in math and 0.19 in ELA). This suggests that in our sample study-administered test scores are providing a reasonably good proxy for students' high school test scores.

##### **2. Examining if there is a need for restriction of range adjustments**

Because our correlations are based on the range of scores of students currently enrolled in their spring semester in college, they may not represent the correlations we would find if the



study could observe scores from the full population of students in Massachusetts, such as those enrolled in private colleges and those who enrolled in college initially but left before their second semester. To test for this, we examined the statewide standard deviation of MCAS scaled scores for 10th graders in 2014 (12.0 in ELA and 16.6 in math) and compared those values to the standard deviation of MCAS scaled scores in our study sample (12.4 in ELA and 16.9 in math). Because the variation in scores in our study data is very similar to the variation found in the state as a whole, this suggests that there were no notable restricted-range problems in the analysis of MCAS scores. It was not possible to examine the population-level standard deviation of PARCC scores, however, because no Massachusetts high school students took the ELA grade 10 or Math II exams in the 2014-2015 school year (due to the fact that MCAS was still required for all 10th graders in that year).

Table D.1. Comparisons of correlations between MCAS/PARCC tests and original first-year college GPA

Test	Original total GPA		Original GPA in tested subject <sup>a</sup>	
	N	Correlation (r)	N	Correlation (r)
MCAS ELA	120	0.24	109	0.23
PARCC ELA PBA	113	0.18	110	0.14
MCAS ELA	120	0.24	109	0.23
PARCC ELA EOY	126	0.27	116	0.28
MCAS Math	129	0.36	100	0.31
PARCC Math PBA	116	0.36	88	0.35
MCAS Math	129	0.36	100	0.31
PARCC Math EOY	121	0.25	98	0.38
MCAS Math	129	0.36	100	0.31
PARCC Algebra EOY	122	0.26	101	0.26

Source: College data from the MA Department of Higher Education and MCAS and PARCC test score data.

<sup>a</sup> The tested subject is ELA for the MCAS and PARCC ELA tests, and math for the MCAS and PARCC math tests.

<sup>b</sup> Non-tested subjects include all subjects other than ELA and math.

\*Correlations are statistically distinguishable at the .05 level, two-tailed test.

\*\*Correlations are statistically distinguishable at the .01 level, two-tailed test.

Table D.2. Comparisons of correlations between MCAS/PARCC tests and GPA using an alternative GPA standardization procedure

Test	Alternate adjusted total GPA		Alternate adjusted GPA in tested subject <sup>a</sup>	
	N	Correlation (r)	N	Correlation (r)
MCAS ELA	120	0.25	109	0.24
PARCC ELA PBA	113	0.16	110	0.12
MCAS ELA	120	0.25	109	0.24
PARCC ELA EOY	126	0.28	116	0.27
MCAS Math	129	0.41	100	0.40
PARCC Math PBA	116	0.39	88	0.39
MCAS Math	129	0.41	100	0.40
PARCC Math EOY	121	0.29	98	0.45
MCAS Math	129	0.41	100	0.40
PARCC Algebra EOY	122	0.26	101	0.28

Source: College data from the MA Department of Higher Education and MCAS and PARCC test score data.

<sup>a</sup> The tested subject is ELA for the MCAS and PARCC ELA tests, and math for the MCAS and PARCC math tests.

<sup>b</sup> Non-tested subjects include all subjects other than ELA and math.

\*Correlations are statistically distinguishable at the .05 level, two-tailed test.

\*\*Correlations are statistically distinguishable at the .01 level, two-tailed test

Table D.3. Comparisons of correlations between MCAS/PARCC tests and adjusted first-year college GPA, controlling for baseline SAT scores

Test	Adjusted total GPA		Adjusted GPA in tested subject <sup>a</sup>	
	N	Correlation (r)	N	Correlation (r)
MCAS ELA	102	0.30	94	0.19
PARCC ELA PBA	96	0.23	94	0.11
MCAS ELA	102	0.30	94	0.19
PARCC ELA EOY	114	0.31	106	0.28
MCAS Math	105	0.41	83	0.48
PARCC Math PBA	109	0.45	82	0.41
MCAS Math	105	0.41	83	0.48
PARCC Math EOY	105	0.20	86	0.39
MCAS Math	105	0.41	83	0.48
PARCC Algebra EOY	106	0.39	90	0.47

Source: College data from the MA Department of Higher Education and MCAS and PARCC test score data.

<sup>a</sup> The tested subject is ELA for the MCAS and PARCC ELA tests, and math for the MCAS and PARCC math tests.

<sup>b</sup> Non-tested subjects include all subjects other than ELA and math.

\*Correlations are statistically distinguishable at the .05 level, two-tailed test.

\*\*Correlations are statistically distinguishable at the .01 level, two-tailed test.

Table D.4. Comparisons of correlations between MCAS/PARCC tests and adjusted first-year college GPA, using a quadratic regression model

Test	Adjusted total GPA		Adjusted GPA in tested subject <sup>a</sup>	
	N	Correlation (r)	N	Correlation (r)
MCAS ELA	120	0.25	109	0.24
PARCC ELA PBA	113	0.23	110	0.17
MCAS ELA	120	0.25	109	0.24
PARCC ELA EOY	126	0.28	116	0.26
MCAS Math	129	0.37	100	0.38
PARCC Math PBA	116	0.38	88	0.41
MCAS Math	129	0.37	100	0.38
PARCC Math EOY	121	0.21	98	0.41
MCAS Math	129	0.37	100	0.38
PARCC Algebra EOY	122	0.18	101	0.24

Source: College data from the MA Department of Higher Education and MCAS and PARCC test score data.

<sup>a</sup> The tested subject is ELA for the MCAS and PARCC ELA tests, and math for the MCAS and PARCC math tests.

<sup>b</sup> Non-tested subjects include all subjects other than ELA and math.

\*Correlations are statistically distinguishable at the .05 level, two-tailed test.

\*\*Correlations are statistically distinguishable at the .01 level, two-tailed test.

Figure D.1. Scatter plots of average adjusted ELA GPA (left) and average adjusted total GPA (right) versus MCAS ELA scores, with local polynomial regression line

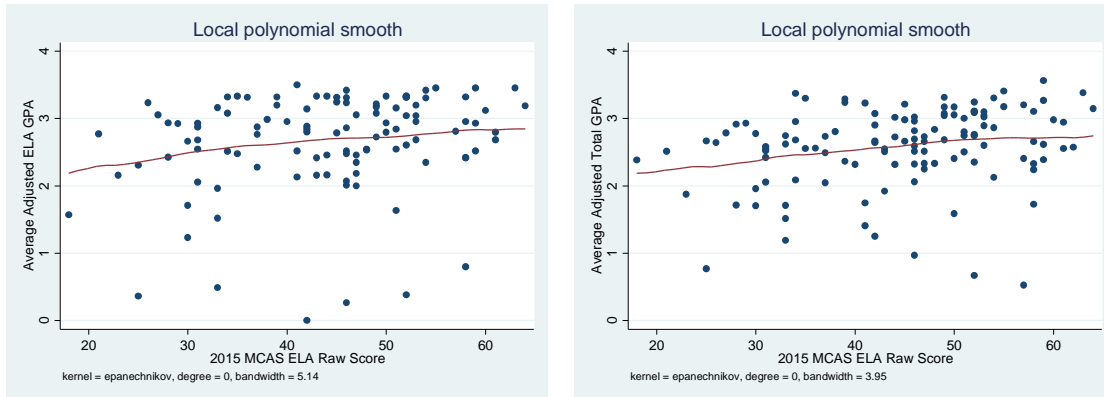


Figure D.2. Scatter plots of average adjusted math GPA (left) and average adjusted total GPA (right) versus MCAS Math scores, with local polynomial regression line

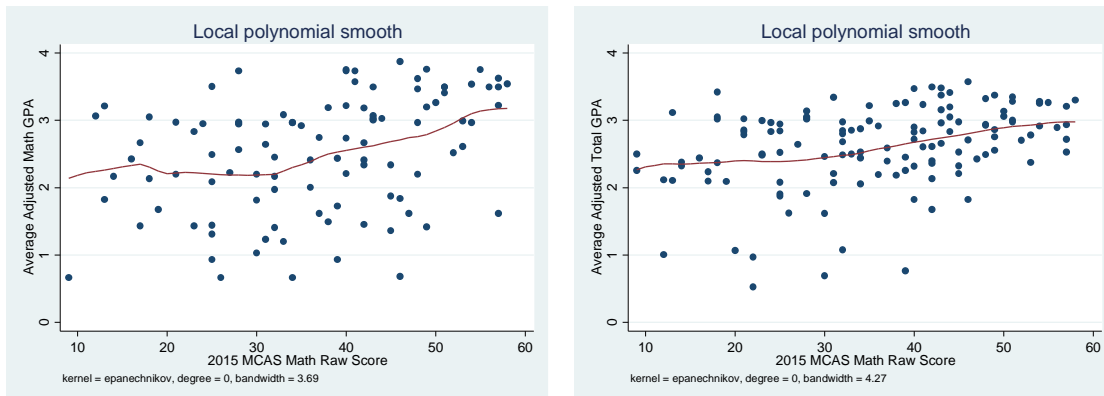


Figure D.3. Scatter plots of average adjusted ELA GPA (left) and average adjusted total GPA (right) versus PARCC ELA PBA scores, with local polynomial regression line

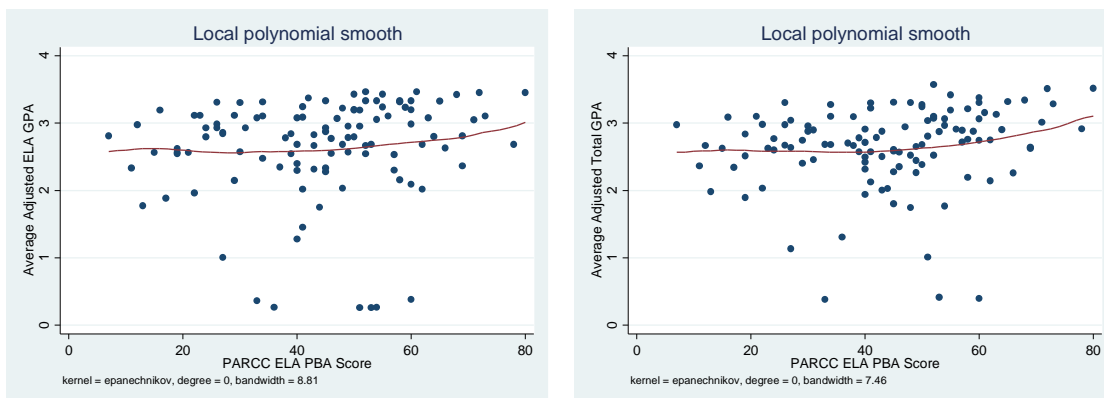


Figure D.4. Scatter plots of average adjusted ELA GPA (left) and average adjusted total GPA (right) versus PARCC ELA EOY scores, with local polynomial regression line

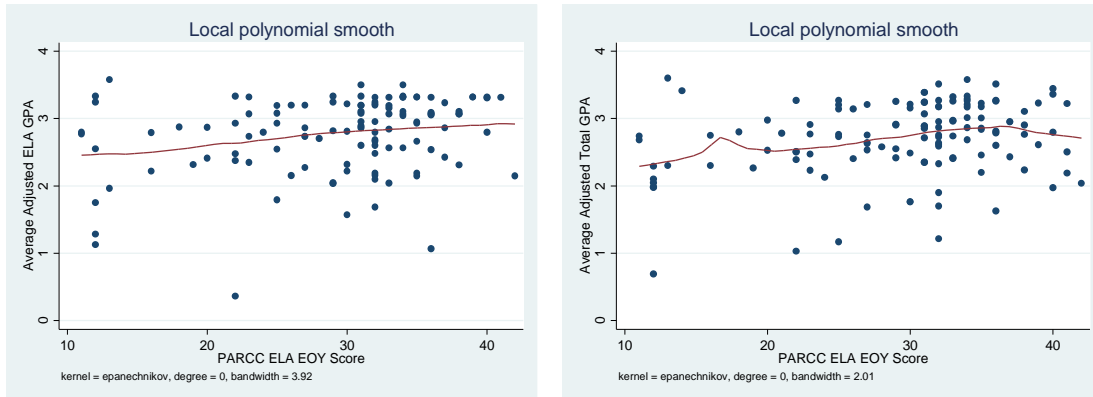


Figure D.5. Scatter plots of average adjusted math GPA (left) and average adjusted total GPA (right) versus PARCC Math PBA scores, with local polynomial regression line

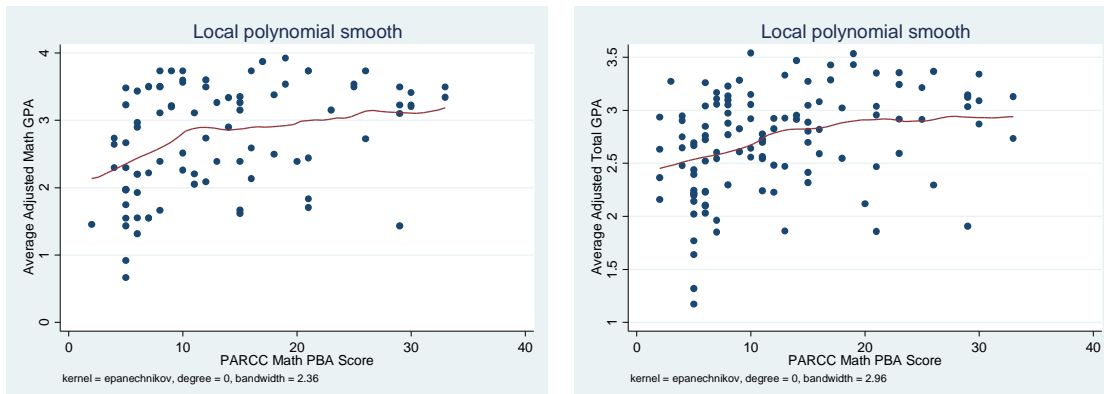


Figure D.6. Scatter plots of average adjusted math GPA (left) and average adjusted total GPA (right) versus PARCC Math EOY scores, with local polynomial regression line

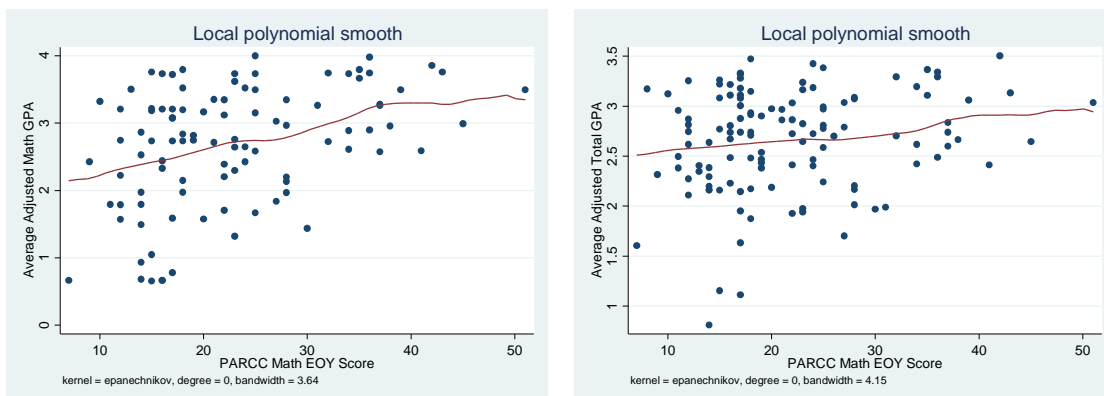


Figure D.7. Scatter plots of average adjusted math GPA (left) and average adjusted total GPA (right) versus PARCC Algebra II EOY scores, with local polynomial regression line



Table D.5. Comparisons of correlations between raw/scaled MCAS tests and adjusted first-year college GPA

Test	Adjusted total GPA		Adjusted GPA in tested subject <sup>a</sup>	
	N	Correlation (r)	N	Correlation (r)
MCAS ELA raw	120	0.25	109	0.23
MCAS ELA scaled	120	0.25	109	0.23
MCAS Math raw	129	0.36	100	0.36
MCAS Math scaled	129	0.34	100	0.32

Source: College data from the MA Department of Higher Education and MCAS and PARCC test score data.

<sup>a</sup> The tested subject is ELA for the MCAS ELA test, and math for the MCAS math test.

<sup>b</sup> Non-tested subjects include all subjects other than ELA and math.

\*Correlations are statistically distinguishable at the .05 level, two-tailed test.

\*\*Correlations are statistically distinguishable at the .01 level, two-tailed test.

Table D.6. Comparisons of correlations between 10th grade MCAS tests or study-administered MCAS tests and adjusted first-year college GPA

Test	Adjusted total GPA		Adjusted GPA in tested subject <sup>a</sup>	
	N	Correlation (r)	N	Correlation (r)
Grade 10 MCAS ELA	113	0.22	104	0.20
Study-Administered MCAS ELA	113	0.19	104	0.19
Grade 10 MCAS Math	123	0.30	95	0.31
Study-Administered MCAS Math	123	0.35	95	0.32

Source: College data from the MA Department of Higher Education and MCAS and PARCC test score data.

Note: The sample for each test pair includes students who took the study-administered MCAS test in that subject, took the MCAS test in 10th grade, and had a GPA in the specified subject.

<sup>a</sup> The tested subject is ELA for the MCAS ELA tests, and math for the MCAS math tests.

\*Correlations are statistically distinguishable at the .05 level, two-tailed test.

\*\*Correlations are statistically distinguishable at the .01 level, two-tailed test.

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## Louisiana Guide to the PARCC Assessments for Grades 3-5 English Language Arts/Literacy

This guide includes:

- [Purpose of Assessment Guide](#)
- [Introduction to PARCC](#)
- [Design of the ELA/Literacy Summative Assessments](#)
- [Overview of PARCC ELA/Literacy Claims and Reporting Information](#)
- [Evidence Statements](#)
- [PARCC Policies Affecting Test Administration](#)
- [PARCC ELA/Literacy Item Types](#)
- [Resources](#)
- [Glossary](#)

### I. Purpose of Assessment Guide

This document is designed to assist Louisiana educators in understanding the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments for grades 3-5, which will be implemented beginning in spring 2015.

### II. Introduction to PARCC

In grades 3-8 for English language arts (ELA) and mathematics, Louisiana has chosen to adopt the assessments developed by PARCC, a group of states working together to develop high-quality assessments driven by the following priorities:

- Determine whether students are college- and career-ready or “on track”
- Assess the full range of the Common Core State Standards (CCSS), including standards that are difficult to measure
- Measure the full range of student performance, including the performance of high- and low-performing students
- Provide data during the academic year to inform instruction, interventions, and professional development
- Provide data for accountability, including measures of growth
- Incorporate innovative approaches throughout the assessment system

Louisiana has been a member of the PARCC consortium since its inception. As a result, many Louisiana educators at the school, district, state, and college/university levels have and are continuing to serve on various committees. These include, but are not limited to, the development of PARCC’s policies and procedures and the extensive review of PARCC’s assessment items.



### III. Design of the ELA/Literacy Summative Assessments

The PARCC ELA/Literacy assessments focus on an integrated approach to reading and writing and are based on assessment advances that reflect an effective ELA classroom:

- careful, close reading of authentic complex literary and informational texts, not artificially produced or commissioned passages
- a full range of reading and writing across the disciplines, including science and social studies texts, and a research task that asks for the synthesis of ideas across a range of informational resources
- questions worth answering, ordered in a way that builds meaning
- a focus on students citing evidence from texts throughout the assessment (including selected-response items)
- a focus on words that matter most in the texts, which include words essential to understanding a particular text and academic vocabulary that can be found throughout complex texts
- writing tasks that require students to write to sources and allow for a range of responses that demonstrate what students know and can do

These changes are incorporated into the PARCC summative assessments for ELA/Literacy, which include two components:

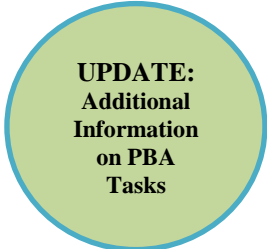
The **Performance-Based Assessment (PBA)** is administered after approximately 75% of the school year is completed. The ELA/Literacy PBA at each grade level will focus on writing effectively when analyzing texts and will include three tasks: a literary analysis, a research simulation, and a narrative task. For each task, students will be asked to read one or more texts, answer several comprehension and vocabulary questions, and write an essay that requires them to draw evidence from the text(s).

The **End-of-Year Assessment (EOY)** is administered after approximately 90% of the school year is completed. The ELA/Literacy EOY at each grade level will include at least two texts, both literary and informational, and will focus on reading comprehension. To be able to provide results quickly, the EOY will consist entirely of computer-scored items.

#### Grades 3-5 Performance Based Assessment Design

Each PBA task is based on one of the grade-level [task models](#), which include the focus of each task and the standards measured. The following descriptions and examples provide additional information on each of the PBA tasks:

1. **Literary Analysis Task**—provides students an opportunity to show their understanding of literature. It asks students to read 2 literary texts, answer 6 selected-response questions about the texts, and write an extended response that compares and/or explains key ideas or elements (e.g., theme/central idea, characterization, structure, point of view, etc.) in the texts.



**UPDATE:**  
Additional  
Information  
on PBA  
Tasks

Sample Literary Analysis Task (from [Grade 4 PARCC ELA Practice Test](#)):

Identify a theme in “Just Like Home” and a theme in “Life Doesn’t Frighten Me.” Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.

**UPDATE:**  
Prose  
Constructed  
Response  
Samples

2. **Research Simulation Task**--mirrors the research process by presenting two texts (grade 3) or three texts (grades 4 and 5) on a given topic. Students answer a set of selected-response questions about the texts (6 questions at grade 3 and 9 questions at grades 4 and 5) and then write an extended response about some aspect of the related texts (i.e., how each text presents the topic, the use of illustrations in the texts, an analysis the author’s use of evidence, etc.).

Sample Research Simulation Task (from [Grade 5 PARCC ELA Practice Test](#)):

You have read three articles about penguin rescue efforts after an oil spill.

- from “The Amazing Penguin Rescue” by Lauren Tarshis
- “The Amazing Penguin Rescue” by Dyan deNapoli
- “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”

Write an essay explaining the similarities and differences in each article’s point of view about penguin rescue efforts after an oil spill. Support your essay with information from all **three** sources.

3. **Narrative Writing Task**—asks students to read a literary text, answer 5 selected-response questions about the text, and then create a narrative related to the text (i.e., finish the story; retell the story in another narrative form, such as a journal entry, etc.). Students should make sure that their response is a narrative, not an expository response.

Sample Narrative Writing Task (from [Grade 3 PARCC ELA Practice Test](#)):

This story tells about Derrick’s first camping trip.

Write Derrick’s journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal entry.

The design documents on the next two pages provide more detail about the following aspects of the PBA assessment:

- the number and types of passages and items
- the claims and sub-claims measured
- the maximum number of points possible for each dimension of the prose constructed response items (PCRs)
- descriptions of the dimensions measured on the PCRs, which are reflected in the PARCC rubrics

### Glossary for Design Documents

- **Claims and Sub-Claims:** possible reporting categories
- **EBSR** (evidence-based selected response): a two-part question requiring students to show understanding of a text and provide textual evidence; “selected response” means students select, rather than write, their answers
- **PCR** (prose constructed response): asks students to create an extended and complete written response

### Grade 3 PBA Design

Task Type	# of Passages	Claims/Sub-Claims	Number of Selected Response /EBSR items (Total points)	Maximum Points for each dimension of PCRs	Dimensions Measured for the PCRs (based on PARCC rubrics)
Literary Analysis Task	2 (1 short text and 1 extended text)	Reading Literature	4 (8)	3	Reading: Comprehension of Key Ideas and Details
		Reading Vocabulary	2 (4)	0	
		Writing/Written Expression	0	9	Written Expression: Development of ideas, organization, and word choice/style (3x the score on this dimension)
		Writing/ Knowledge Language and Conventions	0	3	Knowledge of Language and Conventions: holistic score based on control of skills in standards L.1, 2, and 6
Research Simulation Task	2 (1 short text and 1 extended text)	Reading Information	4 (8)	3	Reading: Comprehension of Key Ideas and Details
		Reading Vocabulary	2 (4)	0	
		Writing/Written Expression	0	9	Written Expression: Development of idea, organization, and word choice/style (3x the score on this dimension)
		Writing/Knowledge Language and Conventions	0	3	Knowledge of Language and Conventions: holistic score based on control of skills in standards L.1, 2, and 6
Narrative Writing Task	1 short text	Reading	5 (10)	0	
		Writing/Written Expression	0	9	Written Expression: Development of narrative elements, organization, and word choice (3x the score on this dimension)
		Writing/Knowledge Language and Conventions	0	3	Knowledge of Language and Conventions: holistic score based on control of skills in standards L.1, 2, and 6
<b>Totals</b>	<b>5</b>	<b>NA</b>	<b>17 (34) Reading</b>	<b>6 Reading 36 Writing</b>	<b>NA</b>

**Grades 4-5 PBA Design**

Task Type	# of Passages	Claims/Sub-Claims	Number of Selected Response/EBSR Items (Total points)	Maximum # of Points for each dimension of PCRs	Dimensions Measured for the PCRs (based on PARCC rubrics)
Literary Analysis Task	2 (1 short text and 1 extended text)	Reading Literature	4(8)	3	Reading: Comprehension of Key Ideas and Details
		Reading Vocabulary	2(4)	0	
		Writing/Written Expression	0	9	Written Expression: Development of idea, organization, and word choice/style (3x the score on this dimension)
		Writing/ Knowledge Language and Conventions	0	3	Knowledge of Language and Conventions: holistic score based on control of skills in standards L.1, 2, and 6
Research Simulation Task	3 (2 short texts and 1 extended text)	Reading Information	6(12)	3	Reading: Comprehension of Key Ideas and Details
		Reading Vocabulary	3(6)	0	
		Writing/Written Expression	0	9	Written Expression: Development of idea, organization, and word choice/style (3x the score on this dimension)
		Writing/Knowledge Language and Conventions	0	3	Knowledge of Language and Conventions: holistic score based on control of skills in standards L.1, 2, and 6
Narrative Task	1 short text	Reading	5(10)	0	
		Writing/Written Expression	0	9	Written Expression: Development of narrative elements, organization, and word choice (3x the score on this dimension)
		Writing/Knowledge Language and Conventions	0	3	Knowledge of Language and Conventions: holistic score based on control of skills in standards L.1, 2, and 6
<b>Totals</b>	<b>6</b>	<b>NA</b>	<b>20(40) Reading</b>	<b>6 Reading 36 Writing</b>	<b>NA</b>

Review the [Blueprints and Test Specs](#) on the PARCC website for additional information about the specific updates to the PBA design.

## End of Year Assessment Design

The EOY specifications describe the number and types of texts and items, plus the claims and sub-claims measured.

### Grades 3-5 EOY Design

# of Texts	Type of Text	Claims/Sub-Claims	Item Types
			# of EBSR items (total points)
1 short/medium text 200-400 words	Literary	Reading/Reading Literature	4 (8)
		Reading/Reading Vocabulary	1 (2)
A medium/long length text 400-800 words	Informational	Reading/Reading Information	6 (12)
		Reading/Reading Vocabulary	1 (2)
<b>Totals</b>			<b>12 (24)</b>

Review the [Blueprints and Test Specs](#) on the PARCC website for additional information about the specific updates to the EOY test design.

For more specific information about the kinds of texts that will appear on the tests, refer to the [PARCC Passage Selection Guidelines](#).

## IV. Overview of PARCC ELA/Literacy Claims and Reporting Information

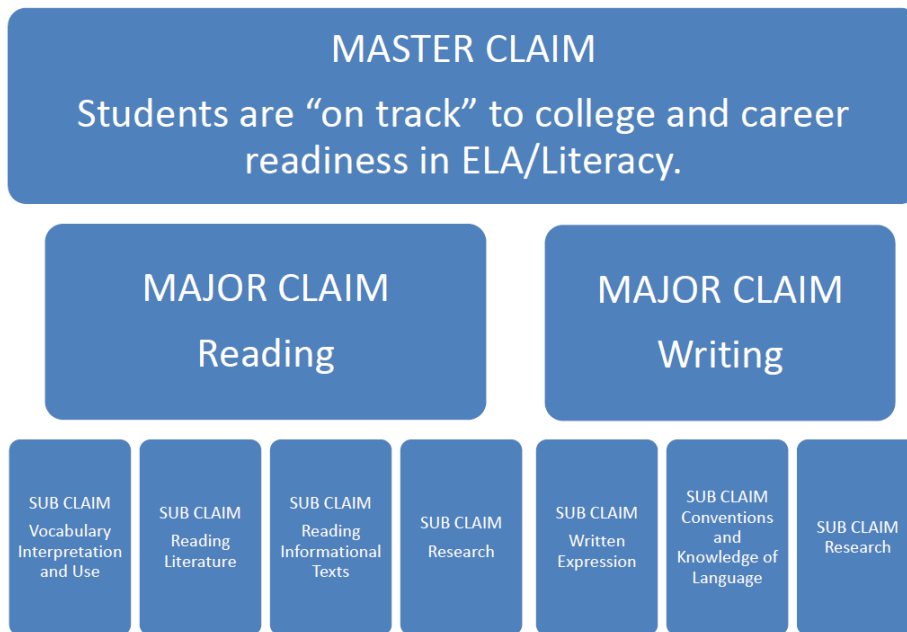
Many of the PARCC documents refer to **claims** when describing the way PARCC will measure and report student performance. Instead of an assessment that focuses on specific and, sometimes, isolated skills, PARCC tests are designed to determine if students are achieving the claims. Each claim, by using a combination of standards, calls for students to demonstrate their understanding of the text. Within the PARCC ELA/Literacy Assessment System, there are three types of claims:

- **Master Claim:** measures the overall goal—students must demonstrate that they are “on track” for college and career readiness

- Major Claims:** identify the extent to which students are “on track” by measuring
  - Reading –close, analytic reading and the comparison and synthesis of ideas that are at the heart of understanding complex literary works and informational texts, and
  - Writing –the ability to write effectively when using and/or analyzing sources.
- Sub-Claims:** additional skills and understandings included in the major claims (The sub-claims integrate all of the specific standards.)

PARCC ELA/Literacy assessment results will be based on these claims, and student performance will be reported according to five levels, captured in PARCC’s [Draft Performance Level Descriptors](#) (PLDs).

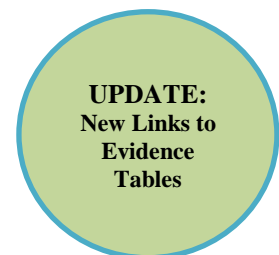
The following graphic shows the relationships between the claims:



## V. Evidence Statements

To further assist educators, PARCC has released [evidence tables](#) for the Reading, Vocabulary, and Writing claims noted above. These tables break down the standards into smaller parts to illustrate how each standard will be assessed. Below are links to the PARCC evidence tables for grades 3-5:

- [PARCC Grade 3 Reading Evidence Tables](#)
- [PARCC Grade 4 Reading Evidence Tables](#)
- [PARCC Grade 5 Reading Evidence Tables](#)
- [PARCC Grades 3-5 Writing Evidence Tables](#)



An example of a grade 3 Reading Evidence Table follows. The number at the end of each evidence statement identifies the number of ways a standard can be assessed. For example, standard RI.3.2 has multiple parts (identifying the main idea, recounting key details in a text, and explaining how the key details support the main idea); therefore, these three parts may be assessed through separate test questions.

**Sample of PARCC Evidence Table (Grade 3)**

<b>Grade: 3</b>	
<b>Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on the PARCC Summative Assessment</b> <b>The student's response:</b>
<b>RI 1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)<sup>2</sup></li> </ul>
<b>RI 2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>Provides a statement of the main idea of a text. (1)</li> <li>Provides a recounting of key details in a text. (2)</li> <li>Provides an explanation of how key details in a text support the main idea. (3)</li> </ul>
<b>RI 3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<ul style="list-style-type: none"> <li>Provides a description of the relationship between <b>a series of historical events</b>, using language that pertains to time, sequence and/or cause/effect. (1)</li> <li>Provides a description of the relationship <b>between scientific ideas or concepts</b>, using language that pertains to time, sequence and/or cause/effect. (2)</li> <li>Provides a description of the relationship <b>between steps in technical procedures in a text</b>, using language that pertains to time, sequence and/or cause/effect. (3)</li> </ul>
<b>RI 5:</b> Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> <li>Demonstrates use of <b>text features</b> to locate relevant information (e.g., key words, sidebars). (1)</li> <li>Demonstrates use of <b>search tools</b> to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)</li> </ul>

## VI. PARCC Policies Affecting Test Administration

### Testing Format and Administration Dates

The spring 2015 Administration of the PARCC assessment includes two separate test administration windows: the Performance-Based Assessment (PBA) and End-of-Year (EOY), both of which will be administered in the **paper-based format only** to grades 3-8 Louisiana students. The table that follows provides the testing dates for both components of the test.



Component	Format and Administration
Performance-Based Assessment (PBA)	<b>Test Administration Dates</b> <b>Paper-based Tests (PBT): March 16-20, 2015</b>
End-of-Year Assessment (EOY)	<b>Test Administration Dates</b> <b>Paper-based Tests (PBT): May 4-8, 2015</b>

### Test Administration Sessions and Testing Times

Each component, the PBA and EOY, is made up of one or more testing sessions (units) depending on the grade level. For grades 3-5, the PBA includes three sessions (units), one for each of the tasks; the EOY includes one session (unit). Only one session (unit) will be scheduled per day.

PARCC tests are **strictly timed**, and no additional time may be permitted, except for students who have a documented (e.g., IEP) extended time accommodation. The table below shows the **maximum** amount of time provided for each ELA/Literacy unit.

ELA/Literacy Session Times in Minutes				
Grade(s)	PBA Unit 1 Literary Analysis Task	PBA Unit 2 Research Simulation Task	PBA Unit 3 Narrative Writing Task	EOY Unit 1
3	75	75	60	75
4-5	75	90	60	75

### Test Booklets

Students will record answers to the PARCC assessments in test booklets. There will be no separate answer sheets.

### General Information on Marking/Writing in the Test Booklet

- Students are encouraged to mark the reading passages and questions in the test booklets (e.g., highlight or underline evidence, annotate the passage, circle key words in the questions, etc.), especially as part of their preparation in responding to the prose constructed response questions on the PBA.
- Students may use non-carbon, yellow highlighters to highlight text in the test booklet.





- Highlighting text in options or placing an X to the right of the text in an option are recommended ways for students to eliminate options. However, crossing out options could create scoring issues if students mark through bubbles.

### Permitted Testing Materials

Students will be permitted to have school-issued scratch paper only, which can be used to help students prepare their responses to the Prose Constructed Response (PCR) items. Outlining/brainstorming and rough draft pages will not be included in the test booklets, and Writer’s Checklists will not be provided.

Students will not be allowed to use dictionaries and thesauruses on any part of the test. Because the PARCC tests integrate reading and writing, the use of a dictionary or thesaurus would compromise the measurement of many reading standards. For example, a student would be able to look up key vocabulary words or other words essential to measuring a student’s understanding of a text. Definitions will be provided for words that are important to understanding the text but do not have sufficient context. The scoring of the written responses takes into account the absence of such resources and the time constraints of each task.

## VII. PARCC ELA/Literacy Item Types

The PARCC paper-based ELA/Literacy summative assessments include two different types of test items.

- 1) **Evidence-Based Selected Response (EBSR):** This item type appears on the PBA and EOY components of the test. It has two parts for students to A) show their understanding of texts and B) provide evidence that supports their understanding. This underscores the importance of Reading Anchor Standard 1 (evidence) for implementation of the CCSS.

**UPDATE:**  
Scoring  
Information/  
Multiple-  
Select Items

All EBSR items are worth two points, and students can earn partial credit (1 point). However, they must answer correctly the part that aligns to a specific standard and not only the part that asks for evidence. This means that if part A asks students to demonstrate their understanding of theme and part B asks for evidence of that theme, students must answer part A correctly to receive any credit; they cannot receive partial credit for answering only part B correctly. This emphasizes the importance of PARCC’s assessments measuring a students’ understanding of complex text.

Students will encounter questions that ask for 1 or more correct answers. When students are asked for 1 correct answer, they will choose from 4 answer options. When asked for 2 correct answers, they will choose from 6 answer options. Students in grades 3-5 will not be asked to choose more than 2 correct answers. Some of the grades with standards that ask for two main ideas (see following grade 5 example) may encounter questions that ask for two correct answers in both part A and part B. The ELA PARCC test questions always identify the number of required answers in boldface print in the stem of the question.

The EBSR examples that follow are taken from the [PARCC ELA Practice Tests](#).

**UPDATE:**  
New Sample  
Items from  
Practice  
Tests

[EBSR Sample Item, Grade 4 \(from PBA, Literary Analysis Task\)](#)

**Part A**

Priya from "Just Like Home" would agree with which statement?

- Ⓐ Sharing family traditions can bring comfort.
- Ⓑ Working together is the best way to achieve success.
- Ⓒ Using imagination often makes ordinary situations exciting.
- Ⓓ Making quick decisions can sometimes bring the best results.

**Part B**

Which paragraph from the story supports the answer to Part A?

- Ⓐ paragraph 3
- Ⓑ paragraph 11
- Ⓒ paragraph 19
- Ⓓ paragraph 22

[Multiple-Select Sample Item, Grade 3 \(from PBA, Narrative Writing Task\)](#)

Derrick and the narrator start to make fish faces. How does this affect what happens next in the story?

- Ⓐ It helps Dad feel better, and he joins in.
- Ⓑ It upsets Dad, and the boat almost sinks.
- Ⓒ It surprises Dad, and he lets go of the motor.
- Ⓓ It leads Dad to a solution, and they catch fish.

**Part B**

Choose **two** details from paragraphs 28 through 33 that support the answer to Part A.

- Ⓐ ". . . his favorite fish, the largemouth bass."
- Ⓑ "'Fishy, fishy, bite my hook,' he chanted. . . ."
- Ⓒ "Dad's bass frown upturned into a grin."
- Ⓓ ". . . the boat started sinking."
- Ⓔ "' . . . should there be this much water in your boat?'"
- Ⓕ "We barely reached shore. . . ."

[Sample EBSR Multiple-Select Item, Grade 5](#) (from PBA, Research Simulation Task)

**Part A**

What are **two** main ideas of the article by Lauren Tarshis?

- Ⓐ Oil spills can spread quickly.
- Ⓑ Penguins are good swimmers.
- Ⓒ Oil spills are a great threat to penguins.
- Ⓓ Penguins take good care of their young.
- Ⓔ Penguins are interesting animals to watch.
- Ⓕ People work hard to help the penguins get better.

**Part B**

Which **two** sentences from the article **best** support the answer to Part A?

- Ⓐ "Others cuddle with their mates and dote on their chicks."
- Ⓑ "As you plunge into the sea, your wings become powerful underwater propellers."
- Ⓒ "You are not the only penguin that has become soaked with the poisonous oil."
- Ⓓ "The impact of oil on a penguin (or any bird) is immediate and devastating."
- Ⓔ "In the wild, penguins hunt for sardines and gobble them up while they are still alive and wriggling."
- Ⓕ "All of them have one thing in common: a mission to save as many penguins as possible."

- 2) **Prose Constructed Response (PCR):** This item type appears only on the PBA component. It comes at the end of each of the PBA tasks and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and knowledge of language and conventions.

**PCR Sample Item, Grade 3 (from PBA, Research Simulation Task)**

**Question:**

You have read two texts about famous people in American history who solved a problem by working to make a change.

Write an article for your school newspaper describing how Eliza and Carver faced challenges to change something in America.

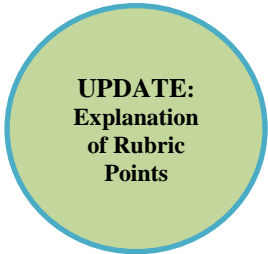
- In your article, be sure to describe in detail why some solutions they tried worked and others did not work.
- Tell how the challenges each one faced were the same and how they were different.

Scoring rubrics ([Grade 3](#) and [Grades 4-5](#)) are included in the PARCC materials to help support a stronger understanding of what the Prose Constructed Response items are asking students to know and be able to do.

There are two types of rubrics, one to score student responses to the Literary Analysis Task and the Research Simulation Task, the other to score student responses to the Narrative Writing Task. Although there are two sets of rubrics for grades 3-5, the total number of points is the same.

For responses to the Literary Analysis Task and Research Simulation Task, three dimensions are scored for a total of 15 points.

- Reading: worth up to 3 points
- Written Expression: worth up to 9 points\*
- Knowledge of Language and Conventions: worth up to 3 points



**UPDATE:**  
Explanation  
of Rubric  
Points

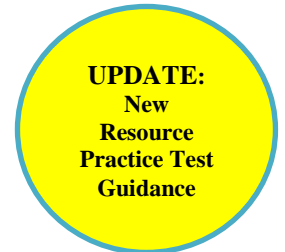
Responses to the Narrative Writing Task are scored for only two of the dimensions—Written Expression and Knowledge of Language and Conventions—for a total of 12 points.

\* When determining the score for Written Expression, the reader first determines the holistic score (3, 2, 1, 0) based on which score point best describes that paper. Then that score (3, 2, 1, 0) is multiplied by 3. This means that only certain scores will be represented (9, 6, 3, 0). This is true for both rubrics.

## VIII. Resources

### Assessment Resources

- [LDOE PARCC FAQ Document](#): summary of questions asked by Louisiana educators about the PARCC assessments via [assessment@la.gov](mailto:assessment@la.gov) and LDOE’s Weekly PARCC Office Hours
  - *Weekly PARCC Office Hours*  
**Background:** Dedicated time to answer educator questions related to the PARCC assessments  
**When:** Every Thursday at 11:00 a.m. and 4:00 p.m.  
**Access:** **Join the PARCC Office Hours** [here](#).
- [LDOE Practice Test Guidance for grades 3-5](#): provides teachers information on how to better integrate the practice tests into their instruction
- [PARCC’s Online Professional Learning Site](#): provides information about and links to learning modules for educators
- [PARCC Practice Tests](#): provide samples of paper-based and computer-based grade-level practice tests to help prepare students for the Spring assessments
- [PARCC Accessibility Features and Accommodations Manual](#): provides guidance to districts and decision-making teams to ensure that the PARCC assessments provide valid results for all participating students



### Instructional Resources

- [Grades 3-5 English Guidebook](#): offers comprehensive information to support teachers in creating yearly, unit, and daily instructional plans for students
- [Teacher Support Toolbox Library](#): provides teachers links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- [EAGLE Sample Test Items](#): houses a bank of passage sets/items that can be used for instructional or assessment purposes

## IX. Glossary

**Claim:** A statement about student performance based on how students respond to test questions. PARCC tests are designed to elicit evidence from students that support valid and reliable claims about the extent to which they are college- and career-ready or “on track” toward that goal and are making expected academic gains based on the Common Core State Standards. To support such claims, PARCC assessments are designed to measure and report results in multiple categories called master claims, major claims, and sub-claims.

**End of Year Assessment (EOY):** End-of-year assessments are administered after approximately 90 percent of the school year. The ELA/Literacy EOY will focus on reading comprehension.

**Evidence-Based Selected Response (EBSR):** An item type that combines a traditional selected-response (multiple-choice) question with a second selected-response question that asks students to provide textual evidence that supports the answer to the first question.

**Major Claims:** The two measures (Reading and Writing) that show the extent to which students are “on track” for college and career readiness.

**Master Claim:** The overall performance goal for the PARCC ELA/Literacy Assessment System—students must demonstrate that they are “on track” for college and career readiness. The Master Claim ensures students have the literacy skills and understandings required for success in multiple disciplines.

**Performance-Based Assessment (PBA):** For PARCC, the performance-based assessment will be administered approximately 75 percent of the way through the academic study of the grade or course content. Student results on the PBA will be combined with their results on the end-of-year assessment (EOY) to produce overall PARCC scores in each content area.

**Prose Constructed Response (PCR):** An item type that appears at the end of each of the PBA tasks and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and knowledge of language and conventions.

**Sub-Claims:** Additional skills and understandings that are extensions of the major claims: Vocabulary Interpretation and Use, Reading Literature, Reading Informational Texts, Written Expression, Conventions and Knowledge of Language; and Research.

**Summative Assessment:** A summative assessment is designed to measure a student’s knowledge and skills at the end of an instructional period, such as an entire school year or at the conclusion of a course. The PARCC summative assessment will include two components — the performance-based assessment (PBA) session and the end-of-year assessment (EOY) session. The results of the two components will be combined to produce overall summative assessment results.

## Louisiana Guide to the PARCC Assessments for Grades 6-8 English Language Arts/Literacy

This guide includes:

- [Purpose of Assessment Guide](#)
- [Introduction to PARCC](#)
- [Design of the ELA/Literacy Summative Assessments](#)
- [Overview of PARCC ELA/Literacy Claims and Reporting Information](#)
- [Evidence Statements](#)
- [PARCC Policies Affecting Test Administration](#)
- [PARCC ELA/Literacy Item Types](#)
- [Resources](#)
- [Glossary](#)

### I. Purpose of Assessment Guide

This document is designed to assist Louisiana educators in understanding the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments for grades 6-8, which will be implemented beginning in spring 2015.

### II. Introduction to PARCC

In grades 3-8 for English language arts (ELA) and mathematics, Louisiana has chosen to adopt the assessments developed by PARCC, a group of states working together to develop high-quality assessments driven by the following priorities:

- Determine whether students are college- and career-ready or “on track”
- Assess the full range of the Common Core State Standards (CCSS), including standards that are difficult to measure
- Measure the full range of student performance, including the performance of high- and low-performing students
- Provide data during the academic year to inform instruction, interventions, and professional development
- Provide data for accountability, including measures of growth
- Incorporate innovative approaches throughout the assessment system

Louisiana has been a member of the PARCC consortium since its inception. As a result, many Louisiana educators at the school, district, state, and college/university levels have and are continuing to serve on various committees. These include, but are not limited to, the development of PARCC’s policies and procedures and the extensive review of PARCC assessment items.



### III. Design of the ELA/Literacy Summative Assessments

The PARCC ELA/Literacy assessments focus on an integrated approach to reading and writing and are based on assessment advances that reflect an effective ELA classroom:

- careful, close reading of authentic complex literary and informational texts, not artificially produced or commissioned passages
- a full range of reading and writing across the disciplines, including science and social studies texts, and a research task that asks for the synthesis of ideas across a range of informational resources
- questions worth answering, ordered in a way that builds meaning
- a focus on students citing evidence from texts throughout the assessment (including selected-response items)
- a focus on words that matter most in the texts, which include words essential to understanding a particular text and academic vocabulary that can be found throughout complex texts
- writing tasks that require students to write to sources and allow for a range of responses that demonstrate what students know and can do

These changes are incorporated into the PARCC summative assessments for ELA/Literacy, which include two components:

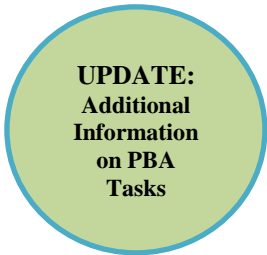
The **Performance-Based Assessment (PBA)** is administered after approximately 75% of the school year is completed. The ELA/Literacy PBA at each grade level will focus on writing effectively when analyzing texts and will include three tasks: a literary analysis, a research simulation, and a narrative task. For each task, students will be asked to read one or more texts, answer several comprehension and vocabulary questions, and write an essay that requires them to draw evidence from the text(s).

The **End-of-Year Assessment (EOY)** is administered after approximately 90% of the school year is completed. The ELA/Literacy EOY at each grade level will include at least five texts, both literary and informational, and will focus on reading comprehension. To be able to provide results quickly, the EOY will consist entirely of computer-scored items.

#### Grades 6-8 Performance Based Assessment Design

Each PBA task is based on one of the grade-level [task models](#), which include the focus of each task and the standards measured. The following descriptions and examples provide additional information on each of the PBA tasks:

1. **Literary Analysis Task**—provides students an opportunity to show their understanding of literature. It asks students to read 2 literary texts, answer 6 selected-response questions about the texts, and write an extended response that analyzes key ideas (e.g., development of theme, interaction of literary elements, structure’s relationship to meaning, effects of point of view, etc.) in the texts.



**UPDATE:  
Additional  
Information  
on PBA  
Tasks**



Sample Literary Analysis Task (from [Grade 8 PARCC ELA Practice Test](#)):

In *Confetti Girl* and *Tortilla Sun*, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

**UPDATE:**  
Prose  
Constructed  
Response  
Samples

- 2. Research Simulation Task**—mirrors the research process by presenting 3 texts on a given topic. Students answer 9 selected-response questions about the texts and then write an extended response that analyzes some aspect of the related texts (i.e., the purpose, the use of illustrations, the relationship of ideas, the argument presented, etc.).

Sample Research Simulation Task (from [Grade 7 PARCC ELA Practice Test](#)):

You have learned about electricity by reading three articles, “Energy Story,” “Short Circuit,” and “Conducting Solutions.”

In an essay, analyze how each source uses explanations, examples, and/or descriptions to help accomplish its purpose. Support your response with evidence from each source.

- 3. Narrative Writing Task**—asks students to read a literary text, answer 5 selected-response questions about the text, and then create a narrative related to the text (i.e., finish the story, retell the story in another narrative form or from a different point of view, etc.). Students should make sure that their response is a narrative, not an expository response.

Sample Narrative Writing Task (from [Grade 6 PARCC ELA Practice Test](#)):

In the passage from *Magic Elizabeth*, the author creates a vivid setting and two distinct characters, Mrs. Chipley and Sally. Think about the details the author uses to establish the setting and the characters.

Write an original story about what happens when Sally arrives at Aunt Sarah’s house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

The design document on the next page provides more detail about the following aspects of the PBA assessment:

- the number and types of passages and items
- the claims and sub-claims measured
- the maximum number of points possible for each dimension of the prose constructed response items (PCRs)
- descriptions of the dimensions measured on the PCRs, which are reflected in the [PARCC rubrics](#)

### Glossary for Design Document

- **Claims and Sub-Claims:** possible reporting categories
- **EBSR** (evidence-based selected response): a two-part question requiring students to show understanding of a text and provide textual evidence; “selected response” means students select, rather than write, their answers
- **PCR** (prose constructed response): asks students to create an extended and complete written response

### Grades 6-8 PBA Design

Task Type	# of Passages	Claims/Sub-Claims	Number of Selected Response/EBSR Items (Total points)	Maximum # of Points for each dimension of PCRs	Dimensions Measured for the PCRs (based on PARCC rubrics)
Literary Analysis Task	2 (1 short text and 1 extended text)	Reading Literature	4(8)	4	Reading: Comprehension of Key Ideas and Details
		Reading Vocabulary	2(4)	0	
		Writing/Written Expression	0	12	Written Expression: Development of idea, organization, and word choice/style (3x the score on this dimension)
		Writing/ Knowledge Language and Conventions	0	3	Knowledge of Language and Conventions: holistic score based on control of skills in standards L.1, 2, and 6
Research Simulation Task	3 (2 short texts and 1 extended text)	Reading Information	6(12)	4	Reading: Comprehension of Key Ideas and Details
		Reading Vocabulary	3(6)	0	
		Writing/Written Expression	0	12	Written Expression: Development of idea, organization, and word choice/style (3x the score on this dimension)
		Writing/Knowledge Language and Conventions	0	3	Knowledge of Language and Conventions: holistic score based on control of skills in standards L.1, 2, and 6
Narrative Writing Task	1 short text	Reading	5(10)	0	
		Writing/Written Expression	0	12	Written Expression: Development of narrative elements, organization, and word choice (3x the score on this dimension)
		Writing/Knowledge Language and Conventions	0	3	Knowledge of Language and Conventions: holistic score based on control of skills in standards L.1, 2, and 6
<b>Totals</b>	<b>6</b>	<b>NA</b>	<b>20(40) Reading</b>	<b>8 Reading 45 Writing</b>	<b>NA</b>

Review the [Blueprints and Test Specs](#) on the PARCC website for additional information about the specific updates to the PBA design.

### End of Year Assessment Design

The EOY specifications describe the number and types of texts and items, plus the claims and sub-claims measured.

#### Grades 6-8 EOY Design

# of Texts	Type of Text	Claims/Sub-Claims	Item Types
			# of EBSR items (total points)
1 short/medium text 400-600 words	Literary	Reading/Reading Literature	4 (8)
		Reading/Reading Vocabulary	1 (2)
2 paired texts 600-1000 words	Literary and/or Informational	Reading/Major Claim Reading/Reading Vocabulary	5 (10) 1 (2)
1 short/medium text 400-600 words	Informational 1 that is History/SS (RH focused) or Science/Technical (RST focused)	Reading/Reading Information	4 (8)
		Reading/Reading Vocabulary	1 (2)
1 medium/long length text 600-1000 words	1 that is RI, RH, or RST focused	Reading/Reading Information Reading/Reading Vocabulary	5 (10) 1 (2)
<b>Totals</b>			<b>22 (44)</b>

Review the [Blueprints and Test Specs](#) on the PARCC website for additional information about the specific updates to the EOY design.

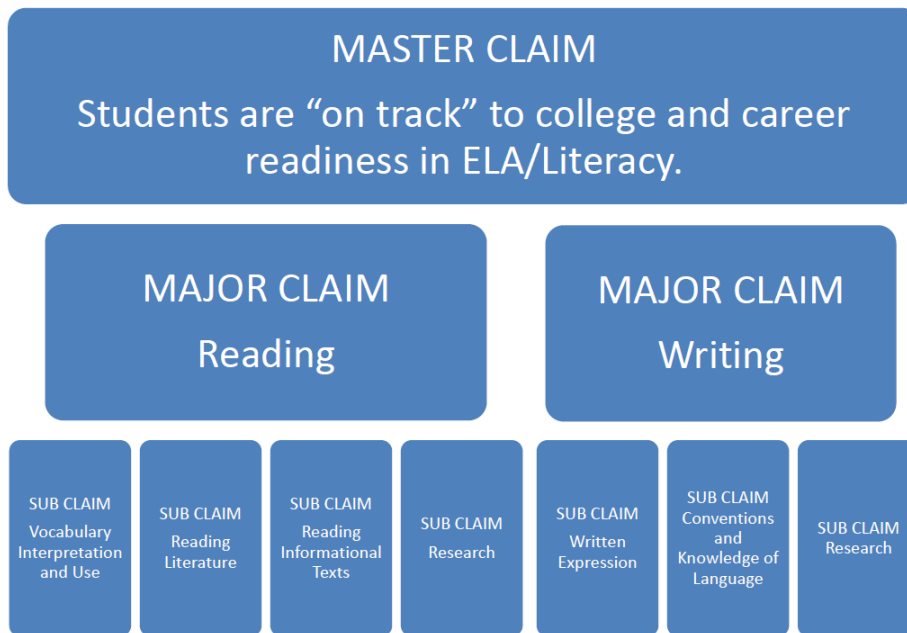
For more specific information about the kinds of texts that will appear on the tests, refer to the [PARCC Passage Selection Guidelines](#).

## IV. Overview of PARCC ELA/Literacy Claims and Reporting Information

Many of the PARCC documents refer to **claims** when describing the way PARCC will measure and report student performance. Instead of an assessment that focuses on specific and, sometimes, isolated skills, PARCC tests are designed to determine if students are achieving the claims. Each claim, by using a combination of standards, calls for students to demonstrate their deep understanding of the text. Within the PARCC ELA/Literacy Assessment System, there are three types of claims:

- **Master Claim:** measures the overall goal—students must demonstrate that they are “on track” for college and career readiness
- **Major Claims:** identify the extent to which students are “on track” by measuring
  - Reading—close, analytic reading and the comparison and synthesis of ideas that are at the heart of understanding complex literary works and informational texts, and
  - Writing—the ability to write effectively when using and/or analyzing sources.
- **Sub-Claims:** additional skills and understandings included in the major claims (The sub-claims integrate all of the specific standards.)

The following graphic shows the relationships between the claims:



PARCC ELA/Literacy assessment results will be based on these claims, and student performance will be reported according to five levels, captured in PARCC’s [Draft Performance Level Descriptors](#) (PLDs).

## V. Evidence Statements

To further assist educators, PARCC has released [evidence tables](#) for the Reading, Vocabulary, and Writing claims noted above. These tables break down the standards into smaller parts to illustrate how each standard will be assessed. Below are links to the PARCC evidence tables for grades 6-8:

- [PARCC Grade 6 Reading Evidence Tables](#)
- [PARCC Grade 7 Reading Evidence Tables](#)
- [PARCC Grade 8 Reading Evidence Tables](#)
- [PARCC Grades 6-8 Writing Evidence Tables](#)

**UPDATE:**  
 New Links to  
 Evidence  
 Tables

An example of a grade 6 Reading Evidence Table follows. The number at the end of each evidence statement identifies the number of ways a standard can be assessed. For example, standard RI.6.2 has multiple parts (providing a statement of central idea, a statement of how the central idea is conveyed, and an objective summary); therefore, these three parts may be assessed through separate test questions.

**Sample Evidence Table (Grade 6)**

Grade: 6	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<p><b>RI 1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RST 1:</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>• For RI 1, provides textual evidence to support analysis of what <b>the text says explicitly and/or inferences drawn from the text.</b> (1)<sup>2</sup></li> <li>• For RST1 and RH1, provides textual evidence to support an analysis of <b>science and/or technical texts or historical primary and/or secondary sources.</b> (3)</li> </ul>
<p><b>RI 2:</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RST 2:</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<ul style="list-style-type: none"> <li>• Provides a statement of the central idea(s) of a text. (1)</li> <li>• Provides a statement of how the central idea is conveyed through particular details. (2)</li> <li>• Provides an objective summary of the text distinct from personal opinions or judgments. (3)</li> <li>• For RST 2, determines the central ideas or conclusions of a text. (4)</li> <li>• For RH 2, determines the central ideas of a primary or secondary source. (5)</li> </ul>

## VI. PARCC Policies Affecting Test Administration

### Testing Format and Administration Dates

The spring 2015 Administration of the PARCC assessment includes two separate test administration windows: the Performance-Based Assessment (PBA) and the End-of-Year (EOY), both of which will be administered in the **paper-based format only** to grades 3-8 Louisiana students. The table that follows provides the testing dates for both components of the test.

Component	Format and Administration
Performance-Based Assessment (PBA)	<b>Test Administration Dates</b> <b>Paper-based Tests (PBT): March 16-20, 2015</b>
End-of-Year Assessment (EOY)	<b>Test Administration Dates</b> <b>Paper-based Tests (PBT): May 4-8, 2015</b>

### Test Administration Sessions and Testing Times

Each component, the PBA and EOY, is made up of one or more testing sessions (units) depending on the grade level. For grades 6-8, the PBA includes three sessions (units), one for each of the tasks; the EOY includes two sessions (units). Only one session (unit) will be scheduled per day.

PARCC tests are **strictly timed**, and no additional time may be permitted, except for students who have a documented (e.g., IEP) extended time accommodation. The table below shows the **maximum** amount of time provided for each ELA/Literacy unit.

Grades 6-8 ELA/Literacy Session Times in Minutes					
	PBA Unit 1 Literary Analysis Task	PBA Unit 2 Research Simulation Task	PBA Unit 3 Narrative Writing Task	EOY Unit 1	EOY Unit 2
Maximum Allowable Time	75	90	60	60	60

### Test Booklets

Students will record answers to the PARCC assessments in test booklets. There will be no separate answer sheets.

## General Information on Marking/Writing in the Test Booklet

- Students are encouraged to mark the reading passages and questions in the test booklets (e.g., highlight or underline evidence, annotate the passage, circle key words in the questions, etc.), especially as part of their preparation in responding to the prose constructed response questions on the PBA.
- Students may use non-carbon, yellow highlighters to highlight text in the test booklet.
- Highlighting text in options or placing an X to the right of the text in an option are recommended ways for students to eliminate options. However, crossing out options could create scoring issues if students mark through bubbles.

**UPDATE:**  
Marking in  
the Test  
Booklet

## Permitted Testing Materials

Students will be permitted to have school-issued scratch paper only, which can be used to help students prepare their responses to the Prose Constructed Response (PCR) items. Outlining/brainstorming and rough draft pages will not be included in the test booklets, and Writer's Checklists will not be provided.

Students will not be allowed to use dictionaries and thesauruses on any part of the test. Because the PARCC tests integrate reading and writing, the use of a dictionary or thesaurus would compromise the measurement of many reading standards. For example, a student would be able to look up key vocabulary words or other words essential to measuring a student's understanding of a text. Definitions will be provided for words that are important to understanding the text but do not have sufficient context. The scoring of the written responses takes into account the absence of such resources and the time constraints of each task.

## VII. PARCC ELA/Literacy Item Types

The PARCC paper-based ELA/Literacy summative assessments include two different types of test items.

- 1) **Evidence-Based Selected Response (EBSR):** This item type appears on the PBA and EOY components of the test. It has two parts for students to A) show their understanding of texts and B) provide evidence that supports their understanding. This underscores the importance of Reading Anchor Standard 1 (evidence) for implementation of the CCSS.

**UPDATE:**  
Scoring  
Information/  
Multiple-  
Select Items

All EBSR items are worth two points, and students can earn partial credit (1 point). However, they must answer correctly the part that aligns to a specific standard and not only the part that asks for evidence. This means that if part A asks students to demonstrate their understanding of theme and part B asks for evidence of that theme, students must answer part A correctly to receive any credit; they cannot receive partial credit for answering only part B correctly. This emphasizes the importance of PARCC's assessments measuring students' understanding of complex text.

Students will encounter questions that ask for 1 or more correct answers. When students are asked for 1 correct answer, they will choose from 4 answer options. When asked for 2 correct answers, they will



choose from 6 answer options, and for 3 correct answers, they will choose from 7 answer options. Some of the grades with standards that ask for two main ideas may encounter questions that ask for two correct answers in both part A and part B. The ELA PARCC test questions always identify the number of required answers in boldface print in the stem of the question.

The EBSR examples that follow are taken from the [PARCC ELA Practice Tests](#).

**UPDATE:**  
New Sample  
Items from  
Practice  
Tests

[Sample EBSR Sample Item, Grade 6](#) (from PBA, Research Simulation Task)

### Part A

Read the sentence from paragraph 14 of the passage "The Zoos Go Wild."

Housing animals in spaces that were as close to the animals' habitats as the designers could make them was an important step in the struggle to save endangered species.

What does the word **endangered** mean as it is used in the sentence?

- (A) distant
- (B) aggressive
- (C) frightened
- (D) threatened

### Part B

Which detail from paragraph 14 of the passage supports the answer to Part A?

- (A) ". . . large-scale redesigning of zoos didn't begin until the 1960s . . ."
- (B) ". . . dwindled to the point of vanishing."
- (C) "Zoo designers traveled to the animals' natural habitats in faraway places. . ."
- (D) ". . . how the animals used the space and behaved in it."



[Sample EBSR Multiple-Select Item, Grade 7 \(from PBA, Narrative Writing Task\)](#)

**Part A**

What do Kevin's and Howie's sarcastic questions **mainly** reveal about their different points of view during their conversation?

- Ⓐ The questions show each character's disrespect for the other's position.
- Ⓑ The questions emphasize the weaknesses each character finds in the other's argument.
- Ⓒ The questions express the disappointment each character feels as a result of the other's decision.
- Ⓓ The questions provide each character with information missing from the other's explanation.

**Part B**

Which **two** questions from the passage **best** support **each** character's point of view? Choose **one** question for **each** character.

- Ⓐ Howie's question, "Or clean-your-room training?" (paragraph 6)
- Ⓑ Howie's question, "This is like dog show training?" (paragraph 9)
- Ⓒ Howie's question, "Why can't you two just keep up the walks?" (paragraph 14)
- Ⓓ Kevin's question, "Why can't I?" (paragraph 17)
- Ⓔ Kevin's question, "How 'bout bingo?" (paragraph 28)
- Ⓕ Kevin's question, "No interest in classes for Cromwell?" (paragraph 32)

[Sample EBSR Multiple-Select Item, Grade 8 \(from PBA, Literary Analysis Task\)](#)

**Part A**

Which statement provides an objective summary of the passage?

- Ⓐ A mother chooses to neglect her daughter’s interest in favor of completing her degree. She informs her daughter of this decision, and the daughter rightly points out the mother’s selfishness.
- Ⓑ A mother decides it would be best for her daughter if they both moved to another country. The daughter complains that this will disrupt her life, but the mother holds firm to her decision.
- Ⓒ A girl learns that she and her mother are moving in with their grandmother. The girl believes her mother is trying to take the easy way out. In response, the girl states that her father is a better parent.
- Ⓓ A girl finds out her mother is going to leave her for the summer. She believes her mother is being selfish. In response, she becomes negative and withdrawn.

**Part B**

Select the **three** paragraphs that are **most** relevant to providing an objective summary of the passage.

- Ⓐ paragraph 1
- Ⓑ paragraph 5
- Ⓒ paragraph 9
- Ⓓ paragraph 17
- Ⓔ paragraph 28
- Ⓕ paragraph 34
- Ⓖ paragraph 45

- 2) **Prose Constructed Response (PCR)**—This item type appears only on the PBA component. It comes at the end of each of the PBA tasks and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and knowledge of language and conventions.

**PCR Sample Item, Grade 8 (from PBA, Literary Analysis Task):**

**Question:** You have read excerpts from two novels focused on survival in the wilderness.

These excerpts are from:

- *Brian's Winter* by Gary Paulsen
- *Call of the Wild* by Jack London

Consider how the main character in each excerpt reacts to the incidents that occur, and write an essay in which you analyze how each character's thoughts and actions reveal aspects of his personality.

You do not need to compare and contrast the characters from the two texts. You may consider each one separately. Be sure to include evidence from each excerpt to support your analysis and understanding.

[Scoring rubrics](#) are included in the PARCC materials to help support a stronger understanding of what the Prose Constructed Response items are asking students to know and be able to do.

There are two types of rubrics for grades 6-8, one to score student responses to the Literary Analysis Task and the Research Simulation Task, the other to score student responses to the Narrative Writing Task.

For responses to the Literary Analysis Task and Research Simulation Task, three dimensions are scored for a total of 19 points.

- Reading: worth up to 4 points
- Written Expression: worth up to 12 points\*
- Knowledge of Language and Conventions: worth up to 3 points

**UPDATE:  
Explanation  
of Rubric  
Points**

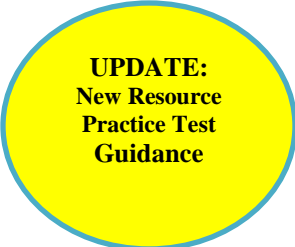
Responses to the Narrative Writing Task are scored for only two of the dimensions—Written Expression and Knowledge of Language and Conventions—for a total of 15 points.

\* When determining the score for Written Expression, the reader first determines the holistic score (4, 3, 2, 1, 0) based on which score point best describes that paper. Then that score (4, 3, 2, 1, 0) is multiplied by 3. This means that only certain scores will be represented (12, 9, 6, 3, 0). This is true for both rubrics.

## VIII. Resources

### Assessment Resources

- [LDOE PARCC FAQ Document](#): summary of questions asked by Louisiana educators about the PARCC assessments via [assessment@la.gov](mailto:assessment@la.gov) and LDOE’s Weekly PARCC Office Hours
  - *Weekly PARCC Office Hours*  
**Background:** Dedicated time to answer educator questions related to the PARCC assessments  
**When:** Every Thursday at 11:00 a.m. and 3:00 p.m.  
**Access:** Join the PARCC Office Hours [here](#).
- [LDOE Practice Test Guidance for grades 6-8](#): provides teachers information on how to better integrate the practice tests into their instruction
- [PARCC’s Online Professional Learning Site](#): provides information about and links to learning modules for educators
- [PARCC Practice Tests](#): provide samples of paper-based and computer-based grade-level practice tests to help prepare students for Spring assessments
- [PARCC Accessibility Features and Accommodations Manual](#): provides guidance to districts and decision-making teams to ensure that the PARCC assessments provide valid results for all participating students



**UPDATE:  
New Resource  
Practice Test  
Guidance**

### Instructional Resources

- [Grades 6-8 English Guidebook](#): offers comprehensive information to support teachers in creating yearly, unit, and daily instructional plans for students
- [Grades 6-8 Teacher Library](#): provides teachers links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- [EAGLE Sample Test Items](#): houses a bank of passage sets/items that can be used for instructional or assessment purposes

## IX. Glossary

**Claim:** A statement about student performance based on how students respond to test questions. PARCC tests are designed to elicit evidence from students that support valid and reliable claims about the extent to which they are college- and career-ready or “on track” toward that goal and are making expected academic gains based on the Common Core State Standards. To support such claims, PARCC assessments are designed to measure and report results in multiple categories called master claims, major claims, and sub-claims.

**End of Year Assessment (EOY):** End-of-year assessments are administered after approximately 90 percent of the school year. The ELA/Literacy EOY will focus on reading comprehension.

**Evidence-Based Selected Response (EBSR):** An item type that combines a traditional selected-response (multiple-choice) question with a second selected-response question that asks students to provide textual evidence that supports the answer to the first question.

**Major Claims:** The two measures (Reading and Writing) that show the extent to which students are “on track” for college and career readiness.

**Master Claim:** The overall performance goal for the PARCC ELA/Literacy Assessment System—students must demonstrate that they are “on track” for college and career readiness. The Master Claim ensures students have the literacy skills and understandings required for success in multiple disciplines.

**Performance-Based Assessment (PBA):** For PARCC, the performance-based assessment will be administered approximately 75 percent of the way through the academic study of the grade or course content. Student results on the PBA will be combined with their results on end-of-year assessment (EOY) to produce overall PARCC scores in each content area.

**Prose Constructed Response (PCR):** An item type that appears at the end of each of the PBA tasks and asks students to create an extended and complete written response. It elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions.

**Sub-Claims:** Additional skills and understandings that are extensions of the major claims: Vocabulary Interpretation and Use, Reading Literature, Reading Informational Texts, Written Expression, Conventions and Knowledge of Language; and Research.

**Summative Assessment:** A summative assessment is designed to measure a student’s knowledge and skills at the end of an instructional period, such as an entire school year or at the conclusion of a course. The PARCC summative assessment will include two components — the performance-based assessment (PBA) component and the end-of-year assessment (EOY) component. The results of the two components will be combined to produce overall summative assessment results.

# Louisiana Guide to PARCC Mathematics Assessments Grades 3-5

This guide includes:

- [Purpose of Assessment Guide](#)
- [Introduction to PARCC](#)
- [PARCC Summative Assessments](#)
- [Overview of PARCC Mathematics Task Types and Reporting Categories](#)
- [Design of PARCC’s Summative Assessments for Grades 3-5](#)
- [Evidence Statements](#)
- [PARCC Policies Affecting Test Administration](#)
- [Grade-Level Examples of PARCC Tasks](#)
- [Resources](#)
- [Glossary](#)

## I. Purpose of Assessment Guide

This document is designed to assist Louisiana educators in understanding the PARCC assessments for grades 3-5 which will be implemented beginning in Spring 2015.

## II. Introduction to PARCC

In grades 3-8 for English language arts (ELA) and mathematics, Louisiana has chosen to adopt the assessments developed by The Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC is a group of states working together to develop high-quality assessments driven by the following priorities:

- Determine whether students are college- and career-ready or “on track”
- Assess the full range of the Common Core State Standards (CCSS), including standards that are difficult to measure
- Measure the full range of student performance, including the performance of high- and low-performing students
- Provide data during the academic year to inform instruction, interventions, and professional development
- Provide data for accountability, including measures of growth
- Incorporate innovative approaches throughout the assessment system

Louisiana has been a member of the PARCC consortium since its inception. As a result, many Louisiana educators at the school, district, state, and college/university levels have and are continuing to serve on various committees. These include, but are not limited to, the development of PARCC’s policies and procedures and the extensive review of PARCC’s assessment questions.

### III. PARCC Summative Assessments

All 3-8 students in Louisiana will take PARCC’s two summative assessments described below:

The **Performance-Based Assessment (PBA)** is administered after approximately 75% of the school year. While some tasks will be computer-scored, 68% of the assessment will require students to solve real-life problems and to provide reasoning/explanations to support their work.

The **End-of-Year Assessment (EOY)** is administered after approximately 90% of the school year. In the mathematics End-of-Year Assessment, students will demonstrate their ability to understand and use skills identified as [Major, Supporting and Additional content](#) of the grade. To be able to provide results quickly, this assessment will have computer-scored tasks only.

These assessments are the focus of this guide. Additional information on the exact content of each assessment can be found in PARCC’s Evidence Statements. [Section VI](#) of this guide provides additional information on Evidence Statements.

### IV. Overview of PARCC Mathematics Task Types and Reporting Categories

Each item on the PARCC assessment is referred to as a task and is identified by one of three types: Type I<sup>1</sup>, Type II, and Type III. As shown in the graphic below, each of the three task types is aligned to one of four reporting categories (major content, additional and supporting content, reasoning, or modeling). The reporting categories are also called sub-claims. Each task type is designed to align with at least one of the [Standards for Mathematical Practice](#) (MP). For each task type, the table provides the method for scoring the task and shows which assessments include the task type.

Task Type	Description	Reporting Categories	Scoring Method	Mathematical Practice(s)	Summative Assessment
Type I	Conceptual understanding, fluency, and application	<p><b>Sub-claim A:</b> Solve problems involving the <a href="#">major content</a> for the grade level</p> <p><b>Sub-claim B:</b> Solve problems involving the <a href="#">additional and supporting content</a> for the grade level</p>	Computer-scored only	Can involve any or all mathematical practice standards	EOY and PBA
Type II	written arguments/justifications, critique of reasoning, or precision in mathematical statements	<b>Sub-claim C:</b> Express mathematical <a href="#">reasoning</a> by constructing mathematical arguments and critiques	a mix of computer-scored and hand-scored tasks	Primarily MP.3 and MP.6, but may also involve any of the other practices	PBA only
Type III	modeling/application in a real-world context or scenario	<b>Sub-claim D:</b> solve real-world problems engaging particularly in the <a href="#">modeling</a> practice	a mix of computer-scored and hand-scored tasks	Primarily MP.4, but may also involve any of the other practices	PBA only

<sup>1</sup> PARCC will not time items aligned with CCSS fluency standards. Results of fluency items will not be reported as a separate category. An item aligned to a CCSS fluency standard designated as Major content will be reported in Sub-claim A. Those aligned to a CCSS fluency standard designated as Supporting or Additional will be reported in Sub-claim B. This has resulted in decreasing the number of sub-claims from five to four.



Samples of each task type are provided beginning on [page 10](#) in this document. Additional samples are available at <http://parcc.pearson.com/sample-items/> and in multiple formats along with answer keys at <http://parcc.pearson.com/practice-tests/math/>.

## V. Design of PARCC’s Summative Assessments for Grades 3-5

Each of PARCC’s summative mathematics assessments in grades 3-5 has a total of 82 points. The Phase I – Performance-Based Assessment has 38 points and Phase II – End-of-Year Assessment has 44 points. Student results on the Performance-Based Assessment will be combined with results on the End-of-Year Assessment to produce an overall mathematics score.

The tables below show the breakdown of task types and point values on PARCC’s mathematics Performance-Based Assessment for grades 3, 4, and 5. The total number of tasks (blue), total number of points (green), and the percentage of the total points on the assessment that each type represents (light blue) are included.

Performance-Based Summative Assessment Grades 3 and 4			
	Task Type/Point Value	Number of Tasks	Total Points
Number and Point Values for each Task Type	Type I 1 Point	8	8
	Type I 2 Point	2	4
	Type II 3 Point	2	6
	Type II 4 Point	2	8
	Type III 3 Point	2	6
	Type III 6 Point	1	6
	<b>Total</b>	<b>17</b>	<b>38</b>
Percentage of Assessment Points by Task Type	Type I	(12/38) 32%	
	Type II	(14/38) 36%	
	Type III	(12/38) 32%	

Performance-Based Summative Assessment Grade 5			
	Task Type/Point Value	Number of Tasks	Total Points
Number and Point Values for each Task Type	Type I 1 Point	6	6
	Type I 2 Point	3	6
	Type II 3 Point	2	6
	Type II 4 Point	2	8
	Type III 3 Point	2	6
	Type III 6 Point	1	6
	<b>Total</b>	<b>16</b>	<b>38</b>
Percentage of Assessment Points by Task Type	Type I	(12/38) 32%	
	Type II	(14/38) 36%	
	Type III	(12/38) 32%	



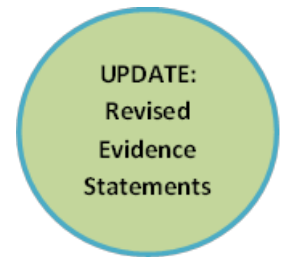
The tables below show the total number of tasks (green), total number of points (medium blue), and the percentage of the total points on the assessment that each type represents (light blue) on PARCC's mathematics End-of-Year Assessment for each grade 3-5. The number of tasks is fewer in grades 4 and 5; however, the increased number of 2-point tasks makes the total number of points on the End-of-Year Assessment the same in each grade 3-5.

End-of-Year Summative Assessment Grades 3			
Task Type/ Point Value	Number of Tasks	Total Points	Percent of Test
Type I 1 Point	34	34	77%
Type I 2 Point	5	10	23%
Totals	39	44	100%

End-of-Year Summative Assessment Grades 4 and 5			
Task Type/ Point Value	Number of Tasks	Total Points	Percent of Test
Type I 1 Point	28	28	64%
Type I 2 Point	8	16	36%
Totals	36	44	100%

## VI. Evidence Statements

To assist teachers in understanding how the Common Core content and mathematical practice standards will be assessed, PARCC has released Evidence Statements for each grade. Evidence Statements are descriptions of student work and are used by writers to guide their development of assessment tasks. Evidence Statements describe what within a student's work indicates that the student has mastered a specific standard. The Evidence Statements were updated and refined in December 2014. These updated Evidence Statement tables



- include descriptions to assist in reading and interpreting the evidence statement keys;
- contain minor edits to some evidence statement keys for test development purposes; and
- provide additional clarifications to support teachers in instruction and to inform future test item development.

One row from the Grade 4, End-of-Year Assessment Evidence Statement table is shown below.

Evidence Statement Key	Evidence Statement Text	Clarifications	Math Practice(s)
4.NF.1-2  Connects an Evidence Statement to a content standard (CCSS) or a task type.	Use the principle $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to recognize and generate equivalent fractions.  Description of what the task will require students to do.	i) The explanation aspect of 4.NF.1 is not assessed here. ii) Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. iii) Tasks may include fractions that equal whole numbers. Fractions equivalent to whole numbers are limited to 0 through 5.  Clarification (i): Tasks will not require students to explain. Clarifications (ii) & (iii): Provide limits on fractions used in tasks.	MP.7  Not all Evidence Statements are aligned to a MP. If multiple practices are listed, each task need <u>not</u> address all listed.

As an example of how a teacher might use Evidence Statements, let's assume that a teacher has written the following task to include on a unit assessment. The teacher indicates the task is aligned to Evidence Statement 3.OA.4 which is provided below the task.

*Johnny has 8 crayons. He wants to give an equal number of crayons to each of his 4 friends. He wrote the equation  $4 \times ? = 8$  to find the number of crayons he should give to each friend. How many crayons should Johnny give to each friend?*

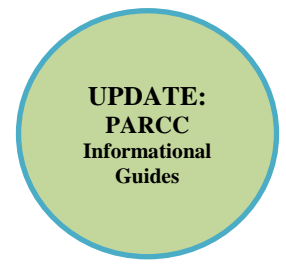
**Based on the information in Evidence Statement 3.OA.4, would this be considered a PARCC-like task?**

Evidence Statement Key	Evidence Statement Text	Clarifications	Math Practice(s)
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \square \div 3</math>, <math>6 \times 6 = ?</math>.</i>	i) Tasks do not have a context. ii) Only the answer is required. iii) All products and related quotients are from the harder three quadrants of the times table ( $a \times b$ where $a > 5$ and/or $b > 5$ ).	-

The answer is “no.” Clarification (i) indicates that problems with context are not to be used when writing tasks for Evidence Statement 3.OA.4. Since this is a real-life application presented in the form of a word problem, the task does not meet this clarification. This limitation occurs because all End-of-Year Assessment tasks are Type I tasks and must be computer scored. The task should be simple and straight forward, such as “Find the missing number:  $4 \times ? = 8$ .” Additionally, the task does not meet the content limits of clarification (iii) as 4 and 2 are both less than 5.

PARCC has also created an Informational Guide to Math Summative Assessments for each grade with goals of

- assisting educators in understanding the content of each summative assessment;
- informing instruction by indicating which Evidence Statements are assessable on the PBA only, both the PBA and EOY, and the EOY only; and
- providing information regarding policies for administration of the PARCC Mathematics Summative Assessments.



Each Informational Guide to Math Summative Assessments has the following sections with information specific to that grade:

- PARCC Claims Structure – number of points in each reporting category
- Overview of PARCC Mathematics Task Types
- High Level Blueprints – the number and point values for each Task Type on the PBA and the EOY
- Evidence Statement Keys – a short guide to reading the codes (keys) found in the Evidence Statements
- Evidence Statements – a color-coded listing organized to show which Evidence Statements are assessable on the PBA Only, on both the PBA and EOY, and on the EOY Only.
- Assessment Policies – information regarding tools (e.g., calculators, rulers, protractors) with an indication as to whether they are provided or allowable, scratch paper, reference sheets, and requisite knowledge.

The Evidence Statements tables, one for PBA and one for EOY, as well as the Informational Guides to Math Summative Assessments are available by clicking [here](#).

## VII. PARCC Policies Affecting Test Administration

### Testing Format and Administration for Mathematics Summative Assessments

The Spring 2015 Administration of the PARCC assessment includes two separate test administration windows: the Performance-Based Assessment (PBA) and the End-of-Year (EOY), both of which will be administered in **paper-based format** to Louisiana’s students.

Component	Format and Administration
Performance-Based Assessment (PBA)	<b>Test Administration Dates</b> <b>Paper-based Tests (PBT): March 16-20, 2015</b>
End-of-Year Assessment (EOY)	<b>Test Administration Dates</b> <b>Paper-based Tests (PBT): May 4-8, 2015</b>

Each math assessment has two sessions (units). PARCC tests are timed, and no additional time may be permitted (with the exception of an extended time accommodation). The table below shows the amount of time in minutes allowed for students to complete each session (unit). Only one session (unit) will be scheduled per day.

SESSION (UNIT) TIMES IN MINUTES						
		PBA Unit 1	PBA Unit 2		EOY Unit 1	EOY Unit 2
GRADE 3	Maximum Allowable Time	75	75		75	75
GRADES 4-5	Maximum Allowable Time	80	70		75	75

### Test Booklets

All students will enter answers in their test booklets. There will be no separate answer sheets.

### Answering Type II and Type III Items on the Performance-Based Assessment

A box will be provided for each Type II (Reasoning) or Type III (Modeling) task in which students are to write explanations and/or to show their work. Any information written outside the box or which has been scratched out will not be scored.

### Fill-in-the-Blank Grids for Grades 3-5

For fill-in-the-blank items, students will write the number (whole number or decimal) in the boxes at the top of the grid, starting with the first box on the left. Numbers are entered *without* commas. Students will then shade the bubble in the column that corresponds to the entry (decimal or digit) in the top row. Blank spaces within the answer are not allowed. Entries of 0.75 or 0.750 instead of .75 (as shown in the second grid) are also acceptable except in cases where rounding is specified. If an answer is required to be

**UPDATE:  
Additional  
FIB  
Information**

.	7	5		
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0
1	1	1	1	1
2	2	3	2	2
3	3	3	3	3
4	4	4	4	4
5	5	●	5	5
6	6	6	6	6
7	●	7	7	7
8	8	8	8	8
9	9	9	9	9

6	3	2		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0
1	1	1	1	1
2	2	●	2	2
3	●	3	3	3
4	4	4	4	4
5	5	5	5	5
6	●	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

rounded to the nearest hundredth, then 0.750 would not be correct.

Note: Should a student mistakenly start in a column other than column 1, the entry will be scored correctly under the following conditions:

- There are no spaces within the answer.
- The answer fits within the remaining columns.

### Fractional Answers

Type I items (computer-scored) with potential fractional answers will be presented in Multiple Choice or Multiple Select format. Students will be expected to be able to correctly write and apply fractions in Type II (Reasoning) and Type III (Modeling) items.

**Multiple Choice** items have four options. Students will shade the bubble of the correct answer.

- Ⓐ Option A
- Ⓑ Option B
- Option C
- Ⓓ Option D

**Multiple Select** items have 5 or 6 options. Students will shade each bubble that corresponds to a correct answer. The number correct will vary from item to item.

- Option A
- Ⓑ Option B
- Ⓒ Option C
- Option D
- Ⓔ Option E
- Ⓕ Option F

**UPDATE:  
Additional  
Multiple  
Select  
Information**

### General Information on Marking/Writing in the Test Booklet

- Students may use non-carbon, yellow highlighters to highlight text in the test booklet.
- Students may write and do scratch work in the test booklet, but must avoid making marks in the bubbles on the Multiple-Choice and Multiple-Select items or in the Fill-in-the-Blank grids.
- Highlighting text in options or placing an X to the right of the text in an option are recommended ways for students to eliminate options. Crossing out options could create scoring issues if bubbles are marked through.

**UPDATE:  
Marking in  
the Test  
Booklet**

## Calculator

With the exception of students who meet the guidelines in the [PARCC Accessibility Features and Accommodations Manual](#) for a calculation device, **students are not allowed to use calculators during the administration of any mathematics test in grades 3 -5.** For students who meet the accommodation guideline, a hand-held four-function calculator with square root and percentage functions is allowable for grades 3-5. Memory and +/- keys are also allowed, but not required. If a student needs an adaptive calculator (e.g., large key, talking), the student may also bring his or her own, provided it is specified in his or her approved IEP or 504 Plan and meets the same guidelines.

## Reference Sheets

Students in grades 3 and 4 will **not** have a reference sheet because the Common Core State Standards for Mathematics for these grades do not require one.

Students in grade 5 will be provided a [reference sheet](#) with the information shown below.

### Grade 5

1 mile = 5280 feet  
1 mile = 1760 yards

1 pound = 16 ounces  
1 ton = 2000 pounds

1 cup = 8 fluid ounces  
1 pint = 2 cups  
1 quart = 2 pints  
1 gallon = 4 quarts  
1 liter = 1000 cubic centimeters



Right Rectangular Prism	$V = B \times h$ or $V = l \times w \times h$
-------------------------	---

The [Informational Guide to Grade 5 Math Summative Assessments](#) also has the reference sheet and the Requisite Knowledge shown below in ipolicies section.

## Requisite Knowledge

- **Grade 4**
  - Students in grade 4 will be required to know relative sizes of measurement units within one system of units. Therefore, the following requisite knowledge is necessary in grade 4 and will **not** be provided in a reference sheet for the grade 4 PARCC Assessment.
    - 1 meter = 100 centimeters
    - 1 kilometer = 1000 meters
    - 1 kilogram = 1000 grams
    - 1 liter = 1000 milliliters
    - 1 minute = 60 seconds
    - 1 hour = 60 minutes
  - The area and perimeter formulas for rectangles are also considered requisite knowledge for Grade 4.

• **Grade 5**

- Grade 5 students are required to know the requisite knowledge listed for grade 4.
- The following requisite knowledge is also required for grade 5 students and is not on the grade 5 reference sheet.

1 foot = 12 inches  
 1 yard = 3 feet  
 1 day = 24 hours  
 1 meter = 1000 millimeters



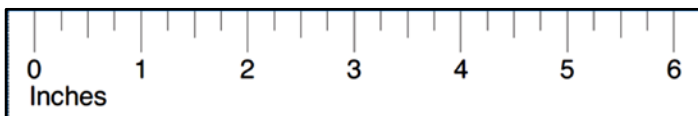
**Assessment Tools and Resource Summary for Grades 3, 4, and 5**

The chart below gives a summary of the tools and resources that may be used on the PBA and EOY PARCC Assessments. It also indicates the entity responsible for providing the tool or resource. Definitions of *provided* and *required* are given below the chart.

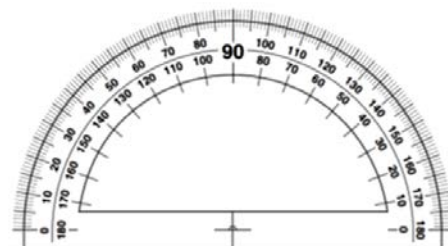
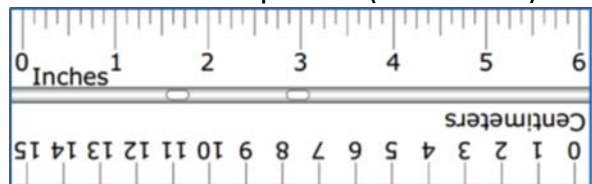
Grade	Ruler	Protractor	Reference Sheet	Calculator	Scratch Paper (lined, graph, or un-lined)	Other Allowable Tools
3	Provided (1/4 inch)	No	No	Allowable for student with calculator accommodation only: four-function with square root and percentage functions on all units.	Required	Non-carbon, yellow highlighters
4	Provided (1/8 inch /centimeter)	Provided	No	Allowable for student with calculator accommodation only: four-function with square root and percentage functions on all units.	Required	Non-carbon, yellow highlighters
5	Provided (1/8 inch /centimeter)	Provided	Provided	Allowable for student with calculator accommodation only: four-function with square root and percentage functions on all units.	Required	Non-carbon, yellow highlighters

- Provided—Resources/tools are provided to schools by vendor. Schools must distribute these resources/ tools to students for testing.
- Required - Schools are required to provide these tools or resources during testing.

Grade 3 ruler (not actual size)



Grades 4 and 5 ruler and protractor (not actual sizes)



## VIII. Grade-Level Examples of PARCC Tasks

On the next few pages are Sample Tasks released by PARCC and designed to help educators understand each task type. At least one sample of each task type (I, II, and III) is provided from the grade span 3-5. Other Sample Tasks, along with annotations and rubrics, are available from <http://parcc.pearson.com/sample-items/>.

**UPDATE:  
PARCC  
PBA  
Practice  
Tests<sup>o</sup>**

PARCC has posted PBA and EOY Practice Tests in multiple formats along with answer keys at <http://parcc.pearson.com/practice-tests/math/>. Links to the paper formats, answer keys, and a PARCC 3-5 Practice Test Guidance document are also available on the LDOE website at <http://www.louisianabelieves.com/resources/library/practice-tests>.

NOTE: The PARCC mathematics practice tests do not indicate the unit breaks that are included in the operational assessment forms. The practice tests do indicate section breaks between non-calculator and calculator sections. These breaks indicate when students should have calculators for the appropriate test items. By excluding unit breaks, educators have more flexibility with how they choose to use these practice tests with their students. LDOE will provide additional guidance on the use of the practice tests when the PBA math practice tests are released.

### Grade 3 - Type I – 1 point

2. Which equations are true?

Select the **three** correct answers.

- Ⓐ  $7 + 7 = 0$
- Ⓑ  $3 \times 4 = 12$
- Ⓒ  $10 + 5 = 5$
- Ⓓ  $16 \div 2 = 8$
- Ⓔ  $0 \times 6 = 0$

**UPDATE:  
Paper-based  
Sample  
Type I Task**

### Aligned to Evidence Statement 3.OA.7-1 – Assessable on the PBA.

**3.OA.7-1:** Fluently multiply and divide within 25. By end of grade 3, know from memory all products of two one-digit numbers.

Clarifications:

- i. Tasks do not have a context.
- ii. Only the answer is required.
- iii. Tasks require finding products and related quotients accurately. For example, each 1-point task might require four or more computations, two or more multiplication and two or more division.
- iv. Tasks are not timed.

**Scoring Information:** Students select B, D, and E as the three which are correct.

<sup>o</sup>Yellow icons show edits made since January 15, 2015.



## Grade 5 - Type I – 2 points

There are two tanks at the aquarium, Tank A and Tank B. Each tank has two sections.

**UPDATE:  
Paper-based  
Sample  
Type I Task**

### 31. Part A

The volume of one section of Tank A is 24-cubic feet. The volume of the other section of Tank A is 96-cubic feet.

What is the total volume, in cubic feet, of Tank A?

- Ⓐ 4
- Ⓑ 72
- Ⓒ 120
- Ⓓ 2,304

### Part B

Tank B has the same volume as Tank A.

The volume of one section of Tank B is 45-cubic feet. What is the volume, in cubic feet, of the other section of Tank B?

Enter your answer in the box.

←	→	←	→	←
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

### Aligned to Evidence Statement 5.MD.5c – Assessable on the EOY.

**5:MD.5c:** Relate the operations of multiplication and addition and solve real world and mathematical problems involving volume.

Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Clarification: Tasks require students to solve a contextual problem by applying the indicated concepts and skills.

**Scoring Information:** Part A: Student chooses option C.  
Part B: Student grids in 75.



**Grade 4 – Type II – 3 points**

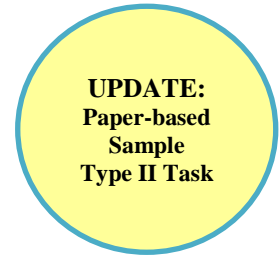
**10. Part A**

Alex ran 0.5 mile.

What number should replace the ? to make a fraction equivalent to 0.5?

$$\frac{?}{10}$$

Enter your answer in the box.



0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Part B**

Christy ran  $\frac{4}{10}$  mile on Monday and  $\frac{7}{100}$  mile on Tuesday. She said that she ran a total of  $\frac{47}{100}$  mile. Christy told Alex that she ran a greater distance than he ran, because 47 is more than 5.

- Identify the incorrect reasoning in Christy’s statement.
- Explain how Christy can correct her reasoning.
- Use  $>$ ,  $<$ , or  $=$  to give a correct comparison between the distances that Alex and Christy ran.

Enter the incorrect reasoning, your explanation, and the correct comparison in the space provided.

**Aligned to Evidence Statement 4.C.5-5/4.NF.7– Assessable on the PBA Only.**

**4.C.5-5:** Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)

Content Scope: Knowledge and skills articulated in 4.NF.C

Clarifications:

- Tasks have “thin context” or no context.
- Tasks are limited to denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.
- Fractions equivalent to whole numbers are limited to 0 through 5.

**4.NF.C.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.

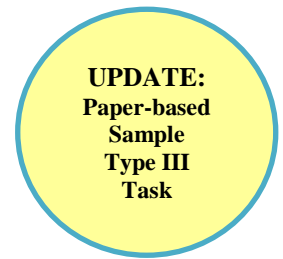
**Scoring Information:**

Total Points: 4	
#10 Part A	
Score	Description
<b>1</b>	Computation component: Student enters 5.
#10 Part B	
<b>2</b>	<p>Student response includes each of the following 2 elements.</p> <ul style="list-style-type: none"> <li>Reasoning component: Student identifies Christy's incorrect reasoning.</li> <li>Reasoning component: Student gives a valid explanation of how to correct the reasoning and provides a correct comparison.</li> </ul> <p>Sample responses:</p> <p>1. Christy found the correct total distance of her runs, but her comparison is wrong. 0.5 is <math>\frac{5}{10}</math> which equals <math>\frac{50}{100}</math> so she should compare 47 to 50, not 5. 50 is greater than 47, so <math>\frac{5}{10} &gt; \frac{47}{100}</math>.</p> <p>OR</p> <p>2. Christy's distance <math>\frac{47}{100} = 0.47</math> and Alex ran 0.5 mile, so she should compare 0.5 to 0.47. The 5 in tenths place in 0.5 has a greater value than the 4 in the tenths place in 0.47.</p> <p>Note: Other valid explanations are acceptable.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

## Grade 5 – Type III – 3 points

Use the information provided to answer Part A through Part C for question 14.

Shannon is building a rectangular garden that is 18 feet wide and 27 feet long.



### 14. Part A

Write an equation that represents the area of Shannon's garden. In your equation, let  $g$  represent the area of Shannon's garden. Then solve your equation.

Enter your equation and your solution in the space provided.

### Part B

Shannon is putting a fence around the garden, except where there is a gate that is 3 feet wide.

One foot of the fence costs \$43. The cost of the gate is \$128.

Write an expression that represents the total cost of the fence and the gate.

Explain how you determined your expression.

Enter your expression and your explanation in the space provided.

### Part C

Use your expression from Part B to find the total cost, in dollars, of the fence and the gate.

Enter your answer in the space provided.

## Aligned to Evidence Statement 5.D.2/4.MD.3 – Assessable on the PBA Only

**5.D.2:** Solve multi-step contextual problems with degree of difficulty appropriate to Grade 5, requiring application of knowledge and skills articulated in 4.OA, 4.NBT, 4.NF, 4.MD

Clarifications:

- i. Tasks may have scaffolding, if necessary, in order to yield a degree of difficulty appropriate to Grade 5.
- ii. Multi-step problems must have at least 3 steps

**4.MD.3:** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

**Scoring Information:**

Total Points: 6	
#14 Part A	
Score	Description
2	Student response includes each of the following 2 elements. <ul style="list-style-type: none"> <li>• Computation component: 486 square feet</li> <li>• Modeling component: <math>18 \times 27 = g</math></li> </ul>
1	Student response contains 1 of the 2 elements.
0	Student response is incorrect.
#14 Part B	
Score	Description
3	Student response includes each of the following 3 elements. <ul style="list-style-type: none"> <li>• Modeling component: The student provides an expression to represent the total cost of the fence and gate. For example: “<math>43 \times (18 + 18 + 27 + 27 - 3) + 128</math>” OR other valid expression.*</li> <li>• Modeling component: The student explains that the expression in parentheses <math>(18 + 18 + 27 + 27 - 3)</math> is needed to find the perimeter of the lawn minus the gate to find the length of fence needed.</li> <li>• Modeling component: The student explains that the length of fence determined has to be multiplied by the cost of the fence and then the cost of the gate has to be added to the result.</li> </ul> <p>Note: The term <i>perimeter</i> does not have to be used.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.
#14 Part C	
1	Computation component: \$3869  *Note: A student who correctly evaluates an incorrect expression for finding the total cost of the fence and gate will receive the computation point.

## IX. Resources

### Assessment Resources

- [PARCC's Online Professional Learning Site](#): provides information about and links to learning modules for educators.
- [PARCC Practice Tests](#): provide PBA and EOY practice assessment in multiple formats along with answer keys.
- [PARCC Tools, Accessibility Features, and Accommodations for Student Practice](#): summary of the places where students can practice using the various tools, accessibility features, and accommodations provided on the assessments.
- [PARCC Paper-Based Student Tutorials](#): help students understand administration procedures and expectations. Students should only use the tutorial as practice for filling in responses and understanding directions.
- [PARCC Accessibility Features and Accommodations Manual](#): provides guidance to districts and decision-making teams to ensure that the PARCC assessments provide valid results for all participating students.
- [PARCC FAQs](#): summary of questions asked by Louisiana educators about the PARCC assessments via [assessments@la.gov](mailto:assessments@la.gov) and LDOE's Weekly PARCC Office Hours.
  - Weekly PARCC Office Hours*
  - **Background:** Dedicated time to answer educator questions related to the PARCC assessments
  - **When:** Every Thursday at 11:00 a.m. and 4:00 p.m.
  - Access: **Join the PARCC Office Hours [here](#).**

UPDATE:  
PBA Practice  
Tests,  
Practice Tools,  
Student  
Tutorials

### Instructional Resources

- [Grades 3-5 Math Guidebook](#): offers comprehensive information to support teachers in creating yearly, unit, and daily instructional plans for students
- [Teacher Support Toolbox Library](#): provides teachers links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- [EAGLE Sample Test Items](#): bank of questions that can be used for instructional or assessment purposes

UPDATE:  
New  
Resource  
New Time

## X. Glossary

**Claim:** A statement about student performance based on how students respond to test questions. PARCC tests are designed to elicit evidence from students that support valid and reliable claims about the extent to which they are college- and career-ready or “on track” toward that goal and are making expected academic gains based on the Common Core State Standards. To support such claims, PARCC assessments are designed to measure and report results in multiple categories called master claims and sub-claims.

**End of Year Assessment (EOY):** End-of-year assessments are administered after approximately 90 percent of the school year. The ELA/literacy EOY will focus on reading comprehension. The mathematics EOY will ask students to demonstrate understanding of mathematics concepts and demonstrate mathematical fluency.

**Evidence Statement:** Words or phrases that describe student work and support claims about students’ mastery of particular standards. Evidence statements describe what one can point to in a student’s work to show that the student has mastered a specific standard.

**Partnership for Assessment of Readiness for College and Careers (PARCC):** PARCC is a group of states working together to develop an assessment system for English language arts and mathematics anchored in what it takes to be ready for college and careers.

**Performance-Based Assessment (PBA):** For PARCC, the Performance-Based Assessment will be administered approximately 75 percent of the way through the academic study of the grade or course content. Student results on the PBA will be combined with their results on the End-of-Year assessment (EOY) to produce overall PARCC score in each content area. The PBA in mathematics will focus on reasoning and modeling and include questions that require both short and extended responses.

**Standards for Mathematical Practice:** The Standards for Mathematical Practice describe ways in which students ought to engage with mathematics through elementary, middle and high school. Examples of these practices include problem solving, procedural fluency and conceptual understanding.

**Summative Assessment:** A summative assessment is designed to measure a student’s knowledge and skills at the end of an instructional period, such as an entire school year or at the conclusion of a course. The PARCC summative assessment will include two components — the Performance-Based Assessment (PBA) component and the end-of-year assessment (EOY) component. The results of the two components will be combined to produce overall summative assessment results.

**Task:** In mathematics, a task is an operational item that may either have a single prompt or multiple prompts. The PARCC mathematics tests contain three types of tasks:

Type I tasks assess concepts, skills and procedures.

Type II tasks assess students’ ability to express mathematical reasoning.

Type III tasks assess modeling and applications.

## Louisiana Guide to PARCC Mathematics Assessments Grades 6-8

This guide includes:

- [Purpose of Assessment Guide](#)
- [Introduction to PARCC](#)
- [PARCC Summative Assessments](#)
- [Overview of PARCC Mathematics Task Types and Reporting Categories](#)
- [Design of PARCC’s Summative Assessments for Grades 6-8](#)
- [Evidence Statements](#)
- [PARCC Policies Affecting Test Administration](#)
- [Grade-Level Examples of PARCC Tasks](#)
- [Resources](#)
- [Glossary](#)

### I. Purpose of Assessment Guide

This document is designed to assist Louisiana educators in understanding the PARCC assessments for grades 6-8 which will be implemented beginning in Spring 2015.

### II. Introduction to PARCC

In grades 3-8 for English language arts (ELA) and mathematics, Louisiana has chosen to adopt the assessments developed by The Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC is a group of states working together to develop high-quality assessments driven by the following priorities:

- Determine whether students are college- and career-ready or “on track”
- Assess the full range of the Common Core State Standards (CCSS), including standards that are difficult to measure
- Measure the full range of student performance, including the performance of high- and low-performing students
- Provide data during the academic year to inform instruction, interventions and professional development
- Provide data for accountability, including measures of growth
- Incorporate innovative approaches throughout the assessment system

Louisiana has been a member of the PARCC consortium since its inception. As a result, many Louisiana educators at the school, district, state, and college/university levels have and are continuing to serve on various committees. These include, but are not limited to, the development of PARCC’s policies and procedures and the extensive review of PARCC’s assessment questions.

### III. PARCC Summative Assessments

All Louisiana students in grades 3-8 will take PARCC’s two summative assessments described below:

The **Performance-Based Assessment (PBA)** is administered after approximately 75% of the school year. While some tasks will be computer-scored, 68% of the assessment will require students to solve real-life problems and to provide reasoning/explanations to support their work.

The **End-of-Year Assessment (EOY)** is administered after approximately 90% of the school year. In the mathematics End-of-Year Assessment, students will demonstrate their ability to understand and use skills identified as [Major, Supporting and Additional content](#) of the grade. To be able to provide results quickly, this assessment will have computer-scored tasks only.

These assessments are the focus of this guide. Additional information on the exact content of each assessment can be found in PARCC’s Evidence Statements. [Section VI](#) of this guide provides additional information on Evidence Statements.

### IV. Overview of PARCC Mathematics Task Types and Reporting Categories

Each item on the PARCC assessment is referred to as a task and is identified by one of three types: Type I<sup>1</sup>, Type II, and Type III. As shown in the graphic below, each of the three task types is aligned to one of four reporting categories (major content, additional and supporting content, reasoning, or modeling). The reporting categories are also called sub-claims. Each task type is designed to align with at least one of the [Standards for Mathematical Practice](#) (MP). For each task type, the table provides the method for scoring the task and shows which assessments include the task type.

Task Type	Description	Reporting Categories	Scoring Method	Mathematical Practice(s)	Summative Assessment
Type I	Conceptual understanding, fluency, and application	<p><b>Sub-claim A:</b> Solve problems involving the <u>major content</u> for the grade level</p> <p><b>Sub-claim B:</b> Solve problems involving the <u>additional and supporting content</u> for the grade level</p>	Computer-scored only	Can involve any or all mathematical practice standards	EOY and PBA
Type II	written arguments/justifications, critique of reasoning, or precision in mathematical statements	<b>Sub-claim C:</b> Express mathematical <u>reasoning</u> by constructing mathematical arguments and critiques	a mix of computer-scored and hand-scored tasks	Primarily MP.3 and MP.6, but may also involve any of the other practices	PBA only
Type III	modeling/application in a real-world context or scenario	<b>Sub-claim D:</b> solve real-world problems engaging particularly in the <u>modeling</u> practice	a mix of computer-scored and hand-scored tasks	Primarily MP.4, but may also involve any of the other practices	PBA only

<sup>1</sup> PARCC will not time items aligned with CCSS fluency standards. Results of fluency items will not be reported as a separate category. An item aligned to a CCSS fluency standard designated as Major content will be reported in Sub-claim A. Those aligned to a CCSS fluency standard designated as Supporting or Additional will be reported in Sub-claim B. This has resulted in decreasing the number of sub-claims from five to four.



Samples of each task type are provided beginning on [page 12](#) in this document. Additional samples are available at <http://parcc.pearson.com/sample-items/> and in multiple formats along with answer keys at <http://parcc.pearson.com/practice-tests/math/>.

## V. Design of PARCC’s Summative Assessments for Grades 6-8

Each of PARCC’s summative mathematics assessments in grades 6-8 has a total of 82 points. The Phase I – Performance-Based Assessment has 38 points and Phase II – End-of-Year Assessment has 44 points. Student results on the Performance-Based Assessment will be combined with the End-of-Year Assessment to produce an overall mathematics score.

The tables below show the breakdown of task types and point values on PARCC’s mathematics Performance-Based Assessment and End-of-Year Assessments for grades 6 and 7. The total number of tasks (blue), total number of points (green), and the percentage of the total points on the assessment that each type represents (light blue) are included.

Performance-Based Summative Assessment Grades 6 and 7			
	Task Type/ Point Value	Number of Tasks	Total Points
Number and Point Values for each Task Type	Type I 1 Point	8	8
	Type I 2 Point	2	4
	Type II 3 Point	2	6
	Type II 4 Point	2	8
	Type III 3 Point	2	6
	Type III 6 Point	1	6
	<b>Total</b>		17
Percentage of Assessment Points by Task Type	Type I	(12/38) 32%	
	Type II	(14/38) 36%	
	Type III	(12/38) 32%	

End-of-Year Summative Assessment Grade 6			
Task Type/ Point Value	Number of Tasks	Total Points	Percent of Test
Type I 1 Point	26	26	59%
Type I 2 Point	7	14	32%
Type I 4 points	1	4	9%
<b>Totals</b>	34	44	100%

End-of-Year Summative Assessment Grade 7			
Task Type/ Point Value	Number of Tasks	Total Points	Percent of Test
Type I 1 Point	24	24	55%
Type I 2 Point	8	16	36%
Type I 4 points	1	4	9%
<b>Totals</b>	33	44	100%

The tables below show the breakdown of task types and point values on PARCC’s mathematics Performance-Based Assessment and End-of-Year Assessment for grade 8. The total number of tasks (blue), total number of points (green), and the percentage of the total points on the assessment that each type represents (light blue) are included.

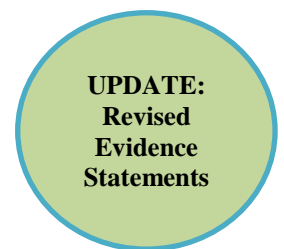
Performance-Based Summative Assessment Grade 8			
	Task Type/Point Value	Number of Tasks	Total Points
Number and Point Values for each Task Type	Type I 1 Point	10	10
	Type I 2 Point	1	2
	Type II 3 Point	2	6
	Type II 4 Point	2	8
	Type III 3 Point	2	6
	Type III 6 Point	1	6
	<b>Total</b>		<b>18</b>
Percentage of Assessment Points by Task Type	Type I	(12/38) 32%	
	Type II	(14/38) 36%	
	Type III	(12/38) 32%	

End-of-Year Summative Assessment Grade 8			
Task Type/Point Value	Number of Tasks	Total Points	Percent of Test
Type I 1 Point	26	26	59%
Type I 2 Point	5	10	23%
Type I 4 points	2	8	18%
<b>Totals</b>	<b>33</b>	<b>44</b>	<b>100%</b>

## VI. Evidence Statements

To assist teachers in understanding how the Common Core content and mathematical practice standards will be assessed, PARCC has released Evidence Statements for each grade. Evidence Statements are descriptions of student work and are used by writers to guide their development of assessment tasks. Evidence Statements describe what within a student's work indicates that the student has mastered a specific standard. The Evidence Statements were updated and refined in December 2014. These updated Evidence Statement tables

- include descriptions to assist in reading and interpreting the evidence statement keys;
- contain minor edits to some evidence statement keys for test development purposes; and
- provide additional clarifications to support teachers in instruction and to inform future test item development.



One row from the Grade 6, End-of-Year Assessment Evidence Statement table is shown below.

Evidence Statement Key	Evidence Statement Text	Clarifications	Math Practice(s)	Calculator
6.NS.4-1  Connects an Evidence Statement to a content standard (CCSS) or a task type.	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12.  Description of what the task will require students to do.	i) Tasks do not have a context. <sup>2</sup>  Clarification (i): The task will not be presented in a word problem.	-  Not all Evidence Statements are aligned to a MP as indicated by the hyphen in this example. If multiple practices are listed, each task need <u>not</u> address all listed.	No  Indicates if calculators are allowed on tasks written for the Evidence Statement.

<sup>2</sup> The number of clarifications in this Evidence Statement was reduced from two to one during the updating of Evidence Statements.

As an example of how a teacher might use Evidence Statements, let's assume that a teacher has written the following task to include on a unit assessment. The teacher indicates the task is aligned to Evidence Statement 6.EE.7.

*Mary's mother gave her some money. Mary spent \$2.75 and now has \$1.35 remaining. She wants to know how much money her mother gave her. Mary wrote  $x - 2.75 = 1.35$  to help her find the amount of money she received from her mother. Find  $x$ , the amount of money that Mary's mother gave her.*

**Based on the information in Evidence Statement 6.EE.7, would this be considered a PARCC-like task?**

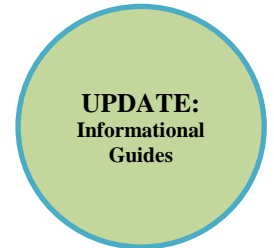
Evidence Statement Key	Evidence Statement Text	Clarifications	Math Practice(s)	Calculator
6.EE.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ , and $x$ are all nonnegative rational numbers	i) Tasks are algebraic, not arithmetic. See Progression for Expressions and Equations, pp. 3,4. ii) Half of the tasks involve whole-number values of $p$ , $q$ , and/or $x$ ; half of the tasks involve fraction or decimal values of $p$ , $q$ , and/or $x$ . iii) Fractions and decimals should not appear together in the same problem. iv) These tasks only involve equations with addition and multiplication. v) A valid equation and the correct answer are both required for full credit.	1, 2, 6, 7	Yes

While a real-life problem, clarification (v) indicates that the student must provide a valid equation and correctly solve it to receive full credit. Providing the equation for the student to solve does not meet this criterion. Additionally, the equation does not have the format indicated in the Evidence Statement.

Changing  $x - 0.75 = 0.5$  to the required form,  $x + (-0.75) = 0.5$ , creates a situation in which one of the values is a negative number. The Evidence Statement indicates that only positive values can be used in the equation. The intent of the standard associated with this Evidence Statement is to introduce only two types of one-step equations – one that can be solved by subtraction and the other solved by division. Therefore, this task would not be a PARCC-like task.

PARCC has also created an Informational Guide to Math Summative Assessments for each grade with the goals of

- assisting educators in understanding the content of each summative assessment;
- informing instruction by indicating which Evidence Statements are assessable on the PBA only, both the PBA and EOY, and the EOY only; and
- providing information regarding policies for administration of the PARCC Mathematics Summative Assessments.



Each Informational Guide to Math Summative Assessment has the following sections with information specific to that grade:

- PARCC Claims Structure – number of points in each reporting category
- Overview of PARCC Mathematics Task Types
- High Level Blueprints – the number and point values for each Task Type on the PBA and the EOY
- Evidence Statement Keys – a short guide to reading the codes (keys) found in the Evidence Statements
- Evidence Statements – a color-coded listing organized to show which Evidence Statements are assessable on the PBA Only, on both the PBA and EOY, and on the EOY Only.
- Assessment Policies – information regarding tools (e.g., calculators, rulers, protractors) with an indication as to whether they are provided or allowable, scratch paper, reference sheets, and requisite knowledge.

The Evidence Statements tables, one for PBA and one for EOY, as well as the Informational Guides to Math Summative Assessments are available by clicking [here](#).

## VII. PARCC Policies Affecting Test Administration

### Testing Format and Administration for Mathematics Summative Assessments

The Spring 2015 Administration of the PARCC assessment includes two separate test administration windows: the Performance-Based Assessment (PBA) and the End-of-Year (EOY), both of which will be administered in **paper-based format** to Louisiana’s students.

Component	Format and Administration
Performance-Based Assessment (PBA)	Test Administration Dates Paper-based Tests (PBT): March 16-20, 2015
End-of-Year Assessment (EOY)	Test Administration Dates Paper-based Tests (PBT): May 4-8, 2015

Each math assessment has two sessions (units). PARCC tests are timed, and no additional time may be permitted (with the exception of an extended time accommodation). The table below shows the amount of time in minutes allowed for students to complete each session (unit). Only one session (unit) will be scheduled per day.

GRADES 6-8 SESSION (UNIT) TIMES IN MINUTES				
	PBA Unit 1	PBA Unit 2	EOY Unit 1	EOY Unit 2
<b>Maximum Allowable Time</b>	<b>80<sup>◊</sup></b>	<b>70<sup>#</sup></b>	<b>80<sup>+</sup></b>	<b>75<sup>#</sup></b>

<sup>◊</sup> Two sections – non-calculator/calculator. Time represents total for both sections

<sup>#</sup> Calculator Unit

<sup>+</sup> Grades 6 and 8 - non-calculator; Grade 7- two sections (non-calculator/calculator)

### Test Booklets

All students will enter answers in their test booklets. There will be no separate answer sheets.

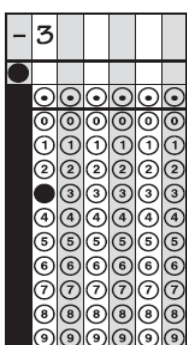
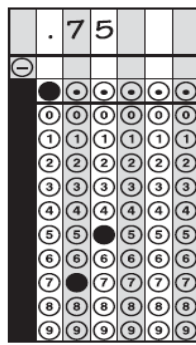
### Answering Type II and Type III Items on the Performance-Based Assessment

A box will be provided for each Type II (Reasoning) or Type III (Modeling) task in which students are to write explanations and/or to show their work. Any information written outside the box or which has been scratched out will not be scored.

### Fill-in-the-Blank Grids for Type I (computer-scored) Items for Grades 6-8 on the PBA and EOY

The grid for Grades 6-8 has a column for entering and shading a bubble when the answer is negative. See the example in the grid on the left below. Students will write the number in the boxes at the top of the grid. Numbers are entered *without* commas. Students will then shade the bubble in the column that corresponds to the entry in the top row.

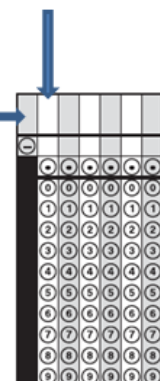
The recommended method for entry of the digits and a decimal point (if needed) is to start in column 2 as shown in the two examples on the left. Blank spaces within the answer are not allowed. Entries of 0.75 or 0.750 instead of .75 (as shown in the second grid) are also acceptable.

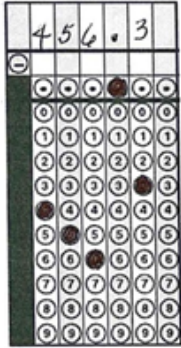
**UPDATE:  
Additional  
FIB  
Information**

Enter digit or decimal point starting in column 2. Do not skip boxes when entering the number.

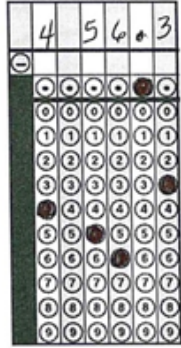
Use only if answer is a negative number.



**Correct entry  
for 456.3**



**Incorrect entry  
for 456.3**



Note: Should a student mistakenly start in a column other than column 2, the entry will be scored correctly under the following conditions:

- There are no spaces within the answer.
- The answer fits within the remaining columns.
- The negative symbol is used when the answer is a negative number.

### Fractional Answers

Type I items (computer-scored) with potential fractional answers will be presented in Multiple Choice or Multiple Select format. Students will be expected to be able to correctly write and apply fractions in Type II (Reasoning) and Type III (Modeling) items.

**Multiple Choice** items have four options. Students will shade the bubble of the correct answer.

- Ⓐ Option A
- Ⓑ Option B
- Ⓒ Option C
- Ⓓ Option D

**Multiple Select** items have 6 or 7 options. Students will shade each bubble that corresponds to a correct answer. The number correct will vary from item to item.

- Ⓐ Option A
- Ⓑ Option B
- Ⓒ Option C
- Ⓓ Option D
- Ⓔ Option E
- Ⓕ Option F

**UPDATE:  
Additional  
Multiple  
Select  
Information**

### General Information on Marking/Writing in the Test Booklet

- Students may use non-carbon, yellow highlighters to highlight text in the test booklet.
- Students may write and do scratch work in the test booklet, but must avoid making marks in the bubbles on the Multiple-Choice and Multiple-Select items or in the Fill-in-the-Blank grids.
- Highlighting text in options or placing an X to the right of the text in an option are recommended ways for students to eliminate options. Crossing out options could create scoring issues if bubbles are marked through.

**UPDATE:  
Marking in  
the Test  
Booklet**

## Calculators

Allowable calculators are dependent upon the grade-level test being taken:

- Calculator units/sections of assessments developed for grades 6-7: Four-function with square root and percentage functions (Note: Memory and +/- keys are also allowed, but not required.)
- Calculator units/sections of assessments developed for grade 8: Scientific calculators

Additionally, schools must adhere to the following additional guidance regarding calculators:

- No tablet, laptop (or PDA), or phone-based calculators are allowed during PARCC assessments.
- Students are not allowed to share calculators within a testing session.
- Test administrators must confirm that memory on all calculators has been cleared before and after the testing sessions.
- Calculators with “QWERTY” keyboards are **not** permitted.
- If schools or districts permit students to bring their own hand-held calculators for PARCC assessment purposes, test administrators must confirm that the calculators meet PARCC requirements as defined above.

For students who meet the guidelines in the [PARCC Accessibility Features and Accommodations Manual](#) for a calculation device, this accommodation allows a calculation device to be used on all sections of any PARCC mathematics assessment. If a student needs an adaptive calculator (e.g., large key, talking), the student may bring his or her own, provided it is specified in his or her approved IEP or 504 Plan and meets the above calculator guidelines.

## Reference Sheets

Students in grades 6, 7, and 8 will be provided the grade-level appropriate [reference sheet](#). [Informational Guides to Math Summative Assessments](#) for grades 6, 7, and 8 have the grade specific reference sheet in the policies section. A copy of each reference sheet is also provided on the next page.



Notice that the names of the measurement formulas provided on the reference sheets only include the name of the figure or object to which the measurement formula applies. The intent of the Common Core State Standards in Mathematics at grades 5 – 8 is to know and apply the measurement formulas. In order for students to be able to choose the correct formula, they will need to know the formula.



**Grade 6**

1 inch = 2.54 centimeters	1 kilometer = 0.62 mile	1 cup = 8 fluid ounces
1 meter = 39.37 inches	1 pound = 16 ounces	1 pint = 2 cups
1 mile = 5,280 feet	1 pound = 0.454 kilograms	1 quart = 2 pints
1 mile = 1,760 yards	1 kilogram = 2.2 pounds	1 gallon = 4 quarts
1 mile = 1.609 kilometers	1 ton = 2,000 pounds	1 gallon = 3.785 liters
		1 liter = 0.264 gallons
		1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Right Rectangular Prism	$V = Bh$ or $V = lwh$

**Grade 7**

1 inch = 2.54 centimeters	1 kilometer = 0.62 mile	1 cup = 8 fluid ounces
1 meter = 39.37 inches	1 pound = 16 ounces	1 pint = 2 cups
1 mile = 5280 feet	1 pound = 0.454 kilograms	1 quart = 2 pints
1 mile = 1760 yards	1 kilogram = 2.2 pounds	1 gallon = 4 quarts
1 mile = 1.609 kilometers	1 ton = 2000 pounds	1 gallon = 3.785 liters
		1 liter = 0.264 gallons
		1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d$ or $C = 2\pi r$
General Prisms	$V = Bh$

**Grade 8**

1 inch = 2.54 centimeters	1 kilometer = 0.62 mile	1 cup = 8 fluid ounces
1 meter = 39.37 inches	1 pound = 16 ounces	1 pint = 2 cups
1 mile = 5280 feet	1 pound = 0.454 kilograms	1 quart = 2 pints
1 mile = 1760 yards	1 kilogram = 2.2 pounds	1 gallon = 4 quarts
1 mile = 1.609 kilometers	1 ton = 2000 pounds	1 gallon = 3.785 liters
		1 liter = 0.264 gallons
		1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circle	$C = \pi d$ or $C = 2\pi r$
General Prisms	$V = Bh$
Cylinder	$V = \pi r^2 h$
Sphere	$V = \frac{4}{3}\pi r^3$
Cone	$V = \frac{1}{3}\pi r^2 h$
Pythagorean Theorem	$a^2 + b^2 = c^2$



### Requisite Knowledge

Students in grades 6-8 are required to know relative sizes of measurement units within one system. Therefore, the PARCC reference sheet for grades 6 – 8 will not include the following requisite knowledge:

1 meter = 100 centimeters  
 1 kilometer = 1000 meters  
 1 kilogram = 1000 grams  
 1 liter = 1000 milliliters  
 1 minute = 60 seconds  
 1 hour = 60 minutes

1 foot = 12 inches  
 1 yard = 3 feet  
 1 day = 24 hours  
 1 meter = 1000 millimeters  
 1 gram = 1000 milligrams

The formulas for the area of a rectangle are also considered to be requisite knowledge for these grades.

$$\text{Area of a Rectangle: } A = lw \text{ or } A = bh$$

### Assessment Tools and Resource Summary for Grades 6, 7, 8

The chart below gives a summary of the tools and resources that may be used on the PBA and EOY PARCC Assessments. It also indicates the entity responsible for providing the tool or resource. Definitions of provided, required, and allowable are given below the chart.



Grade	Ruler	Protractor	Reference Sheet	Calculator	Scratch Paper (lined, graph, or un-lined)	Other Allowable Tools
6	Provided  (1/8 inch /centimeter)	Provided	Provided	<ul style="list-style-type: none"> <li>Four-function with square root and percentage functions</li> <li>Students without accommodation may use on calculator unit(s).</li> <li>Students with accommodation may use for all units.</li> </ul>	Required	Non-carbon, yellow highlighters
7	Provided  (1/8 inch /centimeter)	Provided	Provided	<ul style="list-style-type: none"> <li>Four-function with square root and percentage functions</li> <li>Students without accommodation may use on calculator unit(s).</li> <li>Students with accommodation may use for all units.</li> </ul>	Required	Non-carbon, yellow highlighters
8	Provided  (1/8 inch /centimeter)	Allowable	Provided	<ul style="list-style-type: none"> <li>Scientific calculator</li> <li>Students with accommodation may use on calculator unit(s).</li> <li>Students with accommodation may use for all units.</li> </ul>	Required	Tracing paper, reflection tools, straight edge, compass  Non-carbon, yellow highlighters

- Provided—Resources/tools are provided to schools by vendor. Schools must distribute these resources/ tools to students for testing.
- Required - Schools are required to provide these tools or resources during testing.
- Allowable – Tools/resources are allowed during testing but will not be provided by the vendor. Schools may allow students to bring allowable tools. If schools allow students to bring their own tools, tools must be given to the test administrator prior to testing to ensure that the tools are appropriate for testing (e.g., tools do not have any writing on them).

Image of ruler provided in Grades 6, 7, and 8(not actual size).

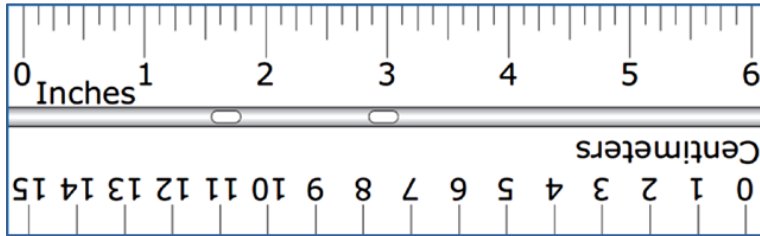
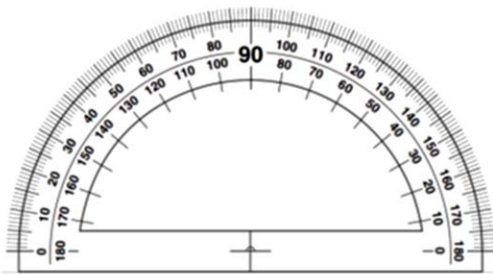


Image of protractor provided in Grades 6 and 7(not actual size)



## VIII. Grade-Level Examples of PARCC Tasks

On the next few pages are Sample Tasks released by PARCC and designed to help educators understand each task type. At least one sample of each task type (I, II, and III) is provided from the grade span 6-8. Other Sample Tasks, along with annotations and rubrics, are available from <http://parcc.pearson.com/sample-items/>.

PARCC has posted PBA and EOY Practice Tests in multiple formats along with answer keys at <http://parcc.pearson.com/practice-tests/math/>. Links to the paper formats, answer keys, and a PARCC 6-8 Practice Test Guidance document are also available on the LDOE website at <http://www.louisianabelieves.com/resources/library/practice-tests>

UPDATE:  
 PARCC PBA  
 Practice  
 Tests<sup>o</sup>

NOTE: The PARCC mathematics practice tests do not indicate the unit breaks that are included in the operational assessment forms. The practice tests do indicate section breaks between non-calculator and calculator sections. These breaks indicate when students should have calculators for the appropriate test items. By excluding unit breaks, educators have more flexibility with how they choose to use these practice tests with their students. LDOE will provide additional guidance on the use of the practice tests when the PBA math practice tests are released.

<sup>o</sup>Yellow icons show edits made since January 15, 2015.

### Grade 8 - Type I – 1 point

Two lines are graphed on the same coordinate plane. The lines only intersect at the point (3, 6). Which of these systems of linear equations could represent the two lines?

Select **all** that apply.

Ⓐ  $\begin{cases} x = 3 \\ y = 6 \end{cases}$

Ⓑ  $\begin{cases} x = 6 + y \\ y = 3 + x \end{cases}$

Ⓒ  $\begin{cases} y = 3x - 3 \\ y = x - 1 \end{cases}$

Ⓓ  $\begin{cases} x = 3 + y \\ y = 6 + x \end{cases}$

Ⓔ  $\begin{cases} y = x + 3 \\ y = 2x \end{cases}$

**UPDATE:**  
Paper-based  
Sample  
Type I Task

#### Aligned to Evidence Statement 8.EE.8a – Assessable on both the PBA and the EOY.

Analyze and solve pairs of simultaneous linear equations.

- Understand that solutions to a system of two linear equations in two variables correspond to points of intersections of their graphs, because points of intersection satisfy both equations simultaneously.

Clarification: Tasks do not have a context.

**Scoring Information:** Student selects choices A and E.

**Grade 7 – Type I – 2 points**

Use the information provided to answer Part A and Part B for question 17.

The scale on a map shows that 5 centimeters = 2 kilometers.

**UPDATE:  
Paper-based  
Sample  
Type I Task**

**17. Part A**

What number of centimeters on the map represents an actual distance of 5 kilometers?

Enter your answer in the box.

←					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Part B**

What is the actual number of kilometers that is represented by 2 centimeters on the map?

Enter your answer in the box.

←					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Aligned to Evidence Statement 7.G.1 – Assessable on the EOY.**

Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Clarification: Tasks may or may not have a context.

**Scoring Information:** Part A: 12.5      Part B: 0.8

## Grade 6 – Type II – 3 points

16. Brianna’s teacher asks her which of these three expressions are equivalent to each other.

Expression A:  $9x - 3x - 4$

Expression B:  $12x - 4$

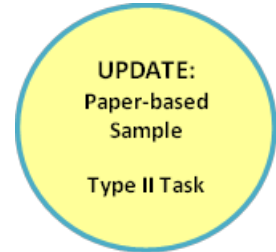
Expression C:  $5x + x - 4$

Brianna says that all three expressions are equivalent because the value of each one is  $-4$  when  $x = 0$ .

Brianna’s thinking is incorrect.

Identify the error in Brianna’s thinking. Determine which of the three expressions are equivalent. Explain or show your process in determining which expressions are equivalent.

Enter your answer and your explanation or process in the space provided.



### Aligned to Evidence Statement 6.C.1.1/6.EE.4 – Assessable on the PBA Only

**6.C.1.1:** Base explanations/reasoning on the properties of operations.

Content Scope: Knowledge and skills articulated in 6.EE.3, 6.EE.4

Clarification: Tasks should not require students to identify or name properties.

**6.EE.4:** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions  $y + y + y$  and  $3y$  are equivalent because they name the same number regardless of which number  $y$  stands for.*

### Scoring Information:

#16	
Score	Description
<b>3</b>	Student response includes the following 3 elements: <ul style="list-style-type: none"> <li>• Explanation of why Brianna’s thinking is incorrect</li> <li>• Explanation of how to determine which expressions are equivalent</li> <li>• Identifies expressions A and C as equivalent</li> </ul> Sample Student Response:  Brianna only checked the value of each expression for one substitution of $x$ . To check which expression are equivalent, I need to check that they are the same value for any substitution of $x$ .  Since expressions A and C are both equivalent to the expression $6x - 4$ , they will be equivalent for any substitution of $x$ , so they are equivalent.
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

## Grade 8 – Type III – 6 points

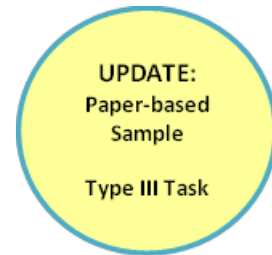
Use the information provided to answer Part A and Part B for question 16.

The owner of a computer store is offering a discount on a computer sold in the store.

**Computer Sale!**

Original Price: \$598.00  
25% off original price

*8% tax applied after discount*



### 16. Part A

The owner offers a payment plan where the total cost of the computer is paid in 6 equal monthly payments.

- Determine the amount of each monthly payment.
- Show your work or explain your answer.

Enter the monthly payment and your work or explanation in the space provided.

### Part B

A different computer is advertised as 40% off of the original price. After the discount, the tax is \$44.64.

- Determine the total price of this computer after the discount and tax are applied.
- Show your work or explain your answer.
- Determine the original price of this computer.
- Show your work or explain your answer.

Enter your answers and your work or explanations in the space provided.

## Aligned to Evidence Statement 8.D.2/7.RP.3, 7.NS.3, 7.EE.3 – Assessable on the PBA Only

**8.D.2:** Solve multi-step contextual problems with degree of difficulty appropriate to grade 8, requiring application of knowledge and skills articulated in 7.RP.A, 7.NS.3, 7.EE, 7.G, and 7.SP.B.

Clarification: Some of the tasks may use scaffolding.

**7.RP.3:** Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

**7.NS.3:** Solve real-world and mathematical problems involving the four operations with rational numbers.

**7.EE.3:** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional  $\frac{1}{10}$  of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar  $9\frac{3}{4}$  inches long in the center of a door that is  $27\frac{1}{2}$  inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

**Scoring Information:**

Total Points: 6	
#16 Part A	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Correct amount of each payment, \$80.73</li> <li>• Valid work shown or explanation given</li> </ul> <p>Sample Student Response:</p> <p>The discounted price is 75% of the original price, so I need to multiply the original price by 0.75. Then, I will multiply that amount by 0.08 to determine the sales tax. Adding the two together will give me the total price of the computer. I then divide the total price of the computer by 6 to determine the six monthly payments.</p> $\begin{aligned} \$598.00 \times 0.75 &= \$448.50 \\ \$448.50 \times 0.08 &= \$35.88 \\ \$448.50 + \$35.88 &= \$484.38 \text{ total cost} \\ \$484.38 \div 6 &= \$80.73 \text{ per month} \end{aligned}$
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#16 Part B

<b>4</b>	<p>Student response includes each of the following 4 elements:</p> <ul style="list-style-type: none"> <li>• Correct total price of different computer, \$602.64</li> <li>• Valid work or explanation given</li> <li>• Correct original price of different computer, \$930.00</li> <li>• Valid work or explanation given</li> </ul> <p>Sample Student Response:</p> <p>The total cost of the different computer is \$602.64 and the original price is \$930.00.</p> <p>The tax is \$44.64, which is 8% of the sale price of the computer, <math>d</math>.</p> $\frac{44.64}{d} = \frac{8}{100}$ $4464 = 8d$ $d = 558.00$ <p>The price of the computer after discount and sales tax is \$602.64.</p> $558.00 + 44.64 = 602.64$ <p>The sale price is 60% of the original price, <math>p</math>.</p> $\frac{558.00}{p} = \frac{60}{100}$ $55800 = 60p$ $p = 930.00$
<b>3</b>	Student response includes 3 of the 4 elements.
<b>2</b>	Student response includes 2 of the 4 elements.
<b>1</b>	Student response includes 1 of the 4 elements.
<b>0</b>	Student response is incorrect or irrelevant.



## IX. Resources

### Assessment Resources

- [PARCC’s Online Professional Learning Site](#): provides information about and links to learning modules for educators.
- [PARCC Practice Tests](#): provide PBA and EOY practice assessment in multiple formats along with answer keys.
- [PARCC Tools, Accessibility Features, and Accommodations for Student Practice](#): summary of the places where students can practice using the various tools, accessibility features, and accommodations provided on the assessments.
- [PARCC Paper-Based Student Tutorials](#): help students understand administration procedures and expectations. Students should only use the tutorial as practice for filling in responses and understanding directions.
- [PARCC Accessibility Features and Accommodations Manual](#): provides guidance to districts and decision-making teams to ensure that the PARCC assessments provide valid results for all participating students
- [PARCC FAQs](#): summary of questions asked by Louisiana educators about the PARCC assessments via [assessments@la.gov](mailto:assessments@la.gov) and LDOE’s Weekly PARCC Office Hours.
  - Weekly PARCC Office Hours*
    - **Background**: Dedicated time to answer educator questions related to the PARCC assessments
    - **When**: Every Thursday at 11:00 a.m. and 4:00 p.m.
    - Access: **Join the PARCC Office Hours [here](#).**

**UPDATE:**  
PBA Practice  
Tests,  
Practice Tools,  
Student  
Tutorials

**UPDATE:**  
New  
Resource  
New Time

### Instructional Resources

- [Grades 6-8 Math Guidebook](#): offers comprehensive information to support teachers in creating yearly, unit, and daily instructional plans for students
- [Grades 6-8 Teacher Library](#): provides teachers links to grade-specific resources, such as the standards, shared teacher resources, and instructional plans
- [EAGLE Sample Test Items](#): bank of questions that can be used for instructional or assessment purposes

## X. Glossary

**Claim:** A statement about student performance based on how students respond to test questions. PARCC tests are designed to elicit evidence from students that support valid and reliable claims about the extent to which they are college- and career-ready or “on track” toward that goal and are making expected academic gains based on the Common Core State Standards. To support such claims, PARCC assessments are designed to measure and report results in multiple categories called master claims and sub-claims.

**End of Year Assessment (EOY):** End-of-year assessments are administered after approximately 90 percent of the school year. The ELA/literacy End-of-Year Assessment will focus on reading comprehension. The mathematics EOY will ask students to demonstrate solid understanding of mathematics concepts and demonstrate mathematical fluency.

**Evidence Statement:** Words or phrases that describe student work and support claims about students’ mastery of particular standards. Evidence statements describe what one can point to in a student’s work to show that the student has mastered a specific standard.

**Partnership for Assessment of Readiness for College and Careers (PARCC):** PARCC is a group of states working together to develop an assessment system for English language arts and mathematics anchored in what it takes to be ready for college and careers.

**Performance-Based Assessment (PBA):** For PARCC, the performance-based assessment will be administered approximately 75 percent of the way through the academic study of the grade or course content. Student results on the Performance-Based Assessment will be combined with their results on End-of-Year Assessment to produce overall PARCC scores in each content area. PBAs in mathematics will focus on reasoning and modeling and include questions that require both short and extended responses.

**Standards for Mathematical Practice:** The Standards for Mathematical Practice describe ways in which students ought to engage with mathematics through elementary, middle and high school. Examples of these practices include problem solving, procedural fluency and conceptual understanding.

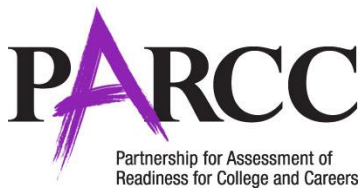
**Summative Assessment:** A summative assessment is designed to measure a student’s knowledge and skills at the end of an instructional period, such as an entire school year or at the conclusion of a course. The PARCC summative assessment will include two components — the Performance-Based Assessment (PBA) component and the End-of-Year Assessment (EOY) component. The results of the two components will be combined to produce overall summative assessment results.

**Task:** In mathematics, a task is an operational item that may either have a single prompt or multiple prompts. The PARCC mathematics tests contain three types of tasks:

Type I tasks assess concepts, skills and procedures.

Type II tasks assess students’ ability to express mathematical reasoning.

Type III tasks assess modeling and applications.



**PARCC Paper EOY Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 3**

<b>Items 1-5: Literary S/M</b>		
<b>Passage:</b> from <i>Pordy's Prickly Problem</i> by Janette Oke		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type: EBSR</b> Part A: A Part B: D, F	RL1; RL4; L4
2	<b>Item Type: EBSR</b> Part A: D Part B: C, D	RL1; RL5
3	<b>Item Type: EBSR</b> Part A: A Part B: C	RL1; RL2
4	<b>Item Type: EBSR</b> Part A: D Part B: D	RL1; RL2
5	<b>Item Type: EBSR</b> Part A: B Part B: B	RL1; RL3
<b>Items 6-12: Informational M/L</b>		
<b>Passage:</b> from "What is a Spacewalk?" by NASA		
6	<b>Item Type: EBSR</b> Part A: B Part B: C	RI1; RI4; L4
7	<b>Item Type: EBSR</b> Part A: C Part B: B	RI1; RI 5; RI 2
8	<b>Item Type: EBSR</b> Part A: C Part B: D	RI1; RI7
9	<b>Item Type: EBSR</b> Part A: C Part B: C, D	RI1; RI8
10	<b>Item Type: EBSR</b> Part A: D Part B: D, F	RI1; RI2
11	<b>Item Type: EBSR</b> Part A: C Part B: B	RI1; RI2
12	<b>Item Type: EBSR</b> Part A: A Part B: C	RI1; RI3



**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name/LEA \_\_\_\_\_

**Grade 3**  
**English Language Arts/Literacy**  
**End-of-Year Assessment**  
**Practice Test**

**B**

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**School Use Only**

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Female  Male

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**Directions:**

Today, you will be taking the Grade 3 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as shown in your Test Booklet.

A  B  C  D  E  F  G

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

A  B  C  D  E  F  G

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.



- 3 I looked up at Mother again and whimpered in fright.
- 4 "Come on, Pordy," she coaxed for the tenth time. "Come on up. You're not safe down there."
- 5 I looked up at the tall tree with its branches that seemed to reach up to the sky. I felt a lot safer right where I was than where Mother wanted me to be.
- 6 I curled up in a tight ball, tucked my neck in, and shut my eyes to block out the sight of the tree and Mother.
- 7 "Come on," Mother called again.
- 8 "I can't," I insisted. I was just too scared.
- 9 I watched Mother back all the way down the trunk. At first she said nothing, just drew me close and held me until my body stopped shaking. Then, still holding me, she talked softly.
- 10 "Now, Pordy," she began. My name is really Pordillia, but Mother calls me Pordy. "Pordy, you have grown too big to stay in the nest on the ground. You must learn to eat from the trees now. We live up there." Mother pointed up the tree to the high branches.
- 11 "It is too dangerous for us on the ground. We cannot run as fast as the fox or deer. We can't hide as easily as the rabbits or weasels. We can't dash for a tree as quickly as the squirrels. So we stay up there. Safe. Up in the branches. We have everything we need up there. Food. Water from the dew. A safe place to sleep. Everything."
- 12 I nodded so Mother would know that I had been listening.
- 13 "You understand?" she prodded gently.
- 14 I nodded again.

"Pordy's Prickly Problem" copyright © 2001 by Janette Oke. Illustrated by Nancy Munger. Used by permission of Bethany House Publishers, a division of Baker Publishing Group. All rights reserved.





**2. Part A**

How do the ideas in paragraph 11 build on ideas from paragraph 4 in the passage from *Pordy's Prickly Problem*?

- Ⓐ Paragraph 4 tells where Pordy will be living, and paragraph 11 tells why.
- Ⓑ Paragraph 4 introduces the idea that Pordy is safe, and paragraph 11 explains why.
- Ⓒ Paragraph 4 shows Pordy's mother is unhappy, and paragraph 11 describes some of the reasons why.
- Ⓓ Paragraph 4 tells why Pordy's mother wants her to climb the tree, and paragraph 11 gives more reasons why.

**Part B**

Which **two** details from the passage **best** support the answer to Part A?

- Ⓐ "Come on, Pordy, . . ." (paragraph 4)
- Ⓑ ". . . she coaxed for the tenth time." (paragraph 4)
- Ⓒ "You're not safe down there." (paragraph 4)
- Ⓓ "We cannot run as fast as the fox . . ." (paragraph 11)
- Ⓔ "So we stay up there." (paragraph 11)
- Ⓕ "Up in the branches." (paragraph 11)



**4. Part A**

Why is it dangerous for Pordy and her mother to stay on the ground?

- Ⓐ They have special nails that make it easy to climb trees but hard to walk on the ground.
- Ⓑ They are so large that they cannot make safe homes on the ground in the forest.
- Ⓒ They can only find the things they need to live when they are in the trees.
- Ⓓ They do not have skills to protect themselves like other animals have.

**Part B**

Which detail from the passage supports the answer to Part A?

- Ⓐ "The little nails on the ends of my toes felt too weak . . . ."  
(paragraph 2)
- Ⓑ "Pordy, you have grown too big to stay in the nest on the ground."  
(paragraph 10)
- Ⓒ "You must learn to eat from the trees now." (paragraph 10)
- Ⓓ "We can't hide as easily as the rabbits or weasels." (paragraph 11)



Read the passage from "What Is a Spacewalk?" Then answer questions 6 through 12.

## from "What Is a Spacewalk?"

by NASA



NASA—Public Domain

**Ed White was the first American to perform a spacewalk.**

### **Why Do Astronauts Go on Spacewalks?**

- 1 Astronauts go on spacewalks for many reasons. Spacewalks let astronauts work outside their spacecraft while still in space. Astronauts can do science experiments on a spacewalk. Experiments can be placed on the outside of a spacecraft. This lets scientists learn how being in space affects different things.
- 2 Spacewalks also let astronauts test new equipment. They can repair satellites or spacecraft that are in space. By going on spacewalks, astronauts can fix things instead of bringing them back to Earth to fix.

### **How Do Astronauts Go on Spacewalks?**

- 3 When astronauts go on spacewalks, they wear spacesuits to keep themselves safe. Inside spacesuits, astronauts have the oxygen they need to breathe. They have the water they need to drink.
- 4 Astronauts put on their spacesuits several hours before a spacewalk. The suits are pressurized. This means that the suits are filled with oxygen.







6. Part A

What does the word **thrusters** mean as it is used in paragraph 8 of the passage?

- Ⓐ ropes that connect
- Ⓑ machines that power
- Ⓒ spacesuits that protect
- Ⓓ bags that hold tools

Part B

Which detail from the passage helps the reader understand the meaning of **thrusters**?

- Ⓐ “. . . hooked to the spacewalker.” (paragraph 7)
- Ⓑ “. . . is worn like a backpack.” (paragraph 8)
- Ⓒ “. . . fly back to the spacecraft.” (paragraph 8)
- Ⓓ “. . . with a small joystick . . .” (paragraph 8)



**8. Part A**

How does the first picture in the passage support the idea that spacewalks can be dangerous for astronauts?

- Ⓐ by showing how thin and light the spacesuits are
- Ⓑ by showing an astronaut doing work in space
- Ⓒ by showing how an astronaut is connected to a spacecraft
- Ⓓ by showing a tool used on a spacewalk

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "They can repair satellites or spacecraft that are in space."  
(paragraph 2)
- Ⓑ "Once in their suits, astronauts breathe pure oxygen for a few hours."  
(paragraph 5)
- Ⓒ "These gas bubbles can cause astronauts to feel pain in their shoulders, elbows, wrists and knees." (paragraph 5)
- Ⓓ "The safety tethers keep astronauts from floating away into space."  
(paragraph 7)



**10. Part A**

What is the main idea of the passage from “What Is a Spacewalk?”

- Ⓐ Astronauts wear spacesuits that allow them to breathe and move in space.
- Ⓑ Astronauts need special machines to study outer space.
- Ⓒ Astronauts go on spacewalks to do important experiments.
- Ⓓ Astronauts have special tools to stay safe and work in space.

**Part B**

Which **two** details from the passage support the answer to Part A?

- Ⓐ “Astronauts go on spacewalks for many reasons.” (paragraph 1)
- Ⓑ “This lets scientists learn how being in space affects different things.” (paragraph 1)
- Ⓒ “They can repair satellites or spacecraft that are in space.” (paragraph 2)
- Ⓓ “Once in their suits, astronauts breathe pure oxygen for a few hours.” (paragraph 5)
- Ⓔ “This pain is called getting ‘the bends’ because it affects the places where the body bends.” (paragraph 5)
- Ⓕ “When on a spacewalk, astronauts use safety tethers to stay close to their spacecraft.” (paragraph 7)



**12. Part A**

What is the relationship between the airlock doors and the safety of the astronauts on the spacecraft?

- Ⓐ By making a special place between the inside of the spacecraft and outer space, the airlock doors make sure that air stays inside the spacecraft for the astronauts to breathe safely.
- Ⓑ The airlock doors provide a safe place for astronauts to connect themselves to the spacecraft with special rope so they do not float away while on a spacewalk.
- Ⓒ The airlock doors provide a safe place for astronauts to prepare for a spacewalk where they can breathe pure oxygen so they do not get “the bends.”
- Ⓓ By making a special place between the air on the spacecraft and outer space, astronauts can safely check that their suits are working before they go into space.

**Part B**

Which detail from the passage supports the answer to Part A?

- Ⓐ “. . . put on their spacesuits several hours before a spacewalk.” (paragraph 4)
- Ⓑ “. . . astronauts breathe pure oxygen for a few hours.” (paragraph 5)
- Ⓒ “. . . without any air getting out of the spacecraft.” (paragraph 6)
- Ⓓ “. . . astronauts use safety tethers to stay close to their spacecraft.” (paragraph 7)



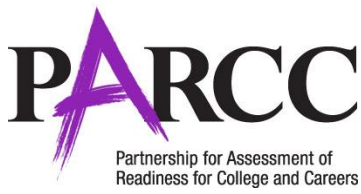






**Grade 3**  
**English Language Arts/Literacy**  
**Test Booklet**

*End-of-Year Assessment*  
*Practice Test*



**PARCC Paper EOY Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 4**

<b>Items 1-5: Literary S/M</b>		
<b>Passage:</b> The Elephant and the Crocodile <i>by</i> H. Berkeley Score		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RL1; RL4; L4; L5
2	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RL1; RL3
3	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C	RL1; RL3
4	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RL1; RL3
5	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RL1; RL2
<b>Items 6-12: Informational M/L</b>		
<b>Passage:</b> The Peanut Man (America’s Library)		
6	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C, E	RI1; RI4; L4
7	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> C	RI1; RI 2
8	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RI1; RI2
9	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> D, F	RI1; RI2
10	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B,D	RI1; RI5
11	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> D	RI1; RI8
12	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> D	RI1; RI3



**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name/LEA \_\_\_\_\_

**Grade 4**  
**English Language Arts/Literacy**  
**End-of-Year Assessment**  
**Practice Test**

**B**

Last Name										First Name										MI
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**Directions:**

Today, you will be taking the Grade 4 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as shown in your Test Booklet.

A  B  C  D  E  F  G

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

A  B  C  D  E  F  G

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.



the Crocodile laid the helmet at the Lion's feet. His Majesty took up the helmet, and addressing the Elephant, said:

- 13 "You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it. And you," said the Lion, turning to the Crocodile, "although unable to reach the helmet, were able to dive for it and save it. You are both wise and clever in your respective ways. Neither is better than the other."

The Elephant and the Crocodile by H. Berkeley Score—Public Domain





**2. Part A**

How does the Lion react to the question the Elephant and the Crocodile ask in paragraph 6?

- Ⓐ He disappoints them by refusing to answer.
- Ⓑ He causes conflict by proposing a silly contest.
- Ⓒ He shows interest in helping them solve their problem.
- Ⓓ He addresses them as if they are less important than he is.

**Part B**

Which detail from the story provides evidence for the answer to Part A?

- Ⓐ “Do you see that soldier’s steel helmet on yonder wall?”  
(paragraph 7)
- Ⓑ “. . . go and fetch it, and bring it to me, and I shall be able then to decide between you.” (paragraph 9)
- Ⓒ “His Majesty took up the helmet . . . .” (paragraph 12)
- Ⓓ “You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it.”  
(paragraph 13)



**4. Part A**

Which character trait best describes the Lion?

- Ⓐ wise
- Ⓑ brave
- Ⓒ kind
- Ⓓ humorous

**Part B**

Which quotation from the story supports the answer to Part A?

- Ⓐ "Just as they were coming to blows, a Lion happened to pass."  
(paragraph 4)
- Ⓑ "'Do you see that soldier's steel helmet on yonder wall? . . . .'"  
(paragraph 7)
- Ⓒ "'Well, then,' continued the Lion, 'go and fetch it, and bring it to me, and I shall be able to decide between you.'" (paragraph 9)
- Ⓓ "'Neither is better than the other.'" (paragraph 13)



Read the article “The Peanut Man.” Then answer questions 6 through 12.

## The Peanut Man

- 1 George Washington Carver was always interested in plants. When he was a child, he was known as the “plant doctor.” He had a secret garden where he grew all kinds of plants. People would ask him for advice when they had sick plants. Sometimes he’d take their plants to his garden and nurse them back to health.
- 2 Later, when he was teaching at Tuskegee Institute, he put his plant skills to good use. Many people in the South had been growing only cotton on their land. Cotton plants use most of the nutrients in the soil. (Nutrients provide nourishment to plants.) So the soil becomes “worn out” after a few years. Eventually, cotton will no longer grow on this land.
- 3 This was especially bad for poor African American farmers, who relied on selling cotton to support themselves. Carver was dedicated to helping those farmers, so he came up with a plan.
- 4 Carver knew that certain plants put nutrients back into the soil. One of those plants is the peanut! Peanuts are also a source of protein.
- 5 Carver thought that if those farmers planted peanuts, the plants would help restore their soil, provide food for their animals, and provide protein for their families—quite a plant! In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that.





6. Part A

What does **dedicated** mean as it is used in paragraph 3?

- Ⓐ being very committed to a purpose or mission
- Ⓑ thinking something is unlikely or impossible
- Ⓒ showing disappointment in the current situation
- Ⓓ expressing appreciation for hard work done by others

Part B

Which **two** details from the article provide evidence that Carver was **dedicated** to his work?

- Ⓐ "People would ask him for advice when they had sick plants." (paragraph 1)
- Ⓑ "This was especially bad for poor African American farmers, who relied on selling cotton to support themselves." (paragraph 3)
- Ⓒ "In 1896 peanuts were not even recognized as a crop in the United States, but Carver would help change that." (paragraph 5)
- Ⓓ "Now the farmers had lots of peanuts—too many for their families and animals—and no place to sell the extras." (paragraph 6)
- Ⓔ "He wrote down more than 300 uses for peanuts, including peanut milk, peanut paper, and peanut soap." (paragraph 7)
- Ⓕ "By 1920 there were enough peanut farmers to form the United Peanut Association of America (UPAA)." (paragraph 8)





**8. Part A**

How does the author of the article use key details to support the main idea?

- Ⓐ by telling how farmers became self-sufficient
- Ⓑ by showing Carver’s attention to plants since childhood
- Ⓒ by describing the farming conditions in the South
- Ⓓ by explaining how Carver studied nutrients in the soil

**Part B**

Which detail from the article supports the answer to Part A?

- Ⓐ “. . . was always interested in plants.” (paragraph 1)
- Ⓑ “Cotton plants use most of the nutrients . . . .” (paragraph 2)
- Ⓒ “. . . cotton will no longer grow on this land . . . .” (paragraph 2)
- Ⓓ “. . . plant cotton one year, then the next year plant peanuts . . . .” (paragraph 6)



**10. Part A**

The author of “The Peanut Man” describes the events in George Washington Carver’s life in the order that they happened. Which additional organizational structure does the author use in the article?

- Ⓐ The author compares and contrasts the many uses of peanuts.
- Ⓑ The author uses descriptive detail when explaining how Carver took care of sick plants.
- Ⓒ The author describes a step-by-step process to determine the nutrients in the soil.
- Ⓓ The author explains the problem of worn-out soil and presents a solution through the use of soil-restoring plants.

**Part B**

Which **two** sentences from the article support the answer to Part A?

- Ⓐ “Sometimes he’d take their plants to his garden and nurse them back to health.” (paragraph 1)
- Ⓑ “Eventually, cotton will no longer grow on this land.” (paragraph 2)
- Ⓒ “Peanuts are also a source of protein.” (paragraph 4)
- Ⓓ “Carver told farmers to rotate their crops . . . .” (paragraph 6)
- Ⓔ “Now the farmers had lots of peanuts—too many for their families and animals—and no place to sell the extras.” (paragraph 6)
- Ⓕ “. . . not many of Carver’s peanut products were ever mass-produced . . . .” (paragraph 7)



**12. Part A**

How did Carver become well known across the country?

- Ⓐ He worked at the Tuskegee Institute.
- Ⓑ He helped people make their sick plants well.
- Ⓒ He spoke to Congress about the many uses of peanuts.
- Ⓓ He organized the United Peanut Association of America.

**Part B**

Which detail from the article supports the answer in Part A?

- Ⓐ “. . . and nurse them back to health.” (paragraph 1)
- Ⓑ “Later, when he was teaching . . .” (paragraph 2)
- Ⓒ “By 1920 there were enough peanut farmers to form . . . .” (paragraph 8)
- Ⓓ “. . . the whole country had heard . . . .” (paragraph 8)



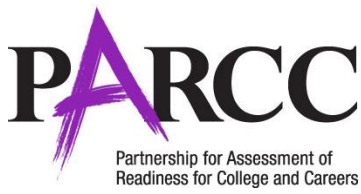




**Grade 4**  
**English Language Arts/Literacy**  
**Test Booklet**

*End-of-Year Assessment*  
*Practice Test*





**PARCC Paper EOY Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 5**

<b>Items 1-5: Literary S/M</b>		
<b>Passage:</b> from <i>The Youngest Girl in the Fifth</i> by Angela Brazil		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RL1; RL4; L4
2	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RL1; RL2
3	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> E, F	RL1; RL3
4	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RL1; RL6
5	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> D, F	RL1; RL5
<b>Items 6-12: Informational M/L</b>		
<b>Passage:</b> Phillis's Big Test by Catherine Clinton		
6	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> A	RI1; RI4
7	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RI1; RI3
8	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> C, F	RI1; RI2
9	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B	RI1; RI3
10	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RI1; RI3
11	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D, E	RI1; RI8
12	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> E, F	RI1; RI8



**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name/LEA \_\_\_\_\_

**Grade 5**  
**English Language Arts/Literacy**  
**End-of-Year Assessment**  
**Practice Test**

**B**

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**School Use Only**

**F State Student Identifier**

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9	9	9	9	9	9	9	9	9	9

Place the Student ID Label Here

**D Gender**

Female  Male

**E Date of Birth**

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2	Feb	1
3	Mar	2
4	Apr	3
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9	Sep	8
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<input type="radio"/>	Dec	<input type="radio"/>



**Directions:**

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A  B  C  D  E  F  G

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

A  B  C  D  E  F  G

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.



7 Gwen followed the Principal with her head in a buzzing whirl. It seemed like a dream to be suddenly translated from the Lower School to the Upper. She wished she could have had a little time to get accustomed to the idea: she would have liked a day's preparation at least, so as to think the change over and discuss it at home. Miss Roscoe, however, always did things in a hurry; she never had a moment to waste, and at present she whisked her pupil along the corridor and into the Fifth Form room with almost breathless energy.

From *The Youngest Girl in the Fifth* by Angela Brazil—Public Domain



**2. Part A**

Which statement is a theme of the passage that represents a challenge to Gwen?

- Ⓐ Sudden change can cause unwise decisions.
- Ⓑ Sudden change can cause conflicting emotions.
- Ⓒ Sudden change can cause excitement.
- Ⓓ Sudden change can cause unfair treatment.

**Part B**

Which detail **best** supports the answer to Part A?

- Ⓐ “. . . her pupil stood hesitating near the door.” (paragraph 2)
- Ⓑ “. . . was absolutely the last thing she could have expected.” (paragraph 3)
- Ⓒ “. . . it was surely an unprecedented happening.” (paragraph 3)
- Ⓓ “. . . she scarcely knew whether to be alarmed or flattered . . . .” (paragraph 3)





**4. Part A**

How does the narrator's point of view influence how the events are described?

- Ⓐ By focusing on Gwen's reactions to the events, the narrator creates sympathy for her situation.
- Ⓑ By including only Miss Roscoe's dialogue during the events, the narrator highlights her power.
- Ⓒ By including the students' reactions to Miss Roscoe during the events, the narrator provides information about other characters.
- Ⓓ By focusing events on Gwen's feelings about wanting more time to make her decision, the narrator shows she has trouble making decisions.

**Part B**

Which detail from the passage supports the answer in Part A?

- Ⓐ ". . . quailed alike under the glance of her keen dark eyes." (paragraph 1)
- Ⓑ ". . . stared at Miss Roscoe, too surprised to answer." (paragraph 3)
- Ⓒ ". . . should be very sorry to have to put you down again." (paragraph 6)
- Ⓓ "It seemed like a dream . . . ." (paragraph 7)



Read the article “Phillis’s Big Test.” Then answer questions 6 through 12.

## Phillis’s Big Test

by Catherine Clinton

- 1 ONE CRISP EARLY-AUTUMN morning in 1772, Phillis Wheatley was crossing the Boston cobblestones with a sheaf of papers held tightly under her arm. Her master, John Wheatley, had offered her a ride to her examination, but she preferred to walk.
- 2 She would make her own way to the public hall, where a group of men would decide once and for all: was she or was she not the author of her poems?
- 3 She had spent recent evenings copying and recopying her poetry in her own neat handwriting. She knew every line, every syllable, by heart. She wrapped the pages tightly in a roll, pages of poems that had come from deep inside her—and could not be taken away, no matter the outcome of today.
- 4 Still, she had something to prove. Not just because she was young, not just because she was a girl, but because she was a slave and came from Africa.
- 5 She could remember little about crossing the Atlantic, and even less about her African homeland. She was just shedding her front teeth when John Wheatley bought her on the Boston docks as a servant for his wife, Susanna. They christened their new slave Phillis, the name of the slave ship on which she arrived.
- 6 Her first winter in Boston was so very cold and awful. She survived only by the kindness of her masters, especially the Wheatleys’ twins, Nathaniel and Mary, who eagerly shared their lessons with her. They taught her not just English but Latin and Greek.
- 7 It was those lessons that led her to where she was today. As she began to read poetry, glorious sonnets had inspired her to try her own hand at writing. And soon she was reciting her poems to the Wheatleys’ friends.
- 8 She had stayed up late, night after night, preparing for the examination. The previous evening, her mistress, Susanna, had taken away the candle at midnight and said, “Tomorrow you will look them straight in the eye as you answer all of their questions. Your talent will speak for itself. They will





6. Part A

In paragraph 19 of “Phillis’s Big Test,” what is the meaning of the phrase **testifying to**?

- Ⓐ offering
- Ⓑ exhibiting
- Ⓒ confirming
- Ⓓ representing

Part B

Which sentence from the article helps the reader determine the meaning of the phrase **testifying to** as it is used in paragraph 19?

- Ⓐ “She would make her own way to the public hall, where a group of men would decide once and for all: was she or was she not the author of her poems?” (paragraph 2)
- Ⓑ “She had spent recent evenings copying and recopying her poetry in her own neat handwriting.” (paragraph 3)
- Ⓒ “She was not content to recite her verse in drawing rooms or read one of her poems from a newspaper.” (paragraph 11)
- Ⓓ “Maybe soon she would visit and find her own name on a volume.” (paragraph 12)





**8. Part A**

Which statement best expresses the main ideas of the article?

- Ⓐ Phillis memorized her poetry by copying it, and she was fully prepared to pass her exam.
- Ⓑ Phillis was grateful to her new family, and she wrote poetry to describe her experiences with them.
- Ⓒ Phillis enjoyed writing poetry, and she was encouraged to publish her work.
- Ⓓ Phillis was motivated by literature to express herself, and she overcame challenges to become a poet.

**Part B**

Which **two** details from the article support the answer to Part A?

- Ⓐ "She knew every line, every syllable, by heart." (paragraph 3)
- Ⓑ "She survived only by the kindness of her masters, especially the Wheatleys' twins . . . ." (paragraph 6)
- Ⓒ "As she began to read poetry, glorious sonnets had inspired her to try her own hand at writing." (paragraph 7)
- Ⓓ "Over time she had come to appreciate her own time and place, her very own role in the chain of events . . . ." (paragraph 10)
- Ⓔ "But she knew that she must now make the most of her opportunities." (paragraph 10)
- Ⓕ "But she must first pass this examination to make her dream come true." (paragraph 13)



**10. Part A**

What is the difference between Phillis’s audience at the Wheatley’s home and the men at the exam?

- Ⓐ The Wheatley audience reads her poetry before she recites it.
- Ⓑ The men at the exam require her to prove herself.
- Ⓒ The Wheatley audience includes highly educated people.
- Ⓓ The men at the exam are greater in number.

**Part B**

Which paragraph from “Phillis’s Big Test” provides evidence to support the answer to Part A?

- Ⓐ paragraph 11
- Ⓑ paragraph 13
- Ⓒ paragraph 14
- Ⓓ paragraph 16



12. Part A

Based on information in “Phillis’s Big Test,” what is the **main** reason that Phillis works hard to pass the examination?

- Ⓐ to gain fame as a poet
- Ⓑ to show her skill at reciting poetry
- Ⓒ to make the Wheatley family proud
- Ⓓ to achieve what she thinks she is meant to do

Part B

Which **two** sentences provide evidence for the answer in Part A?

- Ⓐ “As she began to read poetry, glorious sonnets had inspired her to try her own hand at writing.” (paragraph 7)
- Ⓑ ““Your talent will speak for itself.”” (paragraph 8)
- Ⓒ ““They will discover the poet we know you to be!”” (paragraph 8)
- Ⓓ “Over time she had come to appreciate her own time and place, her very own role in the chain of events stretching from past to present.” (paragraph 10)
- Ⓔ “But she knew that she must now make the most of her opportunities.” (paragraph 10)
- Ⓕ ““I am the poet, Phillis Wheatley.”” (paragraph 18)







**Grade 5**  
**English Language Arts/Literacy**  
**Test Booklet**

*End-of-Year Assessment*  
*Practice Test*



**PARCC Paper EOY Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 6**

<b>Items 1-5: Literary S/M</b>		
<b>Passage:</b> from <i>A Little Princess</i> by Frances Hodgson Burnett		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type: EBSR</b> Part A: B Part B: A	RL1; RL5
2	<b>Item Type: EBSR</b> Part A: A Part B: B	RL1; RL4
3	<b>Item Type: EBSR</b> Part A: A Part B: B	RL1; RL5
4	<b>Item Type: EBSR</b> Part A: D Part B: B	RL1; RL3
5	<b>Item Type: EBSR</b> Part A: D Part B: C	RL1; RL2
<b>Items 6-11: Paired Passage Set</b>		
<b>Passage 1:</b> from <i>The Story of a Bad Boy</i> by Thomas Bailey Aldrich		
6	<b>Item Type: EBSR</b> Part A: D Part B: B	RL1; RL4
7	<b>Item Type: EBSR</b> Part A: D Part B: A	RL1; RL2
<b>Passage 2:</b> from <i>The Life of a Ship from the Launch to the Wreck</i> by R.M. Ballantyne		
8	<b>Item Type: EBSR</b> Part A: C Part B: C	RL1; RL4; L4
9	<b>Item Type: EBSR</b> Part A: A Part B: D	RL1; RL5
10	<b>Item Type: EBSR</b> Part A: D Part B: A	RL1; RL6
<b>Passage 1:</b> from <i>The Story of a Bad Boy</i> by Thomas Bailey Aldrich; <b>Passage 2:</b> from <i>The Life of a Ship from the Launch to the Wreck</i> by R.M. Ballantyne		
11	<b>Item Type: EBSR</b> Part A: A Part B: A, E	RL1; RL2



<b>Items 12-16: Informational S/M</b>		
<b>Passage: "The Alligator's Super Sense" by Ana Marie Rodriguez</b>		
12	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	RI1; RI5
13	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A</b>	RI1; RI7
14	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	RI1; RI4
15	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A</b>	RI1; RI2; RI3
16	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RI1; RI2
<b>Items 17-22: Informational M/L</b>		
<b>Passage: "Mapping the Invisible" by Stephen Ornes</b>		
17	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C, D</b>	RI1; RI6
18	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: B, F</b>	RI1; RI2
19	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B</b>	RI1; RI5
20	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: B</b>	RI1; RI4
21	<b>Item Type: EBSR</b> A, C, G	RI1; RI2
22	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: B</b>	RI1; RI6



**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name/LEA \_\_\_\_\_

**Grade 6**  
**English Language Arts/Literacy**  
**End-of-Year Assessment**  
**Practice Test**

**B**

Last Name										First Name										MI
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**School Use Only**

**F State Student Identifier**

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**C**

Place the Student ID Label Here

**D Gender**

Female  Male

**E Date of Birth**

Day	Month	Year
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8	Aug	7
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<input type="radio"/>	Dec	<input type="radio"/>



**Directions:**

Today, you will be taking the Grade 6 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as shown in your Test Booklet.

A  B  C  D  E  F  G

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

A  B  C  D  E  F  G

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.



- 9 “Chimneys—quite close to us—with smoke curling up in wreaths and clouds and going up into the sky—and sparrows hopping about and talking to each other just as if they were people—and other attic windows where heads may pop out any minute and you can wonder who they belong to. And it all feels as high up—as if it was another world.”
- 10 “Oh, let me see it!” cried Lottie. “Lift me up!”
- 11 Sara lifted her up, and they stood on the old table together and leaned on the edge of the flat window in the roof, and looked out.
- 12 Anyone who has not done this does not know what a different world they saw. The slates spread out on either side of them and slanted down into the rain gutter-pipes. The sparrows, being at home there, twittered and hopped about quite without fear. Two of them perched on the chimney top nearest and quarrelled with each other fiercely until one pecked the other and drove him away. The garret window next to theirs was shut because the house next door was empty.

from *A Little Princess* by Frances Hodgson Burnett—Public Domain



**2. Part A**

What is the meaning of **implored** as it is used in paragraph 4 of the passage?

- Ⓐ begged urgently
- Ⓑ asked angrily
- Ⓒ muttered quietly
- Ⓓ said excitedly

**Part B**

Which sentence from the passage **best** supports the answer to Part A?

- Ⓐ "Sara turned round at the sound of her voice." (paragraph 3)
- Ⓑ "She jumped down from her table and ran to the child." (paragraph 3)
- Ⓒ "'It's—it's not such a bad room, Lottie.'" (paragraph 4)
- Ⓓ "'Isn't it?' gasped Lottie, and as she looked round it she bit her lip." (paragraph 5)





**4. Part A**

How does Lottie change throughout the passage?

- Ⓐ Her neediness decreases.
- Ⓑ She becomes more loving.
- Ⓒ She becomes less demanding.
- Ⓓ Her viewpoint shifts.

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "'Sara!' she cried, aghast. 'Mamma Sara!'" (paragraph 2)
- Ⓑ "Then, somehow, it was quite possible that any place in which Sara lived might turn out to be nice." (paragraph 5)
- Ⓒ "Sara hugged her close and tried to laugh." (paragraph 6)
- Ⓓ "There was a sort of comfort in the warmth of the plump, childish body." (paragraph 6)



**Today you will read passages from two books about boys and the sea.**

Read the passage from *The Story of a Bad Boy*. Then answer questions 6 and 7.

from *The Story of a Bad Boy*

by Thomas Bailey Aldrich

- 1 Every Rivermouth boy looks upon the sea as being in some way mixed up with his destiny. While he is yet a baby lying in his cradle, he hears the dull, far-off boom of the breakers<sup>1</sup>; when he is older, he wanders by the sandy shore, watching the waves that come plunging up the beach like white-maned seahorses, as Thoreau calls them; his eye follows the lessening sail as it fades into the blue horizon, and he burns for the time when he shall stand on the quarter-deck of his own ship, and go sailing proudly across that mysterious waste of waters.
- 2 Then the town itself is full of hints and flavors of the sea. The gables and roofs of the houses facing eastward are covered with red rust, like the flukes of old anchors; a salty smell pervades the air, and dense gray fogs, the very breath of Ocean, periodically creep up into the quiet streets and envelop everything. The terrific storms that lash the coast; the kelp and spars, tossed on shore by the scornful waves; the shipyards, the wharves<sup>2</sup>, and the tawny fleet of fishing-smacks yearly fitted out at Rivermouth—these things, and a hundred other, feed the imagination and fill the brain of every healthy boy with dreams of adventure. He learns to swim almost as soon as he can walk; he draws in with his mother’s milk the art of handling an oar: he is born a sailor, whatever he may turn out to be afterwards.
- 3 To own the whole or a portion of a rowboat is his earliest ambition. No wonder that I, born to this life, and coming back to it with freshest sympathies, should have caught the prevailing infection. No wonder I longed to buy a part of the trim little sailboat *Dolphin*, which chanced just then to be in the market. This was in the latter part of May.

<sup>1</sup>breakers—big waves that crash on the shore

<sup>2</sup>wharves—place where boats are tied up



**6. Part A**

What is the meaning of the word **surmises** as it is used in paragraph 8?

- Ⓐ descriptions
- Ⓑ calculations
- Ⓒ orders
- Ⓓ conclusions

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . the little bowsprit suggesting a jib . . .” (paragraph 7)
- Ⓑ “. . . were trifles not likely to meet his approval.” (paragraph 7)
- Ⓒ “He commanded me . . . .” (paragraph 8)
- Ⓓ “This curtailed my anticipated sport . . . .” (paragraph 8)



Read the passage from *The Life of a Ship from the Launch to the Wreck*, which is introduced by a song. Then answer questions 8 through 10.

from *The Life of a Ship from the Launch to the Wreck*

by R.M. Ballantyne

### Song of the Sailor Boy

#### I

Oh! I love the great blue ocean,  
I love the whistling breeze,  
When the gallant ship sweeps lightly  
Across the surging seas.  
I watched my first ship building;  
I saw her timbers rise,  
Until her masts were towering  
Up in the bright blue skies.

#### II

I heard the cheers ascending,  
I saw her kiss the foam,  
When first her hull went plunging  
Into her ocean home.  
Her flags were gaily streaming,  
And her sails were full and round,  
When the shout from shore came ringing,  
“Hurrah! for the Outward-bound!”

#### III

But, alas! ere<sup>1</sup> long a tempest  
Came down with awful roar  
And dashed our ship in pieces  
Upon a foreign shore.  
But He who holds the waters  
In His almighty hand,  
Brought all the sailors safely  
Back to their native land.

<sup>1</sup>ere—Before





**8. Part A**

What is the meaning of **tempest** as it is used in line 17 of the song?

- Ⓐ noisy ship
- Ⓑ calm breeze
- Ⓒ fierce storm
- Ⓓ foreign sailor

**Part B**

Which detail from the song **best** supports the answer to Part A?

- Ⓐ "full and round" (line 14)
- Ⓑ "shout from shore" (line 15)
- Ⓒ "awful roar" (line 18)
- Ⓓ "foreign shore" (line 20)



**10. Part A**

How does the author develop Davy's point of view in the passage from *The Life of a Ship from the Launch to the Wreck*?

- Ⓐ by describing his relationship with his mother
- Ⓑ by describing how he develops from a child to a man
- Ⓒ by describing how he and his father spend their days
- Ⓓ by describing his family background and childhood dreams

**Part B**

Which detail in paragraph 1 **best** supports the answer to Part A?

- Ⓐ ". . . his grandfather had been a fisherman . . ."
- Ⓑ ". . . ran home to his mother . . ."
- Ⓒ ". . . as he grew older . . ."
- Ⓓ ". . . harbour near his father's cottage."





### The Alligator Hunts

- 6 The alligator is a master hunter. It lies just under the water with its eyes, nose, and mouth at the surface. When a bird, mammal, or fish passes by, the reptile turns and snaps its huge jaws. It has taken another meal.
- 7 Dr. Soares thought the black bumps might help the alligator sense its prey . . . but how?
- 8 To find out, she collected about 30 alligator eggs and took them to Woods Hole Oceanographic Institution in Massachusetts. After the eggs hatched, she set up experiments to find out what type of sensors the black bumps were. Did they respond to light or electrical currents or even stinky things?
- 9 Dr. Soares knew how to find the answer. Humans and other animals have many kinds of sensors, such as the ones in the tongue for tasting, in the eye for seeing, and in the skin for feeling. When a sensor is activated, nerves carry electrical signals from the sensor to the brain. For instance, when you put a piece of chocolate into your mouth, sensors in your tongue (taste buds) send signals to the brain. Then you know how sweet the chocolate is.
- 10 Dr. Soares wanted to watch the electrical activity of the sensors' nerves to see what triggered a signal.
- 11 She prepared the baby alligators one by one. First, she gave an alligator a drug to make it sleep. Second, she connected tiny electrodes<sup>1</sup> to the sensor nerves. Third, she connected the electrodes to a computer that would show any nerve activity. Then she placed the sleeping gator into a water tank. She was ready to start the experiment.

### No Response!

- 12 Dr. Soares shone a light on the little black bumps. The computer showed no nerve activity. Next, she exposed the bumps to small electrical currents and then to smelly odors. None of these things activated the nerves.
- 13 The bumps did not sense light or electricity or odors. What could they detect?
- 14 Dr. Soares found the answer by chance. She accidentally created ripples in the water. At this moment, the computer buzzed, showing signals from the nerves. The sensors had detected the ripples!

<sup>1</sup>electrodes—wires that conduct electricity





**12. Part A**

How do paragraphs 1 through 5 contribute to the development of ideas in the article?

- Ⓐ They show how dangerous alligators can be in an area with a high population.
- Ⓑ They suggest that Dr. Soares often behaves in an unexpected manner.
- Ⓒ They explain the circumstances that led to Dr. Soares’s curiosity about black bumps on alligators.
- Ⓓ They provide reasons why Dr. Soares was highly qualified to conduct an experiment.

**Part B**

Which piece of evidence **best** supports the answer to Part A?

- Ⓐ “The gator had moved into an area where a lot of people live.” (paragraph 2)
- Ⓑ “Why would she sit on an alligator?” (paragraph 2)
- Ⓒ “Dr. Soares is a scientist.” (paragraph 3)
- Ⓓ ““What are those little spots for?’ she wondered.” (paragraph 3)



**14. Part A**

What is the meaning of **sensor** as it is used in paragraph 9 of the article?

- Ⓐ a collection of nerves that sends signals to other animals
- Ⓑ a device that detects changes in the body
- Ⓒ a specialized body part that detects conditions outside of the body
- Ⓓ a large black bump that aids in hunting

**Part B**

How do the alligators' sensors function according to the article?

- Ⓐ They detect the depth of the water.
- Ⓑ They help the alligator swim straight.
- Ⓒ They help the alligator see in the dark.
- Ⓓ They detect changes in water.



**16. Part A**

Which sentence states a central idea of the article?

- Ⓐ Alligators and crocodiles are relatives, meaning knowledge about crocodiles helps scientists such as Dr. Daphne Soares learn about alligators.
- Ⓑ Special features on an alligator’s jaw help them hunt, a discovery made by Dr. Daphne Soares through a series of experiments.
- Ⓒ Animal researchers like Dr. Daphne Soares often find themselves in strange situations, such as sitting on top of an alligator in a truck.
- Ⓓ Scientists study alligators in laboratories by collecting eggs and hatching them, a method used by Dr. Daphne Soares in her research.

**Part B**

Which sentence from the article **best** supports the answer to Part A?

- Ⓐ “Dr. Daphne Soares was sitting on the back of an alligator tied up in the bed of a pickup truck.” (paragraph 1)
- Ⓑ “To find out, she collected about 30 alligator eggs and took them to Woods Hole Oceanographic Institution in Massachusetts.” (paragraph 8)
- Ⓒ “Since those experiments, Dr. Soares has also found pressure sensors in crocodiles, which are relatives of the alligator.” (paragraph 18)
- Ⓓ “Now we know that they tell the alligator and its relatives just where and when to chomp.” (paragraph 19)



- 6 These telescopes recorded light that came from galaxies billions of light-years away. (A light-year is the distance traveled by light in one year, about 25 million times the distance from Earth to the moon.) By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps.
- 7 The scientists' work is like figuring out how big and thick a pair of eyeglasses is by looking through them and measuring how differently the world appears.
- 8 "You can imagine that dark matter is leaving its signature on the images of very distant galaxies," said Catherine Heymans of the University of Edinburgh in Scotland. She worked on the project that used data from the Hawaiian telescope.
- 9 Her team's map shows that giant blobs of dark matter reside with giant blobs of ordinary matter, such as big galaxies or galactic groups. Even though scientists already suspected that dark matter and ordinary matter show up in much the same places, it was reassuring to see the same connection in the maps.
- 10 "We are very happy that this is very similar to what we've been expecting," Ludovic Van Waerbeke of the University of British Columbia in Vancouver told *Science News*.
- 11 One of the new maps shows dark matter in a swath of sky that to the naked eye is more than 600 times as large as a full moon. The other covers an area more than a thousand times as large. But that's just the beginning: The astronomers want to conduct further studies to better understand those invisible lumps and hope to survey the whole sky within 10 years or so.

"Mapping the Invisible" by Stephen Ornes, from February 1, 2012 *Science News for Kids*, copyright © 2011 by Society for Science & the Public. Used by permission.





**18. Part A**

What is the central idea of “Mapping the Invisible”?

- Ⓐ Dark matter is so dark that it is invisible to the human eye.
- Ⓑ Scientists have determined how to locate areas of dark matter.
- Ⓒ Maps are usually made to show where places are and how to get there.
- Ⓓ Scientists can see dark matter by looking through powerful telescopes.

**Part B**

Which **two** sentences from the article give details that support the answer to Part A?

- Ⓐ “Most maps, however, were not made by astronomers—physicists who study stars and galaxies far, far, far away.” (paragraph 1)
- Ⓑ “These maps show where dark matter, giant globs of invisible stuff, lurks.” (paragraph 1)
- Ⓒ “This matter hides all throughout the universe, although you’ll never see it no matter how hard you look.” (paragraph 2)
- Ⓓ “Dark matter is literally the darkest stuff imaginable.” (paragraph 3)
- Ⓔ “These telescopes recorded light that came from galaxies billions of light-years away.” (paragraph 6)
- Ⓕ “By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps.” (paragraph 6)



20. Part A

Read the sentence from paragraph 5.

To make the new maps, astronomers trained powerful telescopes on large patches of sky to watch for distorted light arriving from distant galaxies.

According to the article, what is **distorted** light?

- Ⓐ light that is barely visible
- Ⓑ light that curves
- Ⓒ light that is distant
- Ⓓ light that shines brightly

Part B

Which phrase from the article **best** helps the reader determine the meaning of the word **distorted**?

- Ⓐ “. . . by observing how the invisible stuff affects things we can see.” (paragraph 4)
- Ⓑ “. . . bends rays of light as they stream past . . .” (paragraph 4)
- Ⓒ “. . . recorded light from stars and other celestial bodies.” (paragraph 5)
- Ⓓ “. . . light that came from galaxies billions of light-years away.” (paragraph 6)



**22. Part A**

What is the author’s primary purpose in writing “Mapping the Invisible”?

- Ⓐ to explain the success some scientists are having in their work on dark matter
- Ⓑ to explain why scientists believe that it is becoming easy to understand dark matter
- Ⓒ to explain that scientists have been researching what they think dark matter is
- Ⓓ to explain which scientists are most responsible for new discoveries about dark matter

**Part B**

Which sentence from the article supports the author’s primary purpose for writing “Mapping the Invisible”?

- Ⓐ “Scientific measurements show that the universe holds about five times as much dark matter as ordinary matter.” (paragraph 3)
- Ⓑ “By studying how the light changed as it traveled through space, the astronomers could estimate the rough location and shape of dark matter clumps.” (paragraph 6)
- Ⓒ “‘You can imagine that dark matter is leaving its signature on the images of very distant galaxies,’ said Catherine Heymans of the University of Edinburgh in Scotland.” (paragraph 8)
- Ⓓ “The astronomers want to conduct further studies to better understand those invisible lumps and hope to survey the whole sky within 10 years or so.” (paragraph 11)

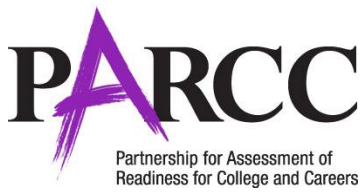






**Grade 6**  
**English Language Arts/Literacy**  
**Test Booklet**

*End-of-Year Assessment*  
*Practice Test*



**PARCC Paper EOY Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 7**

<b>Items 1-5: Literary S/M</b>		
<b>Passage: "The Four Dragons"</b>		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type: EBSR</b> Part A: B Part B: D, F	RL1; RL2
2	<b>Item Type: EBSR</b> Part A: B Part B: C	RL1; RL3
3	<b>Item Type: EBSR</b> Part A: A Part B: D	RL1; RL4
4	<b>Item Type: EBSR</b> Part A: C Part B: D	RL1; RL3
5	<b>Item Type: EBSR</b> Part A: C Part B: C	RL1; RL3
<b>Items 6-11: Paired Passage Set</b>		
<b>Passage 1: "Collecting Rocks" by Rachel M. Barker</b>		
6	<b>Item Type: EBSR</b> Part A: C Part B: B	RI1; RI6
7	<b>Item Type: EBSR</b> Part A: B Part B: B	RI1; RI5
<b>Passage 2: "Xenolith"</b>		
8	<b>Item Type: EBSR</b> Part A: B Part B: C	RI1; RI3
9	<b>Item Type: EBSR</b> Part A: B Part B: A, E	RI1; RI2
<b>Passage 1: "Collecting Rocks" by Rachel M. Barker; Passage 2: "Xenolith"</b>		
10	<b>Item Type: EBSR</b> Part A: A Part B: A, E	RI1; RI2
11	<b>Item Type: EBSR</b> Part A: B Part B: C, E	RI1; RI4
<b>Items 12-16: Informational S/M</b>		
<b>Passage: "Five Things About NASA's Mars Curiosity Rover" by Courtney O'Connor</b>		
12	<b>Item Type: EBSR</b> Part A: D	RI1; RI4



	<b>Part B: E, F</b>	
13	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: B</b>	RI1; RI3
14	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A, F</b>	RI1; RI6
15	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: D</b>	RI1; RI2
16	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: B</b>	RI1; RI3
<b>Items 17-22: Informational M/L</b>		
<b>Passage: "NOAA's Big Miracle Worker"</b>		
17	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RI1; RI4
18	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: B</b>	RI1; RI3
19	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: D</b>	RI1; RI2
20	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A</b>	RI1; RI5
21	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B, D</b>	RI1; RI3
22	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A</b>	RI1; RI3



**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name/LEA \_\_\_\_\_

**Grade 7**  
**English Language Arts/Literacy**  
**End-of-Year Assessment**  
**Practice Test**

**B**

Last Name										First Name										MI
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**School Use Only**

**F State Student Identifier**

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**C**

Place the Student ID Label Here

**D Gender**

Female  Male

**E Date of Birth**

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**Directions:**

Today, you will be taking the Grade 7 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as shown in your Test Booklet.

A  B  C  D  E  F  G

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

A  B  C  D  E  F  G

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.



- 14 The four dragons went happily back. But ten days passed, and not a drop of rain came down. The people suffered more, some eating bark, some grass roots, some forced to eat white clay when they ran out of bark and grass roots. Seeing all this, the four dragons felt very sorry, for they knew the Jade Emperor only cared about pleasure, and never took the people to heart. They could only rely on themselves to relieve the people of their miseries. But how to do it? Seeing the vast sea, the Long Dragon said that he had an idea.
- 15 "What is it? Out with it, quickly!" the other three demanded.
- 16 "Look, is there not plenty of water in the sea where we live? We should scoop it up and spray it towards the sky. The water will be like rain drops and come down to save the people and their crops," said Long Dragon.
- 17 "Good idea!" said the others as they clapped their hands.
- 18 "But," said the Long Dragon after thinking a bit, "we will be blamed if the Jade Emperor learns of this."
- 19 "I will do anything to save the people," the Yellow Dragon said resolutely.
- 20 "Then let's begin. We will never regret it," said Long Dragon.
- 21 The Black Dragon and the Pearl Dragon were not to be outdone. They flew to the sea, scooped up water in their mouths, and then flew back into the sky where they sprayed the water out over the earth. The four dragons flew back and forth, making the sky dark all around. Before long the sea water became rain pouring down from the sky.
- 22 "It's raining! It's raining! The crops will be saved!" the people cried and leaped with joy.
- 23 On the ground the wheat stalks raised their heads and the sorghum stalks straightened up. The god of the sea discovered these events and reported to the Jade Emperor.
- 24 "How dare the four dragons bring rain without my permission!" said the Jade Emperor.
- 25 The Jade Emperor was enraged, and ordered the heavenly generals and their troops to arrest the four dragons. Being far outnumbered, the four dragons could not defend themselves, and they were soon arrested and brought back to the heavenly palace.
- 26 "Go and get four mountains to lay upon them so that they can never escape!" The Jade Emperor ordered the Mountain God.



**1. Part A**

How do the dragons' actions contribute to the development of the theme of the folktale?

- Ⓐ Their playfulness shows that appearances can be misleading when making character judgments.
- Ⓑ Their willingness to disobey the Jade Emperor shows that sacrifice is often needed for the good of others.
- Ⓒ Their reliability shows that respecting one's elders and following instructions are necessary for a successful society.
- Ⓓ Their respect for the Jade Emperor shows that children can learn much from their ancestors about historical events.

**Part B**

Which **two** paragraphs from the folktale support the answer to Part A?

- Ⓐ paragraph 1
- Ⓑ paragraph 8
- Ⓒ paragraph 13
- Ⓓ paragraph 18
- Ⓔ paragraph 23
- Ⓕ paragraph 27





**3. Part A**

As used in paragraph 19, what is the meaning of the word **resolutely**?

- Ⓐ acting with determination
- Ⓑ hesitating to act
- Ⓒ producing results
- Ⓓ proceeding cautiously

**Part B**

Which quotation **most** helps the reader understand the meaning of **resolutely**?

- Ⓐ “Look, is there not plenty of water in the sea where we live?” (paragraph 16)
- Ⓑ “We should scoop it up and spray it towards the sky.” (paragraph 16)
- Ⓒ “Good idea!” said the others as they clapped their hands.” (paragraph 17)
- Ⓓ “Then let’s begin. We will never regret it,” said Long Dragon.” (paragraph 20)



**5. Part A**

Which difference in attitudes between the Jade Emperor and the dragons influences events later in the folktale?

- Ⓐ The Jade Emperor is amused by the needs of the people, and the dragons are annoyed.
- Ⓑ The Jade Emperor is angered by the needs of the people, and the dragons are pleased.
- Ⓒ The Jade Emperor is indifferent about the needs of the people, and the dragons are concerned.
- Ⓓ The Jade Emperor is upset about the needs of the people, and the dragons are worried.

**Part B**

Which paragraphs provide evidence to support the answer to Part A?

- Ⓐ paragraphs 2–3
- Ⓑ paragraphs 5–6
- Ⓒ paragraphs 11–12
- Ⓓ paragraphs 22–23



forming around us all the time. Sand and gravel on beaches or in river bars look like the sandstone and conglomerate they will become. Compacted and dried mud flats harden into shale. Scuba divers who have seen mud and shells settling on the floors of lagoons find it easy to understand how sedimentary rocks form.

- 4 Sometimes sedimentary and igneous rocks are subjected to pressures so intense or heat so high that they are completely changed. They become *metamorphic rocks*, which form while deeply buried within the Earth's crust. The process of metamorphism does not melt the rocks, but instead transforms them into denser, more compact rocks. New minerals are created either by rearrangement of mineral components or by reactions with fluids that enter the rocks. Some kinds of metamorphic rocks—granite gneiss and biotite schist are two examples—are strongly banded or foliated. (Foliated means the parallel arrangement of certain mineral grains that gives the rock a striped appearance.) Pressure or temperature can even change previously metamorphosed rocks into new types.

From *Collecting Rocks* by Rachel M. Barker, USGS—Public Domain



**7. Part A**

How does the author primarily structure “Collecting Rocks”?

- Ⓐ by discussing the effects of pressure on rock formation
- Ⓑ by describing the characteristics of specific types of rocks
- Ⓒ by comparing the sizes and shapes of rocks
- Ⓓ by focusing on order of importance of rock types

**Part B**

Which detail from the article **best** supports the answer to Part A?

- Ⓐ “. . . *igneous, sedimentary, and metamorphic* rocks . . .” (paragraph 1)
- Ⓑ “. . . formed from melted rock that has cooled and solidified.” (paragraph 2)
- Ⓒ “. . . (volcanic glass), granite, basalt . . .” (paragraph 2)
- Ⓓ “Temperatures and pressures are low . . .” (paragraph 3)





would be impossible to understand without xenoliths and xenocrysts. Some of the features studied by geologists are temperature, pressure, construction, and movement within the Earth's surface.

- 8 Xenoliths can be a piece of rock trapped in a piece of sedimentary rock, but this is rare. Xenoliths have also been found in meteorites, or rocks from outer space that have crashed into Earth. The xenoliths in meteorites were formed from collisions with other objects outside the Earth's atmosphere.

"Xenolith" from National Geographic Education, copyright © by National Geographic Society. Used by permission. All rights reserved © Gerald Rhemann. Used by permission.



**9. Part A**

Which statement includes two central ideas of “Xenolith”?

- Ⓐ Xenoliths exist only in igneous rock and can help explain where meteorites come from.
- Ⓑ Xenoliths are usually formed by magma and are encased in other rock types.
- Ⓒ Xenoliths and xenocrysts look like sand and can give useful information about the Earth’s atmosphere.
- Ⓓ Xenoliths and xenocrysts can be found in all types of rock and can help explain how sedimentary rock is formed.

**Part B**

Which **two** details **best** support the answer to Part A?

- Ⓐ “. . . a xenolith is a rock embedded in magma while the magma was cooling.” (paragraph 2)
- Ⓑ “Xenoliths can be as small as a grain of sand or as large as a football . . . .” (paragraph 4)
- Ⓒ “Xenoliths and xenocrysts are affected by temperature.” (paragraph 5)
- Ⓓ “Xenoliths and xenocrysts are often identified by the names of the two rock types involved.” (paragraph 6)
- Ⓔ “A peridotite xenolith in a basaltic lava flow, for instance, means a chunk of the rock peridotite is embedded in basalt rock.” (paragraph 6)
- Ⓕ “Scientists study the chemical properties of xenoliths to understand the depth at which they were formed.” (paragraph 7)

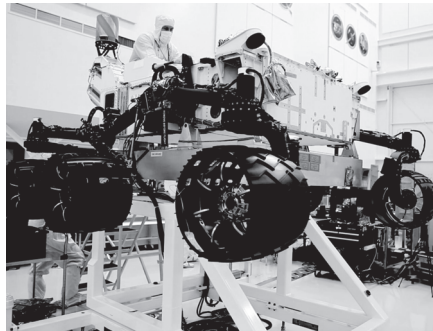




Read the article "Five Things About NASA's Mars Curiosity Rover." Then answer questions 12 through 16.

## Five Things About NASA's Mars Curiosity Rover

by Courtney O'Connor



NASA / JPL-Caltech—  
Public Domain

**Engineers working in a clean room at NASA's Jet Propulsion Laboratory installed six new wheels on the Curiosity rover and rotated all six wheels at once on July 9, 2010.**

- 1 Mars Science Laboratory, aka Curiosity, is part of NASA's Mars Exploration Program, a long-term program of robotic exploration of the Red Planet. The mission is scheduled to launch from Cape Canaveral, Fla., in late 2011, and arrive at an intriguing region of Mars in August 2012. The goal of Curiosity, a rolling laboratory, is to assess whether Mars ever had an environment capable of supporting microbial life and conditions favorable for preserving clues about life, if it existed. This will help us better understand whether life could have existed on the Red Planet and, if so, where we might look for it in the future.
- 2 **How Big Is It?:** The Mini Cooper-sized rover is much bigger than its rover predecessors, Spirit, Opportunity and Sojourner. Curiosity is twice as long (about 2.8 meters, or 9 feet) and four times as heavy as Spirit and Opportunity, which landed in 2004. Sojourner, about the size of a microwave oven, landed in 1997 as part of the Mars Pathfinder mission.
- 3 **Landing—Where and How:** Curiosity will land near the foot of a mountain taller than Pike's Peak near the middle of Gale Crater, which is the size of





**12. Part A**

What does the word **innovations** mean as it is used in paragraph 3?

- Ⓐ devices
- Ⓑ missions
- Ⓒ attempts
- Ⓓ advancements

**Part B**

Which **two** phrases from paragraph 3 help the reader understand the meaning of **innovations**?

- Ⓐ “. . . will land near the foot of a mountain taller than Pike’s Peak . . .”
- Ⓑ “. . . slows the rover’s descent toward Mars . . .”
- Ⓒ “. . . will lower the rover on a tether . . .”
- Ⓓ “. . . during the final moments before landing.”
- Ⓔ “. . . allows landing a very large, heavy rover on Mars . . .”
- Ⓕ “. . . enable a landing within a smaller target area . . .”



**14. Part A**

What is the author’s purpose for writing this article?

- Ⓐ to inform readers of the possible hazards of the Mars Curiosity rover
- Ⓑ to persuade readers to continue funding the Mars Curiosity rover
- Ⓒ to describe the mission and functions of the Mars Curiosity rover
- Ⓓ to argue that the future of science is dependent on the mission of the Mars Curiosity rover

**Part B**

Which **two** sentences from the article help readers understand the author’s purpose?

- Ⓐ “The goal of Curiosity, a rolling laboratory, is to assess whether Mars ever had an environment capable of supporting microbial life and conditions favorable for preserving clues about life, if it existed.” (paragraph 1)
- Ⓑ “The Mini Cooper-sized rover is much bigger than its rover predecessors, Spirit, Opportunity and Sojourner.” (paragraph 2)
- Ⓒ “Curiosity will land near the foot of a mountain taller than Pike’s Peak near the middle of Gale Crater, which is the size of Connecticut and Rhode Island combined.” (paragraph 3)
- Ⓓ “The landing system is similar to a sky crane heavy-lift helicopter.” (paragraph 3)
- Ⓔ “After a parachute slows the rover’s descent toward Mars, a rocket-powered backpack will lower the rover on a tether during the final moments before landing.” (paragraph 3)
- Ⓕ “Curiosity will use 10 science instruments to examine rocks, soil and the atmosphere.” (paragraph 4)



**16. Part A**

How will NASA’s creation of the Mars Curiosity rover help with the study of possible life on Mars?

- Ⓐ The rover will conduct experiments using advanced features.
- Ⓑ The rover will provide information about how the Gale Crater was formed.
- Ⓒ The rover will determine what type of equipment will be needed for future explorations.
- Ⓓ The rover will examine why earlier robotic explorations were not as successful.

**Part B**

Which sentence from the article supports the answer to Part A?

- Ⓐ “This method allows landing a very large, heavy rover on Mars (instead of the airbag landing systems of previous Mars rovers).” (paragraph 3)
- Ⓑ “A laser will vaporize patches of rock from a distance, and another instrument will search for organic compounds.” (paragraph 4)
- Ⓒ “Each of Curiosity’s six wheels has an independent drive motor.” (paragraph 5)
- Ⓓ “The two front and two rear wheels also have individual steering motors.” (paragraph 5)



**How did you keep the whales and people safe?**

3 It did help that the whales were located a good way from Barrow and the only route there was by snow machine or on one of the helicopters dedicated to the rescue effort. A rotating group of TV reporters and cameramen were flown out to the whales daily. Access was limited for safety reasons and to minimize disturbance to the whales and those involved directly with the rescue effort. Most of the people who live in Barrow know the conditions out on the ice better than anyone. We followed their advice and they helped us make decisions along the way. If they said it was time to stop because it was too dangerous, we listened. The Inupiat people who lived in and around Barrow did most of the hole-cutting, and their knowledge and guidance helped the operation stay safe and on track.

**Did things get complicated with so many people wanting to help with the rescue?**

4 There were so many groups—Inupiat hunters, biologists, oil companies, United States and Soviet Union government agencies, the military, non-profit organizations, and the press—on the scene and everyone wanted to play a part. There was a balancing act to include all of those who wanted to help with those that could really provide useful assistance. Aside from freeing the whales, it was the involvement of so many groups that actually became the operation’s biggest success story. Groups that were usually on opposite sides of major issues all came together to free the whales from the ice. This was during the height of the Cold War. Cooperation between the United States and Soviet Union on any issue was basically unheard of, especially on something so publicized.

**How did you rescue the whales?**

5 We had a lot of support. One company sent chain saws to help cut holes in the ice. Another sent portable generators to provide light and power. We cut a series of holes in the ice, hoping that the whales would swim from one hole to the next but it was so cold that they kept freezing over. The owners of a Minnesota company that specialized in underwater pumps saw the TV news reports and sent us special pumps made to circulate water and prevent freezing. All along, we had planned to use whale mating sounds to lure the whales from hole to hole. Quite by accident we discovered that the noise generated by the pumps attracted the whales. The pumps allowed us to coax





**17. Part A**

In paragraph 2 of “NOAA’s Big Miracle Worker,” what tone does the phrase **it was a total zoo** convey?

- Ⓐ urgent
- Ⓑ chaotic
- Ⓒ annoyed
- Ⓓ pleading

**Part B**

Which detail from the interview indicates a tone similar to the one identified in Part A?

- Ⓐ “All of the other gray whales had started migrating much earlier, but these three whales stayed in the feeding grounds too long.” (paragraph 2)
- Ⓑ “They seemed to understand that we were there to help them along.” (paragraph 2)
- Ⓒ “Access was limited for safety reasons and to minimize disturbance to the whales and those involved directly with the rescue effort.” (paragraph 3)
- Ⓓ “There were so many groups—Inupiat hunters, biologists, oil companies, United States and Soviet Union government agencies, the military, non-profit organizations, and the press—on the scene and everyone wanted to play a part.” (paragraph 4)



**19. Part A**

Which sentence from “NOAA’s Big Miracle Worker” includes two central ideas from the interview?

- Ⓐ “Once we started moving the whales toward freedom, however, I couldn’t help but think that they knew something was happening.” (paragraph 2)
- Ⓑ “It did help that the whales were located a good way from Barrow and the only route there was by snow machine or on one of the helicopters dedicated to the rescue effort.” (paragraph 3)
- Ⓒ “If they said it was time to stop because it was too dangerous, we listened.” (paragraph 3)
- Ⓓ “Aside from freeing the whales, it was the involvement of so many groups that actually became the operation’s biggest success story.” (paragraph 4)

**Part B**

Which additional sentence offers the **best** support for the central ideas in Part A?

- Ⓐ “The whales were relatively young and confused.” (paragraph 2)
- Ⓑ “We followed their advice and they helped us make decisions along the way.” (paragraph 3)
- Ⓒ “All along, we had planned to use whale mating sounds to lure the whales from hole to hole.” (paragraph 5)
- Ⓓ “While we were carefully moving the whales, a Soviet ice-breaker arrived.” (paragraph 5)



**21. Part A**

What effect did the owners of a Minnesota company have on the rescue?

- Ⓐ The equipment they sent allowed breathing holes to be cut in the ice.
- Ⓑ The equipment they sent helped to provide light for the workers.
- Ⓒ The equipment they sent helped the whales move forward from one hole to the next.
- Ⓓ The equipment they sent broke through the ice to create a path through the bay.

**Part B**

Which **two** details from paragraph 5 of the interview **best** support the answer to Part A?

- Ⓐ “. . . chain saws to help cut holes in the ice.”
- Ⓑ “. . . circulate water and prevent freezing.”
- Ⓒ “. . . whale mating sounds to lure the whales . . .”
- Ⓓ “. . . noise generated by the pumps attracted the whales.”
- Ⓔ “. . . broke through a 15-foot area at the head of the bay . . .”
- Ⓕ “. . . cutting holes to meet the channel . . .”





**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**









**Grade 7**  
**English Language Arts/Literacy**  
**Test Booklet**

*End-of-Year Assessment*  
*Practice Test*



**PARCC Paper EOY Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 8**

<b>Items 1-5: Literary S/M</b>		
<b>Passage:</b> from “The Golden Apple”		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type: EBSR</b> Part A: A Part B: D, F	RL1; RL4
2	<b>Item Type: EBSR</b> Part A: A Part B: D	RL1; RL6
3	<b>Item Type: EBSR</b> Part A: A Part B: C	RL1; RL3
4	<b>Item Type: EBSR</b> Part A: C Part B: B	RL1; RL3
5	<b>Item Type: EBSR</b> Part A: D Part B: A, C	RL1; RL2
<b>Items 6-11: Paired Passage Set</b>		
<b>Passage 1:</b> from “A Beginner’s Guide to Snowboarding” by Monica Nelson		
6	<b>Item Type: EBSR</b> Part A: A Part B: B	RI1; RI3
7	<b>Item Type: EBSR</b> Part A: A Part B: A, B, G	RI1; RI6
<b>Passage 2:</b> from “How to get started sandboarding” by Harriet Potter		
8	<b>Item Type: EBSR</b> Part A: C Part B: D	RI1; RI5
9	<b>Item Type: EBSR</b> Part A: B Part B: B	RI1; RI4
10	<b>Item Type: EBSR</b> Part A: D Part B: A	RI1; RI6
<b>Passage 1:</b> from “A Beginner’s Guide to Snowboarding” by Monica Nelson; <b>Passage 2:</b> from “How to get started sandboarding” by Harriet Potter		
11	<b>Item Type: EBSR</b> Part A: A Part B: A, E	RI1; RI2
<b>Items 12-16: Informational S/M</b>		
<b>Passage:</b> from “Emerald Ash Borer” by Department of Energy and Environmental Protection		
12	<b>Item Type: EBSR</b>	RI1; RST6

	<b>Part A: C</b> <b>Part B: B</b>	
13	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RI1; RST5
14	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A</b>	RI1; RI6
15	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RI1; RI4
16	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: A</b>	RI1; RST2
<b>Items 17-22: Informational M/L</b>		
<b>Passage:</b> from "What is a Robonaut?"		
17	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: A, B, F</b>	RI1; RI4
18	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RI1; RI5
19	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A</b>	RI1; RST6
20	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RI1; RST5
21	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: B</b>	RI1; RST8
22	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: A</b>	RI1; RST 2



**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name/LEA \_\_\_\_\_

**Grade 8**  
**English Language Arts/Literacy**  
**End-of-Year Assessment**  
**Practice Test**

**B**

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**School Use Only**

**F State Student Identifier**

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Place the Student ID Label Here

**D Gender**

Female  Male

**E Date of Birth**

Day	Month	Year
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1	Feb	1
2	Mar	2
3	Apr	3
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7	Aug	7
8	Sep	8
9	Oct	9
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**Directions:**

Today, you will be taking the Grade 8 English Language Arts/Literacy End-of-Year Practice Test.

You will be asked to read one or more passages. Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages when needed.

Mark your answers by filling in the circles in your Test Booklet. Do not make any stray marks in the Test Booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as shown in your Test Booklet.

A  B  C  D  E  F  G

To answer a question that asks you to pick more than one answer, fill in the circles as shown in your Test Booklet.

A  B  C  D  E  F  G

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.



- 8 Now on the northeast coast of the Aegean Sea, there was a city of men. Troy was its name, a great city surrounded by strong walls, and standing on a hill hard by the shore. It had grown rich on the tolls that its kings demanded from merchant ships passing up the nearby straits to the Black Sea cornlands and down again. Priam, who was now king, was lord of wide realms and long-maned horses, and he had many sons about his hearth. And when the quarrel about the golden apple was still raw and new, a last son was born to him and his wife Queen Hecuba, and they called him Paris.
- 9 There should have been great rejoicing, but while Hecuba still carried the babe within her, the soothsayers had foretold that she would give birth to a firebrand that should burn down Troy. And so, when he was born and named, the king bade a servant carry him out into the wilderness and leave him to die. The servant did as he was bid; but a herdsman searching for a missing calf found the babe and brought him up as his own.
- 10 The boy grew tall and strong and beautiful, the swiftest runner and the best archer in all the country around. So his boyhood passed among the oak woods and the high hill—pastures that rose toward Mount Ida. And there he met and fell in love with a wood nymph called Oenone, who loved him in return. She had the gift of being able to heal the wounds of mortal men, no matter how sorely they were hurt. Among the oak woods they lived together and were happy, until one day three jealous goddesses, still quarreling about the golden apple, chanced to look down from Olympus, and saw the beautiful young man herding his cattle on the slopes of Mount Ida. They knew, for the gods know all things, that he was the son of Priam, king of Troy, though he himself did not know it yet; but the thought came to them that he would not know who they were, and therefore he would not be afraid to judge between them. They were growing somewhat weary of the argument by then.
- 11 So they tossed the apple down to him, and Paris put up his hands and caught it. After it the three came down, landing before him so lightly that their feet did not bend the mountain grasses, and bade him choose between them, which was the fairest and had best right to the prize he held in his hand.

from The Golden Apple—Public Domain





**2. Part A**

In the passage, the author makes the reader aware of certain facts that are not revealed to Paris. How does this awareness create suspense for the reader?

- Ⓐ The reader knows that Paris will likely offend two of the goddesses by judging their beauty.
- Ⓑ The reader knows that Paris will likely be too fearful of the goddesses' wrath to choose a winner.
- Ⓒ The reader knows that Paris will likely beg the goddesses' mercy and eventually be reunited with his birth family.
- Ⓓ The reader knows that Paris will stir the jealousy of the goddesses toward him because of his own abilities and fair looks.

**Part B**

Which detail from paragraph 10 **best** supports the answer to Part A?

- Ⓐ "The boy grew tall and strong and beautiful, the swiftest runner and the best archer in all the country around."
- Ⓑ "Among the oak woods they lived together and were happy . . . ."
- Ⓒ "They knew, for the gods know all things, that he was the son of Priam, king of Troy . . . ."
- Ⓓ ". . . but the thought came to them that he would not know who they were, and therefore he would not be afraid to judge between them."



**4. Part A**

In paragraph 3, Eris tosses the golden apple on the table. What does this action reveal about Eris?

- Ⓐ She understands that others will be drawn to the mystery of how the apple appeared.
- Ⓑ She understands that the golden apple will bring riches to the one who is judged worthy to possess it.
- Ⓒ She understands that appealing to weaknesses in others can cause chaos.
- Ⓓ She understands that justice can be served best by initiating a contest.

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . lay gleaming among the piled fruits . . .” (paragraph 4)
- Ⓑ “. . . arguing among themselves . . .” (paragraph 6)
- Ⓒ “. . . now king, was lord of wide realms . . .” (paragraph 8)
- Ⓓ “. . . he would not be afraid to judge . . .” (paragraph 10)



**Today you will read two articles that explain how to participate in two sports which are growing in popularity.**

Read the passage from "A Beginner's Guide to Snowboarding." Then answer questions 6 and 7.

from "A Beginner's Guide to Snowboarding"

by Monica Nelson

- 1 So, are you getting as excited for the season as I am? Not only is snowboarding fun, but it's good for you, too. You can burn up to 400 or 500 calories an hour, and you work your entire body. I'm talking your legs (glutes, hamstrings, calves and especially your quads, as well as your core and back muscles). Snowboarding with your family is also a fun way to stay active and connected this winter. Plus, your kids will think you're very cool.
- 2 The best situation is learning on a mountain that's not pure ice and isn't too intimidating. Start by taking a few lessons or go with a friend who's a great teacher – and very patient. Hopefully this same friend also has extra gear for you and can show you the ropes for a day or two. (Bonus points if she has a hot tub for the hours after the hill, too.)

Getting Your Gear

- 3 The most important items to pay attention to are your board, bindings and boots. Chances are, you're not trying to make a living at this, so you may feel like you need just the basic equipment. However, it's important to consider that higher-end gear can give you much more control, which generally results in less falling, and therefore keeps you more comfortable. Your local ski and snowboard shop will hook you right up. Tell them it's your first time, and they should do a great job of telling you everything you need to know.
- 4 So what size board do you need? It depends mainly on your weight and height. For example, a board that's too big will be more difficult to maneuver and control, while a board that's too small may feel loose and harder to control at high speeds and in deeper snow. Having comfortable boots that fit is very important, too – it's frustrating if they're too big or tight. The good news is that the crew at the shop will suggest what size board, boots and bindings you need.



the next day. This is normal; just make sure to give yourself proper rest. Spend some time in a hot tub, or try an Epsom salt bath if you really have muscle soreness.

- 13 Most important, remember to have fun and that nothing happens over night. Snowboarding is one of the most rewarding sports to learn and a great way to enjoy the winter.

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**7. Part A**

Based on the passage, what can the reader infer is one purpose the author has for writing "A Beginner's Guide to Snowboarding"?

- Ⓐ to promote snowboarding by discussing the benefits it offers for people willing to learn the sport
- Ⓑ to provide objective instructions to help beginning snowboarders improve their skills
- Ⓒ to advise beginners about the benefits and hazards of participating in an extreme sport
- Ⓓ to entertain the reader with humorous anecdotes about how she learned to snowboard

**Part B**

Which **three** sentences from the passage **best** support the answer to Part A?

- Ⓐ "Not only is snowboarding fun, but it's good for you, too." (paragraph 1)
- Ⓑ "Snowboarding with your family is also a fun way to stay active and connected this winter." (paragraph 1)
- Ⓒ "These basics are very important, because you don't want to develop bad habits." (paragraph 6)
- Ⓓ "Go slow at first, and you'll be just fine." (paragraph 7)
- Ⓔ "To be completely honest, I broke my wrist while I was learning, and I also bruised my tail bone." (paragraph 10)
- Ⓕ "When you're first coming down the mountain, it's important to learn how to stop, control your speed and make long, proper turns." (paragraph 12)
- Ⓖ "Snowboarding is one of the most rewarding sports to learn and a great way to enjoy the winter." (paragraph 13)



or glass fiber and resin. There are 3 basic types: freestyle, freeride, and speed.

- 9 The cheapest boards retail for about \$150 (good online vendors include [www.venomousboards.com](http://www.venomousboards.com) and [www.oceanculture.com](http://www.oceanculture.com)) while rentals range from \$10-50 a day. If you're on a budget, there are plenty of tips online about making your own.

#### Technique

- 10 Place your board pointing downhill, without letting it run away from you. Strap yourself in while sitting down on the sand.
- 11 Stand up with both knees bent and your head facing the direction you are going, keeping your weight over the center of the board. Holding your arms out for balance, shift your weight to your back foot and take off.

#### Where to go

- 12 While most sand dunes are open parks with free access, it is important to keep conservation in mind, as dunes can be fragile ecosystems. Before heading out to a particular location, do some research on acceptable use and designated areas.

● Oregon Dunes National Recreation Area, USA

Monte Kaolino, Germany

Great Sea of Sand, Egypt

Namib Desert, Namibia

Fish Hoek Dunes, South Africa

South and Western Australia

Cerro Blanco, Peru

Huacachina, Peru

Cerro Iman, Chile

Taklamakan Desert, China

[WWW.MATADORNETWORK.COM](http://WWW.MATADORNETWORK.COM)



**9. Part A**

In paragraph 4 of “How to get started sandboarding,” the author refers to sandboarding as a “**niche** sport.” What is the meaning of **niche** as it is used in the article?

- Ⓐ Sandboarding is an activity that offers more excitement than similar sports.
- Ⓑ Sandboarding is a specialized sport that offers a unique experience to a few people.
- Ⓒ Sandboarding is one way to achieve recognition in the sports world.
- Ⓓ Sandboarding is a more environmentally friendly activity than other sports.

**Part B**

Which paragraphs offer the **best** support for the meaning of **niche**?

- Ⓐ paragraphs 1 and 2
- Ⓑ paragraphs 5 and 6
- Ⓒ paragraphs 8 and 9
- Ⓓ paragraphs 11 and 12







Read the passage from “Emerald Ash Borer.” Then answer questions 12 through 16.

## from “Emerald Ash Borer”

by Department of Energy and Environmental Protection

- 1 The emerald ash borer is a small, green beetle that belongs to a large family of beetles known as the buprestids, or metallic wood boring beetles. The description is apt, as many of the adult buprestids are indeed glossy, appearing as if their wing covers are made of polished metal. The emerald ash borer, with its green, iridescent wing covers, fits right in. Adult EABs are between 0.3 to 0.55 inches in length—small by most standards but large compared to other buprestids—and relatively slender.
- 2 During its life cycle, EAB undergoes a complete metamorphosis. It starts as an egg, becomes a larva (alternatively called a grub), and then changes to become a pupa and then an adult. The life cycle of an EAB takes either 1 or 2 years to complete. Adults begin emerging from within ash trees around the middle of June, with emergence continuing for about 5 weeks. The female starts laying her eggs on the bark of ash trees about 2 weeks after emergence. After 7 to 10 days, the eggs hatch and the larvae move into the bark, to begin feeding on the phloem (inner bark) and cambium of the tree. Throughout each of its successive instars (larval growth stages), the larva continues to feed within this same part of the tree. The larval stage may last for nearly two years. Before becoming an adult, the insect overwinters as a pre-pupal larva. It then pupates in the spring and emerges as an adult during the summer.
- 3 EAB feeds strictly on ash trees. The larvae feed on the phloem and cambium, while the adults feed on leaves. In Connecticut, there are three species of ash trees—the white ash (*Fraxinus americana*), the green or red ash (*F. pennsylvanica*) and the black ash (*F. nigra*). Despite its common name, mountain ash (*Sorbus* spp.) is not a true ash and does not attract the EAB.
- 4 Two other buprestids are well-known to those in Connecticut who are concerned about trees. The bronze birch borer is a pest of ornamental birch trees. The two-lined chestnut borer often attacks stressed oak trees, including oaks in the forest.



**12. Part A**

Why does the author **most likely** include an explanation of the life cycle of the emerald ash borer?

- Ⓐ to show how the EAB changes in size at each stage
- Ⓑ to show how long the EAB lives during each stage
- Ⓒ to show how the EAB uses the ash tree at each stage
- Ⓓ to show how long the EAB survives the seasons during each stage

**Part B**

Which detail from the passage **best** support the answer to Part A?

- Ⓐ “. . . between 0.3 to 0.55 inches in length . . .” (paragraph 1)
- Ⓑ “. . . the larvae move into the bark, to begin feeding on the phloem . . .” (paragraph 2)
- Ⓒ “The larval stage may last for nearly two years.” (paragraph 2)
- Ⓓ “Before becoming an adult, the insect overwinters as a prepupal larva.” (paragraph 2)



**14. Part A**

What is one reason why the author includes the explanation about the EAB in paragraph 5?

- Ⓐ to help the reader understand the types of damage the EAB causes
- Ⓑ to help the reader understand why the EAB issue did not exist in the previous century
- Ⓒ to help the reader understand how the EAB exists in ash trees
- Ⓓ to help the reader understand where the EAB will mostly likely travel next

**Part B**

Which detail from paragraph 5 **best** supports the answer to Part A?

- Ⓐ “. . . not native to North America.”
- Ⓑ “. . . known to be found in 12 states.”
- Ⓒ “. . . in particular ash nursery stock and ash wood . . .”
- Ⓓ “. . . movement of these materials from infested areas.”



**16. Part A**

Based on the information in the passage, what is one conclusion that can be drawn about the emerald ash borer?

- Ⓐ The habits of the emerald ash borer are harmful to ash trees.
- Ⓑ The emerald ash borer is the most destructive of the buprestids in North America.
- Ⓒ The buprestids, including the emerald ash borer, cause problems for Connecticut homeowners.
- Ⓓ Additional laws are needed in North America to protect the ash trees from the emerald ash borer.

**Part B**

Which evidence from the passage supports the answer to Part A?

- Ⓐ "The larvae feed on the phloem and cambium, while the adults feed on leaves." (paragraph 3)
- Ⓑ "Two other buprestids are well-known to those in Connecticut . . . ." (paragraph 4)
- Ⓒ "The two-lined chestnut borer often attacks stressed oak trees . . . ." (paragraph 4)
- Ⓓ "More recently, strict regulations have been initiated to prevent the movement of these materials from infested areas." (paragraph 5)





Robonaut 2

- 5 In the current iteration of Robonaut, Robonaut 2, or R2, NASA and General Motors are working together with assistance from Oceanering Space Systems engineers to accelerate development of the next generation of robots and related technologies for use in the automotive and aerospace industries. Robonaut 2 (R2) is a state of the art highly dexterous anthropomorphic robot. Like its predecessor Robonaut 1 (R1), R2 is capable of handling a wide range of EVA<sup>2</sup> tools and interfaces, but R2 is a significant advancement over its predecessor. R2 is capable of speeds more than four times faster than R1, is more compact, is more dexterous, and includes a deeper and wider range of sensing. Advanced technology spans the entire R2 system and includes: optimized overlapping dual arm dexterous workspace, series elastic joint technology, extended finger and thumb travel, miniaturized 6-axis load cells, redundant force sensing, ultra-high speed joint controllers, extreme neck travel, and high resolution camera and IR<sup>3</sup> systems. The dexterity of R2 allows it to use the same tools that astronauts currently use and removes the need for specialized tools just for robots.
- 6 One advantage of a humanoid design is that Robonaut can take over simple, repetitive, or especially dangerous tasks on places such as the International Space Station. Because R2 is approaching human dexterity, tasks such as changing out an air filter can be performed without modifications to the existing design.
- 7 Another way this might be beneficial is during a robotic precursor mission. R2 would bring one set of tools for the precursor mission, such as setup and geologic investigation. Not only does this improve efficiency in the types of tools, but also removes the need for specialized robotic connectors. Future missions could then supply a new set of tools and use the existing tools already on location.

<sup>2</sup>EVA—extra-vehicular activity, activity done by an astronaut outside a spacecraft beyond Earth’s atmosphere

<sup>3</sup>IR—industrial tools

from What is a Robonaut? by NASA—Public Domain



**18. Part A**

Paragraph 3 contains an allusion to American astronaut Neil Armstrong’s statement when, as the first person ever to walk on the Moon, he said: “That’s one small step for man, one giant leap for mankind.”

What is the author implying by the allusion to Armstrong’s statement in paragraph 3?

- (A) Like Armstrong’s Moon landing, the launch of the first Robonaut aboard the Discovery represents a historic breakthrough in space exploration.
- (B) The use of R2 aboard the International Space Station will make space exploration safer for astronauts in the future.
- (C) In the future, human astronauts like Neil Armstrong will unfortunately be replaced with humanoid robots like R2.
- (D) Compared to the launch of R2 aboard the space shuttle Discovery, Neil Armstrong’s Moon landing was only a minor achievement.

**Part B**

Which piece of evidence from the passage **best** supports the answer to Part A?

- (A) “. . . our challenge has been to build machines with dexterity that exceeds that of a suited astronaut.” (paragraph 1)
- (B) “. . . not only does this improve efficiency in the types of tools, but also removes the need for specialized robotic connectors.” (paragraph 2)
- (C) “Next steps include a leg for climbing through the corridors of the Space Station . . . .” (paragraph 4)
- (D) “Robonaut can take over simple, repetitive, or especially dangerous tasks . . . .” (paragraph 6)



**20. Part A**

How does paragraph 4 contribute to the topic of the passage?

- Ⓐ It explains some improvements planned for the R2 to make it more useful.
- Ⓑ It adds details about the R2 that was launched on the space shuttle.
- Ⓒ It provides a comparison between the R2 and previous models.
- Ⓓ It states conclusions about the value of having the R2 on space missions.

**Part B**

Which additional paragraph contributes to the development of the topic in a similar way?

- Ⓐ paragraph 2
- Ⓑ paragraph 3
- Ⓒ paragraph 5
- Ⓓ paragraph 6



22. Part A

What is one central idea that is developed in the passage?

- Ⓐ Robonauts can work more efficiently than astronauts.
- Ⓑ Use of robonauts will replace astronauts in space travel.
- Ⓒ Robonauts can make more reliable decisions about spacecraft maintenance than humans.
- Ⓓ Use of robonauts will allow space exploration to exceed what humans alone can do.

Part B

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ “. . . going where the risks are too great for people . . .” (paragraph 1)
- Ⓑ “. . . includes a deeper and wider range of sensing.” (paragraph 5)
- Ⓒ “. . . allows it to use the same tools that astronauts currently use . . .” (paragraph 5)
- Ⓓ “. . . tasks such as changing out an air filter can be performed without modifications to the existing design.” (paragraph 6)









**Grade 8**  
**English Language Arts/Literacy**  
**Test Booklet**

*End-of-Year Assessment*  
*Practice Test*



# Practice Test Answer and Alignment Document

## Mathematics: Grade 3 Pencil-and-Paper

### End-of-Year Assessment

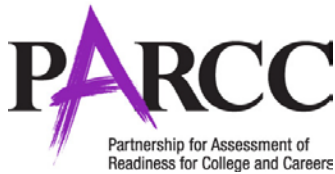
M

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Item Number	Answer Key	Evidence Statement Keys
1	30	3.MD.1-2
2	A, D	3.OA.1
3	A, C, D	3.NF.3d
4	C, E	3.NBT.3
5	B	3.MD.1-1
6	Part A: C Part B:50	3.MD.3-3
7	B, D, E	3.G.1
8	B	3.NF.2
9	B	3.MD.3-1
10	D	3.OA.7-2
11	Part A: 632 Part B: 9	3.Int.2
12	60	3.OA.8-1
13	C, D, F	3.NF.1
14	349	3.NBT.2
15	Part A: D Part B: 190	3.Int.1
16	A, B, E	3.OA.7-2
17	B, D	3.G.2
18	7	3.MD.8
19	B, C, F	3.MD.7b-1
20	A	3.OA.4
21	22	3.MD.8
22	B, C, E	3.OA.2
23	C	3.NF.3c
24	Part A: D Part B:110	3.Int.2



# Practice Test Answer and Alignment Document

## Mathematics: Grade 3 Pencil-and-Paper

### End-of-Year Assessment

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25	36	3.OA.3-1
26	253	3.MD.2-2
27	7	3.OA.3-3
28	B, E	3.NF.3a-2
29	B, C	3.G.1
30	B, C, E	3.NF.3b-1
31	B, D, E	3.OA.7-2
32	Part A: 420 Part B: 114	3.Int.5
33	D	3.MD.4
34	56	3.NBT.2
35	C	3.G.2
36	C, D, E	3.MD.6
37	240	3.NBT.3
38	D	3.NBT.2
39	A	3.OA.7-2





**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
  - Print your answer starting with the first digit in the left box.
  - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and **ONLY** one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an Answer Grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer 632 in a question, fill in the answer grid as follows:

6	3	2			
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	<input checked="" type="radio"/>	2	2	2
3	<input checked="" type="radio"/>	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
<input checked="" type="radio"/>	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

To answer .75 in a question, fill in the answer grid as follows:

.	7	5			
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	<input checked="" type="radio"/>	5	5	5
6	6	6	6	6	6
7	<input checked="" type="radio"/>	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



3.  $\frac{2}{6} < \square$

Select the **three** fractions that make this comparison true.

(A)  $\frac{3}{6}$

(B)  $\frac{2}{8}$

(C)  $\frac{2}{4}$

(D)  $\frac{2}{3}$

(E)  $\frac{1}{6}$

4. Which **two** ways show how to find the value of  $7 \times 40$ ? Select the **two** correct answers.

(A)  $7 \times 4$

(B)  $4 \times 10$

(C)  $7 \times 4 \times 10$

(D) 7 groups of 4 ones

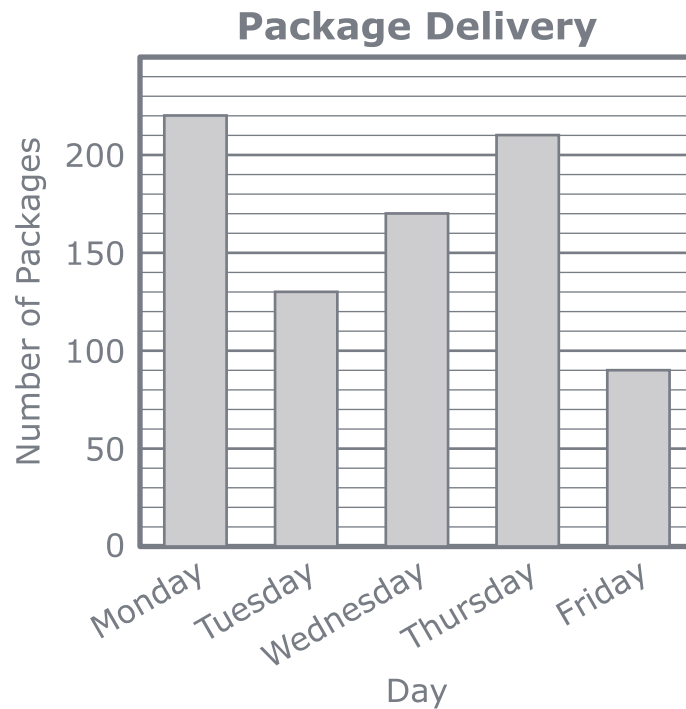
(E) 7 groups of 4 tens





Use the information provided to answer Part A and Part B for question 6.

Mr. Conley delivers packages. The bar graph shows the total number of packages he delivered on five days last week.



**6. Part A**

What is the total number of packages Mr. Conley delivered on Monday and Tuesday?

- (A) 300
- (B) 340
- (C) 350
- (D) 360



8. Which number line shows a point at  $\frac{5}{6}$ ?





Use the information provided to answer Part A and Part B for question 11.

Pablo goes to a stamp show where he can share, buy, and sell stamps.

**11. Part A**

The first day, Pablo starts with 744 stamps. He buys 27 stamps from his friend. He then sells 139 stamps.

What is the total number of stamps that Pablo has after the first day of the stamp show?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



12. Carol plays a ball game. She gets 7 points each time her ball hits a target. If she hits the target at least 5 times in a row, she gets an extra 25 points.

What is the total number of points Carol gets if she hits the target 5 times in a row?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9





14. Enter your answer in the box.

$$746 - 397 =$$

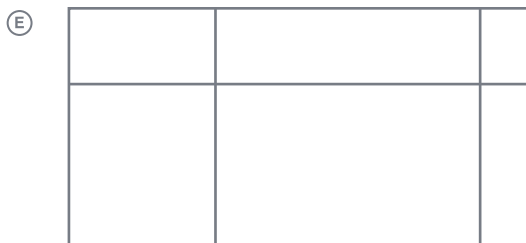
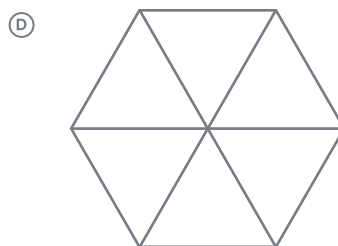
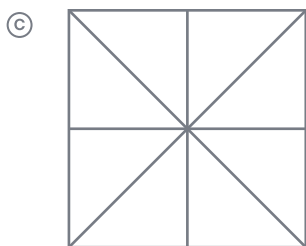
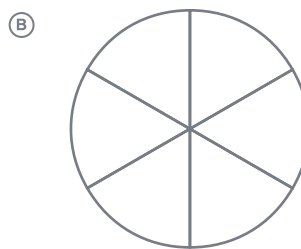
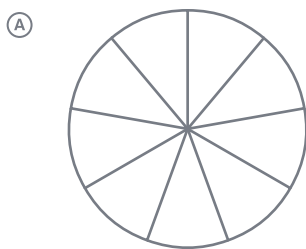
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



16. Select the **three** equations that are correct.

- (A)  $7 \times 9 = 63$
- (B)  $48 \div 8 = 6$
- (C)  $4 \times 9 = 38$
- (D)  $30 \div 5 = 8$
- (E)  $42 \div 7 = 6$

17. Select the **two** shapes that have parts that are each  $\frac{1}{6}$  of the area of the whole shape.







21. Lavina wants to place a fence around a rectangular play area for her rabbits. The play area will be 7-feet long and 4-feet wide.

What is the total length of fence, in feet, Lavina needs to place around the play area?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

22. Which **three** statements can be represented by the expression  $24 \div 4$ ?

- (A) Jake makes 24 muffins. He gives away 4 muffins.
- (B) Collin has 24 toy trucks. He sorts them into groups of 4 trucks each.
- (C) Amira has 24 trading cards. She puts them into piles containing 4 cards each.
- (D) Rosemary puts 24 stickers in each book. She uses enough stickers to fill 4 books.
- (E) Steven fills a new bookshelf with 24 books. He puts the same number of books on each of the 4 shelves.





Use the information provided to answer Part A and Part B for question 24.

A library has 126 books about trees.

**24. Part A**

The library has 48 fewer books about rivers than about trees.

What is the number of books the library has about rivers and what is the total number of books the library has about trees and rivers?

- (A) 78 and 126
- (B) 48 and 204
- (C) 48 and 126
- (D) 78 and 204

**Part B**

Two students borrow books about trees. Each student borrows 8 books. How many books about trees remain in the library?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



26. Carla buys apples and peaches at the store. The mass of the apples is 724 grams. The mass of the peaches is 471 grams.

How much greater is the mass of the apples than the mass of the peaches?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

27. Ken draws a rectangle with an area of 35-square inches. The width of the rectangle is 5 inches.

What is the length of Ken's rectangle?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



30. Which **three** comparisons are true?

(A)  $\frac{1}{3} = \frac{3}{6}$

(B)  $\frac{3}{4} = \frac{6}{8}$

(C)  $\frac{4}{8} = \frac{1}{2}$

(D)  $\frac{1}{4} = \frac{4}{8}$

(E)  $\frac{4}{6} = \frac{2}{3}$

31. Select the **three** equations that are correct.

(A)  $9 \times 6 = 56$

(B)  $56 \div 8 = 7$

(C)  $6 \times 4 = 34$

(D)  $4 \times 8 = 32$

(E)  $49 \div 7 = 7$



**Part B**

The storage tank holds 500 liters of water when full.

During the first 5 days in January after the tank was filled, 386 liters of water was used on the farm.

What is the amount of water, in liters, that remains in the tank after those 5 days?

Enter your answer in the box.

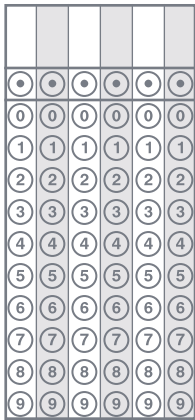
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2	2	2	2	2	2
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4	4	4	4	4	4
5	5	5	5	5	5
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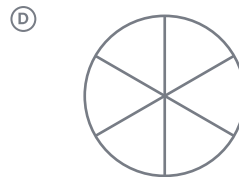
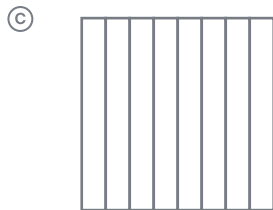
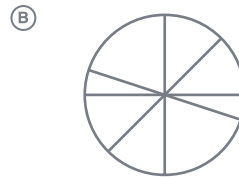


34. Enter your answer in the box.

$$512 + \square = 568$$



35. Sandy draws a shape. She divides it into parts. Each part is  $\frac{1}{8}$  the area of the shape. Which shape could be the one Sandy draws?





37. Enter your answer in the box.

$$3 \times 80 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

38. Which expression could be used to find the value of  $465 + 229$  ?

- (A)  $4 + 2 + 6 + 2 + 5 + 9$
- (B)  $40 + 20 + 60 + 20 + 5 + 9$
- (C)  $400 + 200 + 6 + 2 + 5 + 9$
- (D)  $400 + 200 + 60 + 20 + 5 + 9$

39. Select the correct equation.

- (A)  $35 \div 7 = 5$
- (B)  $45 \div 5 = 8$
- (C)  $3 \times 8 = 32$
- (D)  $4 \times 7 = 21$







**Grade 3  
Mathematics  
Test Booklet**

***Practice Test***

**Secure Test Materials – Do Not Copy**

This test booklet is secure. It may not be copied or duplicated in any way. This test booklet (used or unused) must be returned at the completion of testing as directed.



# Practice Test Answer and Alignment Document

## Mathematics: Grade 4 Pencil-and-Paper

### End-of-Year Assessment

M

A

T

H

Item Number	Answer Key	Evidence Statement Keys
1	C	4.MD.5
2	Part A:10 Part B: 15	4.OA.3-2
3	C	4.NF.4c
4	1,320	4.Int.4
5	48	4.MD.1
6	58	4.NBT.6-1
7	24	4.OA.3-2
8	Part A: A Part B: D	4.NF.3d
9	2741	4.Int.7
10	9038	4.NBT.4-1
11	840	4.Int.2
12	4355	4.NBT.Int. 1
13	Part A: B Part B: C	4.NF.Int.2
14	21894	4.NBT.5-1
15	A, E	4.NF.3a
16	2700	4.OA.2
17	Part A: D Part B: 29	4.MD.7
18	B, D, E	4.G.2
19	331	4.NBT.4-2
20	A, C, E	4.NF.7
21	161	4.OA.3-1
22	Part A:11393 Part B: 1649	4.Int.8
23	A, B, D	4.OA.4-1



# Practice Test Answer and Alignment Document

## Mathematics: Grade 4 Pencil-and-Paper

### End-of-Year Assessment

M  
A  
T  
H

24	C	4.NBT.1
25	Part A: D	4.NF.Int.1
	Part B: C	
26	A	4.MD.6
27	90	4.NF.1-2
28	B, E	4.OA.1-2
29	Part A: A	4.Int.6
	Part B: C	
30	B	4.NF.4b-1
31	C, E	4.NF.2-1
32	C	4.OA.4-3
33	12	4.MD.3
34	Part A: B, D, E	4.NF.A.Int.1
	Part B: C	
35	15803	4.NBT.4-1
36	7262	4.NBT.4-2



**Grade 4  
Mathematics  
Practice Test**

**A**

**Student Name** \_\_\_\_\_

**School Name** \_\_\_\_\_

**District Name/LEA** \_\_\_\_\_

**B**

Last Name										First Name										MI
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A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
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H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
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P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

**School Use Only**

**F State Student Identifier**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**C**

Place the Student ID Label Here

**D Gender**

Female     Male

**E Date of Birth**

Day	Month	Year
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>
9	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Mathematics

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### Directions:

Today you will be taking the Grade 4 Mathematics Practice Test.

Read each question carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. Mark your answers by filling in the circles in your test booklet for the answers you choose.

Do not make any stray marks on the test booklet. If you need to change an answer in your test booklet, be sure to erase your first answer completely.

If you do not know the answer to a question, skip it and go on.

**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
  - Print your answer starting with the first digit in the left box.
  - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and **ONLY** one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an Answer Grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer 632 in a question, fill in the answer grid as follows:

6	3	2			
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	•	2	2	2
3	•	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
•	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

To answer .75 in a question, fill in the answer grid as follows:

.	7	5			
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	•	5	5	5
6	6	6	6	6	6
7	•	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

1. Which statement about angles is true?

- Ⓐ An angle is formed by two rays that do not have the same endpoint.
- Ⓑ An angle that turns through  $\frac{1}{360}$  of a circle has a measure of 360 degrees.
- Ⓒ An angle that turns through five 1-degree angles has a measure of 5 degrees.
- Ⓓ An angle measure is equal to the total length of the two rays that form the angle.

Use the information provided to answer Part A and Part B for question 2.

Four teachers offer an after-school chess club. The table shows the number of students who joined.

Grade	Number of Students
Third	12
Fourth	36
Fifth	9

**2. Part A**

The teachers will divide the total group of students who joined into teams of **no more than** 6 students.

What is the **least** number of teams that will include all of the students?

Enter your answer in the box.

●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Part B**

The chess club started with 18 chess sets. The teachers ordered 3 cases of 15 chess sets. They will divide the total number of chess sets so that each teacher receives an equal number. Then they will give any extra sets to the school library.

What is the **greatest** number of chess sets each of the 4 teachers should get?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

3. Ryan makes 6 backpacks. He uses  $\frac{3}{4}$  yard of cloth to make each backpack. What is the total amount of cloth, in yards, Ryan uses to make all 6 backpacks?

- Ⓐ  $1\frac{1}{2}$
- Ⓑ  $2\frac{1}{4}$
- Ⓒ  $4\frac{1}{2}$
- Ⓓ  $6\frac{3}{4}$

4. A team runs a race. There are 4 people on the team, and each person runs the same distance. The team runs a total distance of 5,280 feet.

What is the distance that each person runs?

Enter your answer in the box.

●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

5. The length of a desktop is 4 feet. How many inches is the length of the desktop?

Enter your answer in the box.

●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

6. Enter your answer in the box.

$$522 \div 9 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

7. Hayley has 272 beads. She buys 38 more beads. She will use 89 beads to make bracelets and the rest to make necklaces. She will use 9 beads for each necklace.

What is the **greatest** number of necklaces Hayley can make?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Use the information provided to answer Part A and Part B for question 8.

Each student in a class chose one sport to play. The table shows the fractions of all students who chose each sport.

Sport	Fraction of All Students
Soccer	$\frac{3}{10}$
Football	$\frac{2}{10}$
Hockey	$\frac{1}{10}$
Basketball	$\frac{4}{10}$

**8. Part A**

Which equation can be used to find  $s$ , the fraction of all students that chose to play either soccer or basketball?

- Ⓐ  $\frac{3}{10} + \frac{4}{10} = s$
- Ⓑ  $\frac{2}{10} - \frac{1}{10} = s$
- Ⓒ  $\frac{4}{10} + \frac{2}{10} = s$
- Ⓓ  $\frac{4}{10} - \frac{3}{10} = s$



**Part B**

What fraction of all the students chose to play either soccer or basketball?

- Ⓐ  $\frac{1}{10}$
- Ⓑ  $\frac{3}{10}$
- Ⓒ  $\frac{6}{10}$
- Ⓓ  $\frac{7}{10}$

9. The Amazon River is about 6,516 kilometers long.

The Mississippi River is about 3,775 kilometers long.

What is the difference, in kilometers, between these two lengths?

Enter your answer in the box.

⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①
②	②	②	②	②	②
③	③	③	③	③	③
④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨

10. Enter your answer in the box.

$$6,272 + 2,766 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

11. Mr. Kowolski ordered 35 boxes of granola bars. Each box contained 24 granola bars.

What is the total number of granola bars Mr. Kowolski ordered?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

12. Enter your answer in the box.

$$3,950 + 405 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Use the information provided to answer Part A and Part B for question 13.

Jordan places two boards end to end to make one shelf. The first board is

$\frac{47}{100}$  meter long. The second board is  $\frac{5}{10}$  meter long.

13. Part A

What fraction is equivalent to  $\frac{5}{10}$  and has a denominator of 100?

- (A)  $\frac{5}{100}$
- (B)  $\frac{50}{100}$
- (C)  $\frac{105}{100}$
- (D)  $\frac{150}{100}$

**Part B**

What is the total length, in meters, of the two boards?

Ⓐ  $9\frac{7}{10}$

Ⓑ  $5\frac{2}{10}$

Ⓒ  $\frac{97}{100}$

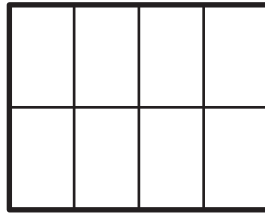
Ⓓ  $\frac{52}{100}$

**14.** Enter your answer in the box.

$3,649 \times 6 =$

⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

15. The rectangle is divided into eight equal sections.



Jodi colors 4 sections. Then she colors 3 more sections.

Which **two** of these represent the fraction of the rectangle that Jodi colors in all? Select the **two** correct answers.

- (A)  $\frac{4}{8} + \frac{3}{8}$
- (B)  $4 + 3$
- (C)  $\frac{8}{4} + \frac{8}{3}$
- (D)  $\frac{1}{8} + 3$
- (E)  $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

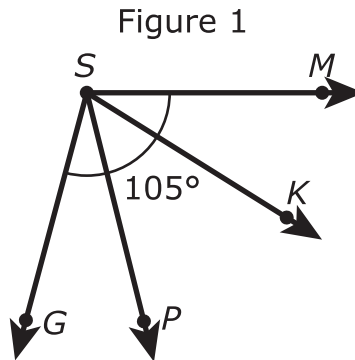
16. Mr. Soto’s bicycle weighs 30 pounds. Mr. Soto’s car weighs 90 times as much as his bicycle. What is the weight, in pounds, of Mr. Soto’s car?

Enter your answer in the box.

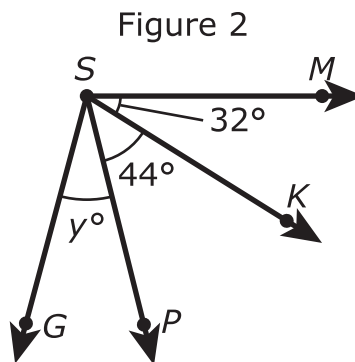
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Use the information provided to answer Part A and Part B for question 17.

Two figures are shown. In Figure 1, the measure of angle  $MSG$  is  $105^\circ$ .



The measures of angle  $MSK$ , angle  $KSP$ , and angle  $PSG$  are shown in Figure 2. The measure of angle  $MSG$  is still  $105^\circ$ .



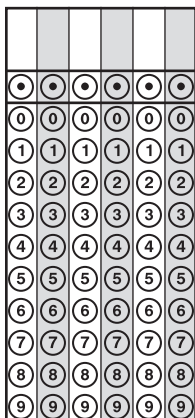
**17. Part A**

Which equation can be used to find the value of  $y$ ?

- Ⓐ  $y - 44 - 32 = 105$
- Ⓑ  $y \times 44 \times 32 = 105$
- Ⓒ  $y \div 44 \div 32 = 105$
- Ⓓ  $y + 44 + 32 = 105$

**Part B**

What is the value of  $y$ ?

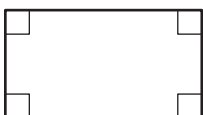


**18.** Which **three** shapes appear to have at least two parallel sides?

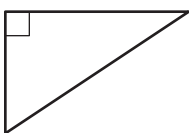
(A)



(B)



(C)



(D)



(E)



19. Enter your answer in the box.

$$5,314 - 4,983 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

20. Which **three** comparisons are correct?

- (A) 0.4 meter > 0.04 meter
- (B) 0.04 meter > 0.3 meter
- (C) 0.3 meter < 0.5 meter
- (D) 0.5 meter > 0.65 meter
- (E) 0.65 meter > 0.61 meter
- (F) 0.65 meter < 0.04 meter



- 21.** A garden contains only bean plants and tomato plants. There are 5 rows of bean plants and 6 rows of tomato plants. Each row of bean plants has 13 plants. Each row of tomato plants has 16 plants.

What is the total number of plants in the garden?

Enter your answer in the box.

⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Use the information provided to answer Part A and Part B for question 22.

The table shows the number of computers sold at a store in three different months.

Month	Number of Computers
January	6,521
February	2,374
March	2,498

**22. Part A**

What is the total number of computers sold at the store in the three months?

Enter your answer in the box.

●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Part B**

How many **more** computers were sold at the store in January than in both February and March combined?

Enter your answer in the box.

●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**23.** Select the **three** choices that are factor pairs for the number 28.

- (A) 1 and 28
- (B) 2 and 14
- (C) 3 and 9
- (D) 4 and 7
- (E) 6 and 5
- (F) 8 and 3

- 24.** The number 234 is multiplied by 10. Which statement is true about the digit 2 in the product?
- Ⓐ The value of the digit 2 in the product is 20.
  - Ⓑ The value of the digit 2 in the product is 200.
  - Ⓒ The value of the digit 2 in the product is 2,000.
  - Ⓓ The value of the digit 2 in the product is 20,000.

**25. Part A**

Sean buys 5 packages of fish. There is  $\frac{7}{8}$  pound of fish in each package.

What is the total weight, in pounds, of fish that Sean buys?

- Ⓐ  $1\frac{2}{8}$
- Ⓑ  $1\frac{4}{8}$
- Ⓒ  $3\frac{5}{8}$
- Ⓓ  $4\frac{3}{8}$

**Part B**

Sean cooks 1 package of the fish. He eats  $\frac{3}{8}$  pound of the fish from the package.

What is the total weight, in pounds, of the cooked fish that is left after Sean eats  $\frac{3}{8}$  pound?

Ⓐ  $\frac{2}{8}$

Ⓑ  $\frac{3}{8}$

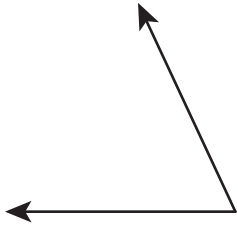
Ⓒ  $\frac{4}{8}$

Ⓓ  $\frac{5}{8}$

26. Which angle has a measure of  $65^\circ$ ?

You can use the protractor to help you find the answer.

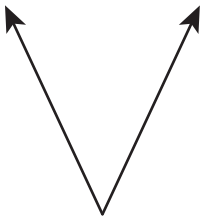
(A)



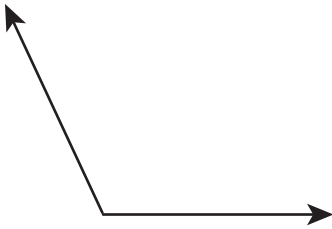
(B)



(C)



(D)



27. What number makes these fractions equal?

$$\frac{9}{10} = \frac{?}{100}$$

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

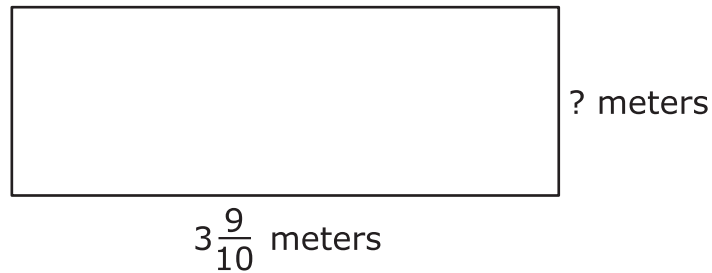
28. Which **two** equations represent the statement "48 is 6 times as many as 8"?

Select the **two** correct answers.

- (A)  $48 = 6 + 8$
- (B)  $48 = 6 \times 8$
- (C)  $48 = 6 \times 6$
- (D)  $48 = 8 + 6$
- (E)  $48 = 8 \times 6$

Use the information provided to answer Part A and Part B for question 29.

The model shows a hallway in Clark's house.



**29. Part A**

The perimeter of the hallway is  $10\frac{4}{10}$  meters.

What is the width, in meters, of the hallway?

- Ⓐ  $1\frac{3}{10}$
- Ⓑ  $2\frac{6}{10}$
- Ⓒ  $6\frac{5}{10}$
- Ⓓ  $7\frac{5}{10}$



**Part B**

Clark's family adds a closet that shortens the length of the hallway by  $\frac{6}{10}$  meter.

What is the new perimeter, in meters, of the hallway?

- Ⓐ  $3\frac{3}{10}$
- Ⓑ  $6\frac{6}{10}$
- Ⓒ  $9\frac{2}{10}$
- Ⓓ  $9\frac{8}{10}$

**30.** Which expression is equivalent to  $6 \times \frac{2}{3}$ ?

- Ⓐ  $12 \times \frac{1}{2}$
- Ⓑ  $12 \times \frac{1}{3}$
- Ⓒ  $6 \times \frac{1}{3}$
- Ⓓ  $3 \times \frac{2}{3}$

31. Select the **two** number sentences that correctly compare two fractions.

Ⓐ  $\frac{6}{12} < \frac{1}{2}$

Ⓑ  $\frac{6}{12} > \frac{1}{2}$

Ⓒ  $\frac{6}{12} = \frac{1}{2}$

Ⓓ  $\frac{8}{4} < \frac{3}{2}$

Ⓔ  $\frac{8}{4} > \frac{3}{2}$

Ⓕ  $\frac{8}{4} = \frac{3}{2}$

32. Ten numbers are shown in the box.

1	2	4	8	20
24	36	58	64	80

Which list includes all the multiples of 8 that are shown in the box?

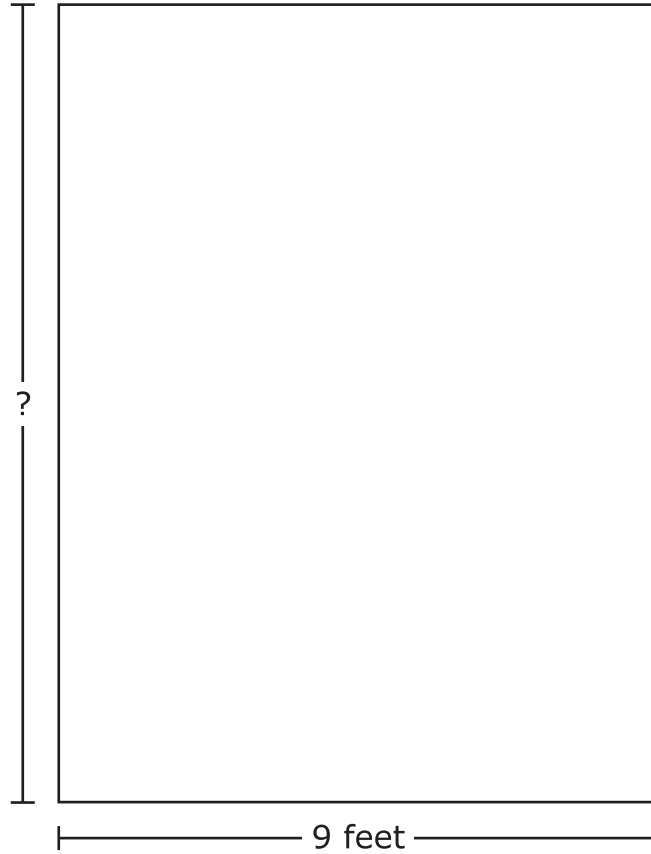
Ⓐ 8, 58, 80

Ⓑ 1, 2, 4, 8

Ⓒ 8, 24, 64, 80

Ⓓ 1, 8, 24, 64, 80

33. The area of the rectangular sandbox at Dave’s school is 108-square feet.  
The sandbox has a width of 9 feet as shown in the diagram.



What is the length of the sandbox?  
Enter your answer in the box.

●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Use the information provided to answer Part A and Part B for question 34.

Rachana has a set of 10 mugs. The set is made up of three different kinds of mugs.

- $\frac{1}{2}$  of the mugs have pictures on them.
- $\frac{2}{5}$  of the mugs have words on them.
- $\frac{1}{10}$  of the mugs have flowers on them.

**34. Part A**

Select the **three** number sentences that correctly compare two of these fractions.

Ⓐ  $\frac{1}{2} < \frac{2}{5}$

Ⓑ  $\frac{1}{2} > \frac{2}{5}$

Ⓒ  $\frac{1}{2} < \frac{1}{10}$

Ⓓ  $\frac{1}{2} > \frac{1}{10}$

Ⓔ  $\frac{1}{10} < \frac{2}{5}$

Ⓕ  $\frac{1}{10} > \frac{2}{5}$

**Part B**

Which fraction is equal to  $\frac{2}{5}$ ?

(A)  $\frac{1}{10}$

(B)  $\frac{2}{10}$

(C)  $\frac{4}{10}$

(D)  $\frac{5}{10}$

**35.** Enter your answer in the box.

$7,564 + 8,239 =$

●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

36. Enter your answer in the box.

$$9,751 - 2,489 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9





**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**







**4 - MTH**





# Practice Test Answer and Alignment Document

## Mathematics: Grade 5 Paper-and-Pencil

### End-of-Year Assessment



Item Number	Answer Key	Evidence Statement Keys
1	27	5.NF.7c
2	B, C, F	5.G.1
3	18	5.OA.1
4	B, E	5.NF.2-2
5	Part A: 480 Part B: 3	5.MD.1-2
6	A, D	5.NBT.4
7	A	5.G.3
8	Part A: 31104 Part B: 10368	5.Int.2
9	D	5.NF.2-1
10	30	5.MD.4
11	900535	5.NBT.5
12	C	5.NF.1-3
13	A	5.G.4
14	0.525	5.NBT.7-3
15	Part A: 0.63 Part B: 63	5.NBT.Int.1
16	Part A: D Part B: C	5.NF.2-1
17	D	5.NF.3-2
18	B	5.NBT.1
19	A	5.NF.6-1
20	5120	5.MD.5b



# Practice Test Answer and Alignment Document

## Mathematics: Grade 5 Paper-and-Pencil

### End-of-Year Assessment



21	Part A: D Part B: D	5.NF.A.Int.1
22	20	5.NBT.7-1
23	A	5.NF.4b-1
24	C	5.OA.2-1
25	C	5.NF.4a-2
26	Part A: A Part B: D	5.G.2
27	59	5.NBT.6
28	B, C	5.MD.1-1
29	C, E	5.NF.5a
30	32	5.NF.7c
31	Part A: C Part B: 75	5.MD.5c
32	B, D, E	5.G.1
33	B	5.OA.3
34	Part A: 440840 Part B: 161784	5.Int.1
35	958664	5.NBT.5
36	529375	5.NBT.5



## Mathematics

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### Directions:

Today you will be taking the Grade 5 Mathematics Practice Test.

Read each question carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. Mark your answers by filling in the circles in your test booklet for the answers you choose.

Do not make any stray marks on the test booklet. If you need to change an answer in your test booklet, be sure to erase your first answer completely.

If you do not know the answer to a question, skip it and go on.

**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
  - Print your answer starting with the first digit in the left box.
  - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and **ONLY** one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an Answer Grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer 632 in a question, fill in the answer grid as follows:

6	3	2			
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	•	2	2	2
3	•	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
•	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

To answer .75 in a question, fill in the answer grid as follows:

.	7	5			
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	•	5	5	5
6	6	6	6	6	6
7	•	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

## Mathematics

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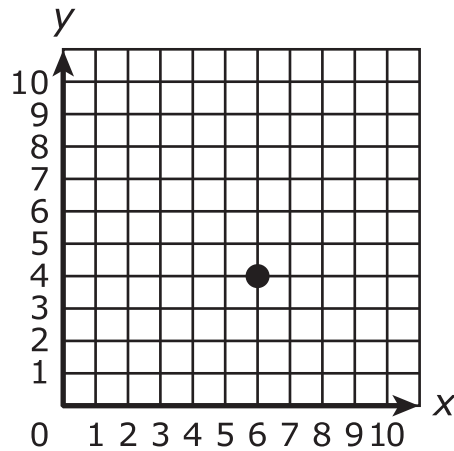
1. Jim uses ribbon to make bookmarks. Jim has 9 feet of ribbon. He uses  $\frac{1}{3}$  foot of ribbon to make each bookmark.

What is the total number of bookmarks Jim makes with all 9 feet of ribbon?

Enter your answer in the box.

⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

2. Select the **three** statements that correctly describe the point plotted in the coordinate plane.



- Ⓐ The point is located at the ordered pair (4, 6).
- Ⓑ The point is located at the ordered pair (6, 4).
- Ⓒ The x-coordinate is 6 and the y-coordinate is 4.
- Ⓓ The x-coordinate is 4 and the y-coordinate is 6.
- Ⓔ The point is 4 units to the right of the origin on the x-axis and 6 units up from the origin on the y-axis.
- Ⓕ The point is 6 units to the right of the origin on the x-axis and 4 units up from the origin on the y-axis.



# Mathematics

---

3. Enter your answer in the box.

$$3 \times (8 + 16) \div 4 =$$

⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

4. Len walks  $\frac{3}{10}$  mile in the morning to school. He walks  $\frac{2}{5}$  mile in the afternoon to a friend's house.

Len says that he walks a total of  $\frac{5}{15}$  mile in the morning and afternoon.

Which **two** statements are true?

- Ⓐ Since  $\frac{3}{10}$  plus  $\frac{2}{5}$  is  $\frac{5}{15}$ , the total of  $\frac{5}{15}$  is reasonable.
- Ⓑ Since  $\frac{5}{15}$  is less than  $\frac{2}{5}$ , the total of  $\frac{5}{15}$  is not reasonable.
- Ⓒ The fractions  $\frac{5}{15}$ ,  $\frac{3}{10}$ , and  $\frac{2}{5}$  are all less than  $\frac{1}{2}$ , so the total of  $\frac{5}{15}$  is reasonable.
- Ⓓ The fraction  $\frac{5}{15}$  is  $\frac{1}{3}$ , and  $\frac{1}{3}$  is greater than  $\frac{3}{10}$ . Since  $\frac{5}{15}$  is greater than one of the addends, the total of  $\frac{5}{15}$  is reasonable.
- Ⓔ The fractions  $\frac{3}{10}$  and  $\frac{2}{5}$  are each greater than  $\frac{1}{4}$ , so the total must be greater than  $\frac{1}{2}$ . The fraction  $\frac{5}{15}$  is less than  $\frac{1}{2}$ , so the total of  $\frac{5}{15}$  is not reasonable.

Use the information provided to answer Part A and Part B for question 5.

Tom has a water tank that holds 5 gallons of water.

**5. Part A**

Tom uses water from a full tank to fill 6 bottles that each hold 16 ounces and a pitcher that holds  $\frac{1}{2}$  gallon.

How many ounces of water are left in the water tank?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Part B**

Tom drinks 4 pints of water a day.

How many full tanks of water will he drink in 30 days?

Enter your answer in the box.

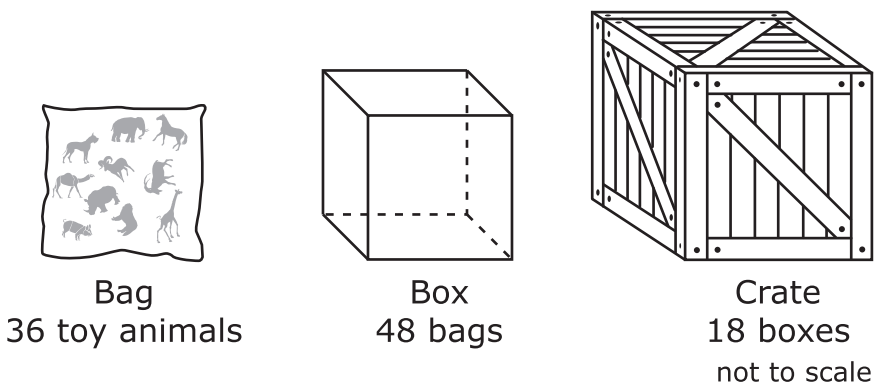
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

6. Which **two** statements about rounding decimals are correct?
- Ⓐ The number 5.066 rounded to the nearest hundredth is 5.07.
  - Ⓑ The number 5.074 rounded to the nearest hundredth is 5.08.
  - Ⓒ The number 5.117 rounded to the nearest hundredth is 5.10.
  - Ⓓ The number 5.108 rounded to the nearest hundredth is 5.11.
  - Ⓔ The number 5.025 rounded to the nearest hundredth is 5.02.
7. Which explanation about figures is correct?
- Ⓐ All rhombuses are parallelograms. Parallelograms have 2 pairs of parallel sides. Therefore, all rhombuses have 2 pairs of parallel sides.
  - Ⓑ All rhombuses are parallelograms. Parallelograms have exactly 1 pair of parallel sides. Therefore, all rhombuses have exactly 1 pair of parallel sides.
  - Ⓒ Only some rhombuses are parallelograms. Parallelograms have 2 pairs of parallel sides. Therefore, only some rhombuses have 2 pairs of parallel sides.
  - Ⓓ Only some rhombuses are parallelograms. Parallelograms have exactly 1 pair of parallel sides. Therefore, only some rhombuses have exactly 1 pair of parallel sides.

Use the information provided to answer Part A and Part B for question 8.

This table shows the three different ways that toy animals are packaged at a factory.

Package Type	Amount in the Package
Bag	36 toy animals
Box	48 bags
Crate	18 boxes



**8. Part A**

What is the total number of toy animals in one crate?

Enter your answer in the box.

●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Part B**

One bag of toy animals weighs 12 ounces. What is the total weight, in ounces, of the bags of toy animals in one crate?

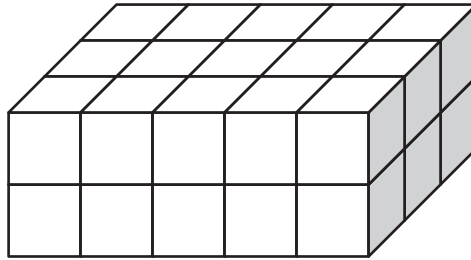
Enter your answer in the box.

●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

9. Isabel lives  $\frac{3}{4}$  mile from school. Janet lives  $\frac{2}{3}$  mile from school. How much farther, in miles, does Isabel live from school than Janet?

- (A)  $\frac{1}{4}$
- (B)  $\frac{1}{3}$
- (C)  $\frac{1}{7}$
- (D)  $\frac{1}{12}$

10. The rectangular prism shown is made from cubes. Each cube is 1-cubic unit.



What is the volume, in cubic units, of the rectangular prism?  
Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

11. Enter your answer in the box.

$$463 \times 1,945 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

12. Solve.

$$\frac{3}{4} + \frac{4}{5} - \frac{7}{10} =$$

(A)  $\frac{7}{20}$

(B)  $\frac{14}{20}$

(C)  $\frac{17}{20}$

(D)  $\frac{21}{20}$

13. Which figure is always a rectangle?

(A) square

(B) rhombus

(C) quadrilateral

(D) parallelogram



14. Enter your answer in the box.

$$0.35 \times 1.5 =$$

●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**15. Part A**

Enter your answer in the box.

$$6.3 \times 0.1 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Part B**

Enter your answer in the box.

$$6.3 \div 0.1 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Use the information provided to answer Part A and Part B for question 16.

A community center has three swimming pools. The water level of each pool is measured at 8:00 p.m. each night. Two of the measurements from Saturday night are shown.

- The water level in the first pool is  $3\frac{5}{12}$  feet deep.
- The water level in the second pool is  $4\frac{3}{8}$  feet deep.

**16. Part A**

What is the difference in depth between the water levels of the second pool and the first pool, in feet?

- Ⓐ  $1\frac{1}{4}$
- Ⓑ  $1\frac{1}{6}$
- Ⓒ  $\frac{11}{12}$
- Ⓓ  $\frac{23}{24}$

**Part B**

The water level in the third pool is  $2\frac{3}{4}$  feet deeper than the second pool.

What is the total depth of the water level in the third pool, in feet?

- Ⓐ  $6\frac{3}{8}$
- Ⓑ  $6\frac{1}{2}$
- Ⓒ  $7\frac{1}{8}$
- Ⓓ  $7\frac{3}{4}$

**17.** Emma has a board that is 5-feet long. She cuts the board into 6 equal pieces.

Which equation shows how to find the length, in feet, of each piece of the board?

Ⓐ  $5 \times 6 = 30$

Ⓑ  $6 - 5 = 1$

Ⓒ  $6 \div 5 = 1\frac{1}{5}$

Ⓓ  $5 \div 6 = \frac{5}{6}$

**18.** Which statement correctly compares two values?

Ⓐ The value of the 6 in 26.495 is  $\frac{1}{10}$  the value of the 6 in 17.64.

Ⓑ The value of the 6 in 26.495 is 10 times the value of the 6 in 17.64.

Ⓒ The value of the 6 in 26.495 is  $\frac{1}{100}$  the value of the 6 in 17.64.

Ⓓ The value of the 6 in 26.495 is 100 times the value of the 6 in 17.64.

19. Jen makes a rectangular banner. It is  $\frac{3}{4}$  yard long and  $\frac{1}{4}$  yard wide.

What is the area, in square yards, of the banner?

(A)  $\frac{3}{16}$

(B)  $\frac{3}{8}$

(C) 1

(D) 3

20. A cereal box has a height of 32 centimeters. It has a base with an area of 160-square centimeters.

What is the volume, in cubic centimeters, of the cereal box?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Use the information provided to answer Part A and Part B for question 21.

Ammaar put  $\frac{4}{7}$  of the money he earned in the bank. He spent  $\frac{1}{3}$  of the money on a book.

**21. Part A**

Which expression can be used to find the difference between the fraction of money Ammaar put in the bank and the fraction he spent on the book?

- Ⓐ  $\frac{4}{10} - \frac{1}{10}$
- Ⓑ  $\frac{8}{10} - \frac{7}{10}$
- Ⓒ  $\frac{4}{21} - \frac{1}{21}$
- Ⓓ  $\frac{12}{21} - \frac{7}{21}$

**Part B**

What is the difference between the fraction of money Ammaar put in the bank and the fraction he spent on the book?

- Ⓐ  $\frac{3}{4}$
- Ⓑ  $\frac{1}{7}$
- Ⓒ  $\frac{3}{10}$
- Ⓓ  $\frac{5}{21}$

22. Enter your answer in the box.

$$5.63 + 14.37 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

23. Kurt drew a rectangular maze with a length of  $\frac{3}{4}$  foot and a width of  $\frac{5}{12}$  foot.

What is the area, in square feet, of Kurt's maze?

- (A)  $\frac{15}{48}$
- (B)  $\frac{8}{16}$
- (C)  $\frac{20}{36}$
- (D)  $\frac{15}{16}$

24. Which expression matches the statement, “the sum of 2 and 4 subtracted from 9”?

- Ⓐ  $2 + 9 - 4$
- Ⓑ  $9 - 2 + 4$
- Ⓒ  $9 - (2 + 4)$
- Ⓓ  $(2 + 4) - 9$

25. Solve.

$$\frac{5}{6} \times \frac{9}{10} =$$

- Ⓐ  $\frac{14}{16}$
- Ⓑ  $\frac{15}{30}$
- Ⓒ  $\frac{45}{60}$
- Ⓓ  $\frac{50}{54}$



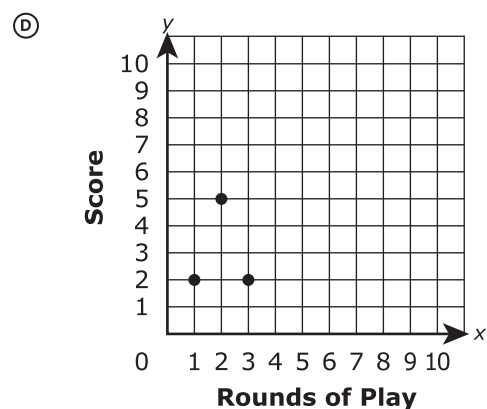
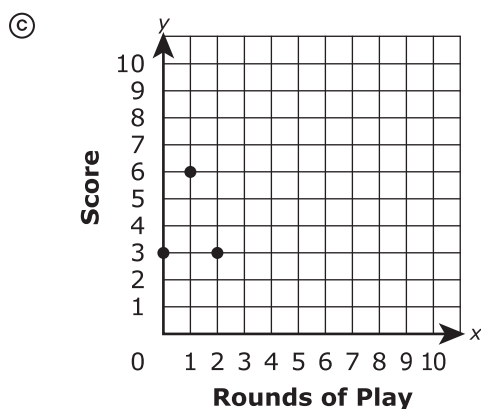
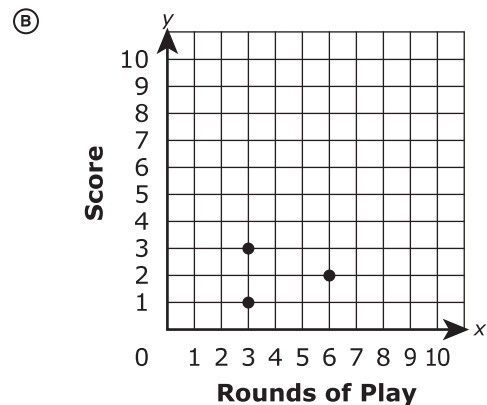
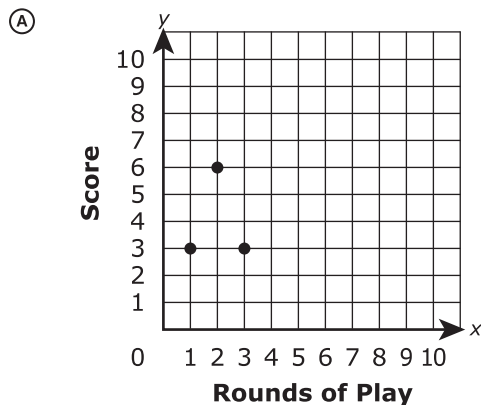
Use the information provided to answer Part A and Part B for question 26.

Mia is playing several rounds of a word game. Each coordinate pair shows the number of a round and Mia’s score for that round. She is keeping track of these coordinate pairs on a coordinate plane.

- Round 1: (1, 3)
- Round 2: (2, 6)
- Round 3: (3, 3)

**26. Part A**

Which coordinate plane correctly shows Mia’s scores for the first three rounds of play?



**Part B**

In Round 4, Mia scores the same number of points as in Rounds 2 and 3 combined.

What is the coordinate pair that represents Mia’s score for Round 4?

- (A) (4, 5)
- (B) (9, 4)
- (C) (5, 4)
- (D) (4, 9)

**27.** Enter your answer in the box.

$$1,534 \div 26 =$$

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**28.** Which **two** conversions are correct?

- (A) 7 mm = 70 cm
- (B) 7 cm = 0.07 m
- (C) 7,000 m = 7 km
- (D) 0.7 cm = 70 mm
- (E) 7 m = 7,000 km

29. Select the **two** correct statements.

- (A) The product of  $\frac{3}{5}$  and 4 is greater than 4.
- (B) The product of  $\frac{3}{5}$  and 4 is less than  $\frac{3}{5}$ .
- (C) The product of  $1\frac{1}{2}$  and 2 is greater than  $1\frac{1}{2}$ .
- (D) The product of  $1\frac{1}{2}$  and 2 is less than 2.
- (E) The product of  $\frac{13}{4}$  and  $\frac{5}{2}$  is greater than  $\frac{13}{4}$ .
- (F) The product of  $\frac{13}{4}$  and  $\frac{5}{2}$  is less than  $\frac{5}{2}$ .

30. Mr. Edwards is making sandwiches. He has 4 pounds of cheese. He puts  $\frac{1}{8}$  pound of cheese in each sandwich.

What is the total number of sandwiches Mr. Edwards made using all 4 pounds of cheese?

Enter your answer in the box.

⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Use the information provided to answer Part A and Part B for question 31.

There are two tanks at the aquarium, Tank A and Tank B. Each tank has two sections.

**31. Part A**

The volume of one section of Tank A is 24-cubic feet. The volume of the other section of Tank A is 96-cubic feet.

What is the total volume, in cubic feet, of Tank A?

- Ⓐ 4
- Ⓑ 72
- Ⓒ 120
- Ⓓ 2,304

**Part B**

Tank B has the same volume as Tank A.

The volume of one section of Tank B is 45-cubic feet. What is the volume, in cubic feet, of the other section of Tank B?

Enter your answer in the box.

⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**32.** Select the **three** statements that correctly describe the coordinate system.

- Ⓐ The  $x$ - and  $y$ -axes intersect at 10.
- Ⓑ The  $x$ - and  $y$ -axes intersect at the origin.
- Ⓒ The  $x$ - and  $y$ -axes are parallel number lines.
- Ⓓ The  $x$ - and  $y$ -axes are perpendicular number lines.
- Ⓔ The  $x$ - and  $y$ -coordinates are used to locate points in the coordinate plane.

**33.** Which statement about the corresponding terms in both Pattern A and Pattern B is always true?

Pattern A: 0, 5, 10, 15, 20, 25, 30

Pattern B: 0, 10, 20, 30, 40, 50, 60

- Ⓐ Each term in Pattern A is 2 times the corresponding term in Pattern B.
- Ⓑ Each term in Pattern A is  $\frac{1}{2}$  times the corresponding term in Pattern B.
- Ⓒ Each term in Pattern A is 5 less than the corresponding term in Pattern B.
- Ⓓ Each term in Pattern A is 10 less than the corresponding term in Pattern B.

**34. Part A**

A company sells phones for \$515.00 each.

What is the total amount of money the company earns from selling 856 phones?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Part B**

The parts to build these phones cost \$189.00 for each phone.

What is the total cost of parts to build 856 phones?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

35. Enter your answer in the box.

$$371 \times 2,584 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

36. Enter your answer in the box.

$$625 \times 847 =$$

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9





**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**





**5 - MTH**



M

A

T

H

Item Number	Answer Key	Evidence Statement Keys
<b>Part 1: Non-Calculator</b>		
1	C	6.NS.1-2
2	A	6.SP.3
3	1.04	6.NS.3-4
4	B, D	6.EE.4
5	B	6.NS.7a
6	5400	6.G.2-1
7	80.337	6.NS.3-3
8	A	6.EE.6
9	14	6.NS.1-2
10	B	6.SP.4
11	-3.5	6.NS.6c-2
12	C	6.SP.1
13	16	6.NS.4-1
14	B, E	6.EE.1-1
15	D	6.RP.1
16	D	6.NS.6c-1
17	22.31	6.Int.1
18	432	6.NS.2
19	77.505	6.NS.3-1
20	C	6.EE.8
21	9	6.NS.8
<b>Part 2: Calculator</b>		
22	C, 1.60	6.EE.7
23	Part A: 56 Part B: 12 Part C: 28 Part D: 24	6.RP.3b
24	C	6.RP.3a
25	Part A: 90 Part B: 24	6.RP.3c-2
26	Part A: 5.25 Part B: 8	6.RP.3b
27	B, C	6.EE.2a
28	Part A: 24 Part B: C	6.G.1
29	C	6.RP.3d
30	30	6.RP.3c-1
31	Part A: A Part B: A	6.G.2-2
32	11	6.EE.2c-1
33	Part A: D Part B: 1300	6.G.4
34	Part A: 20 Part B: 4	6.SP.5



# Unit 1

**Directions:**

Today, you will be taking Unit 1 of the Grade 6 Mathematics Practice Test.

Read each question carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. Mark your answers by filling in the circles in your test booklet for the answers you choose.

Do not make any stray marks on the test booklet. If you need to change an answer in your test booklet, be sure to erase your first answer completely.

**Calculator Directions:**

In the first section of this unit, you may not use a calculator. You will not be allowed to return to the non-calculator section of the test after you have started the calculator section of the test.

If you do not know the answer to a question, skip it and go on. If you finish the non-calculator section of Unit 1 early, you may review your answers and any questions you may have skipped in the non-calculator section ONLY.

**Do NOT go on to the calculator section in Unit 1 until directed to do so.**

**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
  - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and ONLY one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an Answer Grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer  $-3$  in a question, fill in the answer grid as follows:

-	3					
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	0	0	0	0	0	0
<input type="radio"/>	1	1	1	1	1	1
<input type="radio"/>	2	2	2	2	2	2
<input checked="" type="radio"/>	3	3	3	3	3	3
<input type="radio"/>	4	4	4	4	4	4
<input type="radio"/>	5	5	5	5	5	5
<input type="radio"/>	6	6	6	6	6	6
<input type="radio"/>	7	7	7	7	7	7
<input type="radio"/>	8	8	8	8	8	8
<input type="radio"/>	9	9	9	9	9	9

To answer  $.75$  in a question, fill in the answer grid as follows:

.	7	5				
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	0	0	0	0	0	0
<input type="radio"/>	1	1	1	1	1	1
<input type="radio"/>	2	2	2	2	2	2
<input type="radio"/>	3	3	3	3	3	3
<input type="radio"/>	4	4	4	4	4	4
<input type="radio"/>	5	5	<input checked="" type="radio"/>	5	5	5
<input type="radio"/>	6	6	6	6	6	6
<input type="radio"/>	7	<input checked="" type="radio"/>	7	7	7	7
<input type="radio"/>	8	8	8	8	8	8
<input type="radio"/>	9	9	9	9	9	9

**GO ON TO NEXT PAGE**

# Unit 1 - Section 1 (Non-Calculator)

This unit has two sections: a non-calculator and a calculator section.

You will now take the first section of this unit in which you may not use a calculator. You will not be allowed to return to the non-calculator section of the test after you have started the calculator section. You will need to finish both sections within the allotted testing time.

**Once you finish the non-calculator section, read the directions in your test booklet on how to continue.**

1. Joanne buys a rectangular rug with an area of  $\frac{35}{4}$  square meters. The length of the rug is  $\frac{7}{2}$  meters.

What is the width, in meters, of the rug?

(A)  $\frac{5}{8}$

(B)  $\frac{7}{8}$

(C)  $\frac{5}{2}$

(D)  $\frac{7}{2}$

2. The median number of points scored by 9 players in a basketball game is 12. The range of the numbers of points scored by the same basketball players in the same game is 7.

Which statement is true based on the given information?

(A) At least one player scored 12 points.

(B) The greatest number of points scored is less than 19 points.

(C) The mean number of points scored is greater than 12 points.

(D) If the greatest number of points scored is 16, then the least number of points scored is 4.



3. Enter your answer in the box.

$$33.8 \div 32.5 =$$

⊖						
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

4. Select each expression that is equivalent to  $3(n + 6)$ .

Select **all** that apply.

- (A)  $3n + 6$
- (B)  $3n + 18$
- (C)  $2n + 2 + n + 4$
- (D)  $4(n + 6) - (n + 6)$
- (E)  $4(n + 6) - (n - 6)$

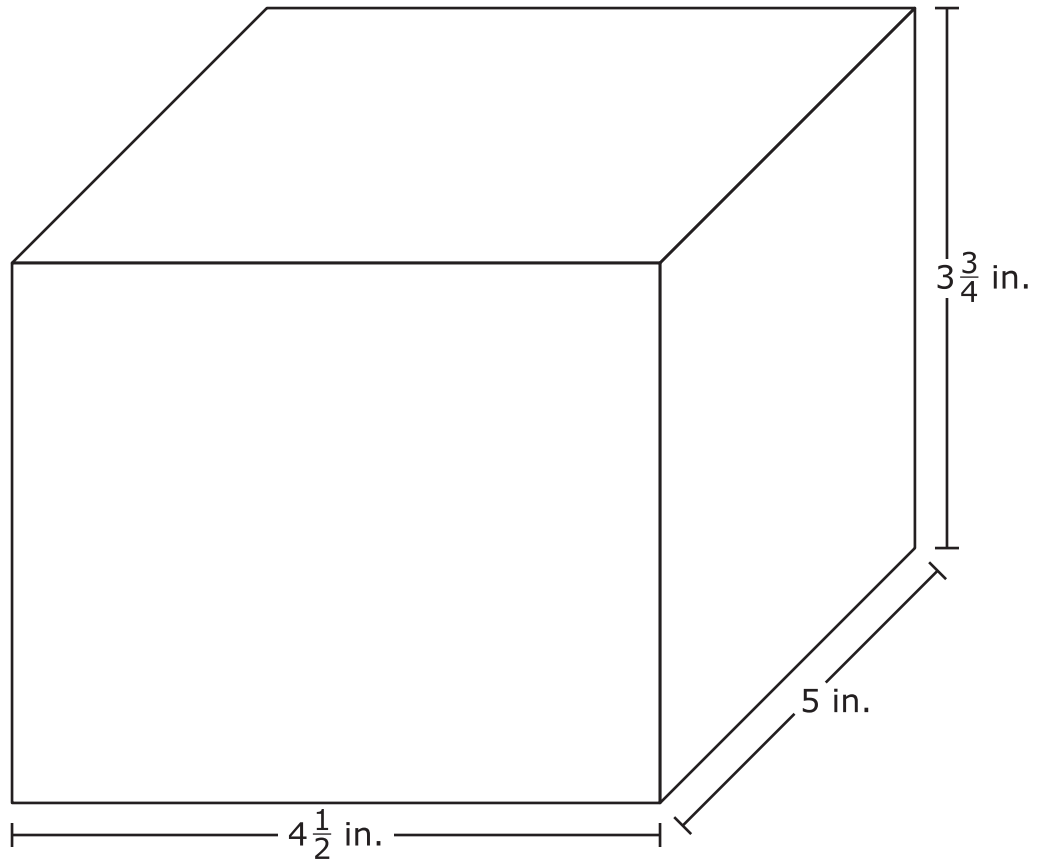
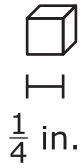
5. These five rational numbers are plotted on a horizontal number line.

$$-\frac{2}{3}, \frac{7}{8}, -\frac{4}{5}, \frac{7}{10}, -\frac{4}{3}$$

Which statement is true about the locations on the number line of the rational numbers?

- Ⓐ  $-\frac{2}{3}$  is farthest to the left and  $\frac{7}{8}$  is farthest to the right.
- Ⓑ  $-\frac{4}{3}$  is farthest to the left and  $\frac{7}{8}$  is farthest to the right.
- Ⓒ  $-\frac{2}{3}$  is farthest to the left and  $\frac{7}{10}$  is farthest to the right.
- Ⓓ  $-\frac{4}{3}$  is farthest to the left and  $\frac{7}{10}$  is farthest to the right.

6. Small cubes with edge lengths of  $\frac{1}{4}$  inch will be packed into the right rectangular prism shown.



How many small cubes are needed to completely fill the right rectangular prism?

Enter your answer in the box.

⊖									
●	●	●	●	●	●	●	●	●	●
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

7. Solve.

$$18.3 \times 4.39 = ?$$

Enter your answer in the box.

⊖						
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

8. During a sale, all pillows are  $\frac{1}{4}$  off the regular price.

Which expression shows the amount of money saved on a pillow that had a regular price of  $d$  dollars?

- (A)  $d \div 4$
- (B)  $d \times 4$
- (C)  $d + 4$
- (D)  $d - 4$

9. Carol makes  $9\frac{1}{3}$  cups of snack mix. She puts all the snack mix into plastic bags. She puts  $\frac{2}{3}$  cup of the snack mix in each bag.

How many plastic bags does Carol need?

Enter your answer in the box.

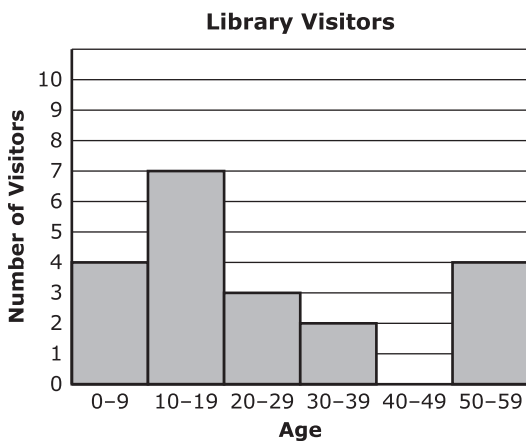
⊖						
⊖	⊖	⊖	⊖	⊖	⊖	⊖
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

10. This table shows the ages of 20 visitors at a library.

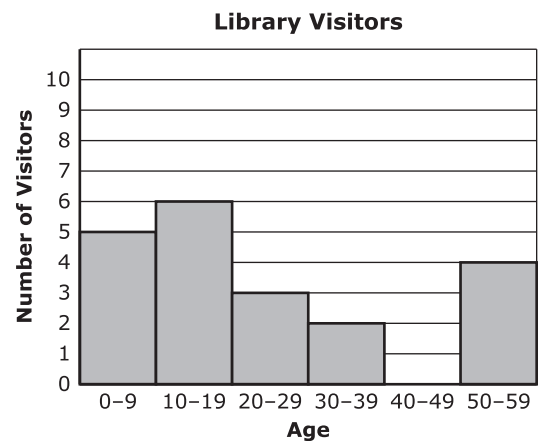
15	27	53	9	8
3	56	12	10	15
18	15	2	31	20
21	33	6	52	56

Which histogram shows the data?

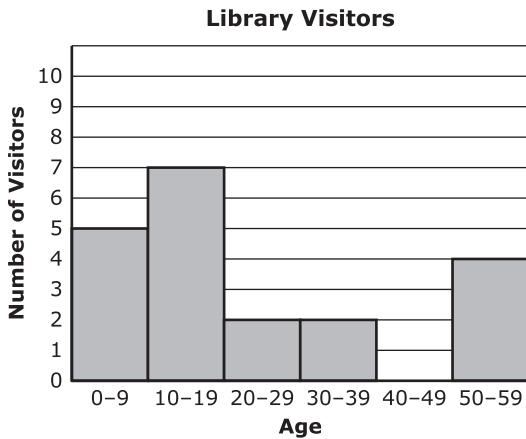
(A)



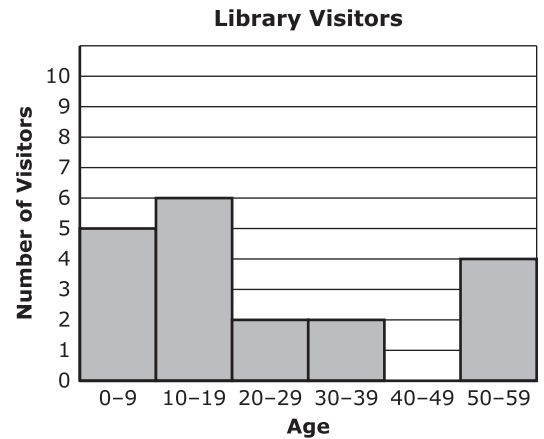
(B)



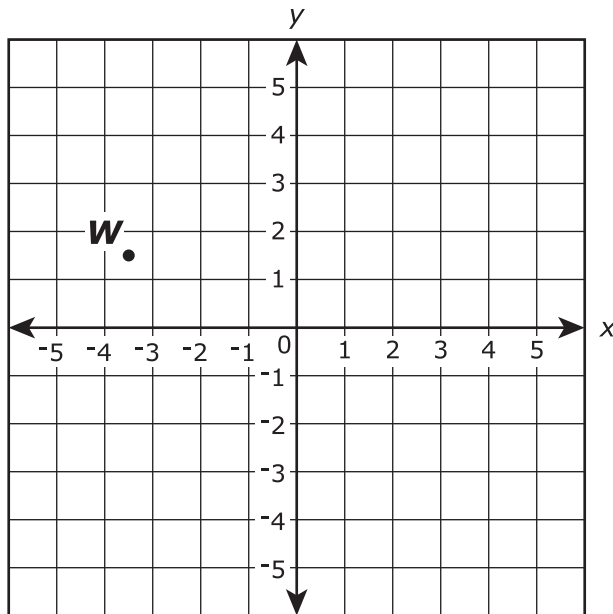
(C)



(D)



11. This coordinate plane shows the location of point  $W$ .



What is the value of the  $x$ -coordinate of point  $W$ ? Enter your answer as a decimal to the nearest 0.5.

Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

12. Which question is a statistical question?

- (A) How tall is the oak tree?
- (B) How much did the tree grow in one year?
- (C) What are the heights of the oak trees in the schoolyard?
- (D) What is the difference in height between the oak tree and the pine tree?

13. What is the greatest common factor of 16 and 48?

Enter your answer in the box.

<input type="text"/>						
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



14. Which equations with exponential expressions are true?

Select **all** that apply.

- (A)  $3^3 = 3 \cdot 3$
- (B)  $5^2 = 5 \cdot 5$
- (C)  $5^4 = 4 \cdot 4 \cdot 4 \cdot 4$
- (D)  $7 \cdot 7 \cdot 7 \cdot 7 \cdot 7 \cdot 7 = 6^7$
- (E)  $7 \cdot 7 \cdot 7 \cdot 7 \cdot 7 \cdot 7 = 7^6$
- (F)  $7 \cdot 7 \cdot 7 \cdot 7 \cdot 7 \cdot 7 = 7^7$

15. This table shows the number of books, by type, checked out from the school library on Monday.

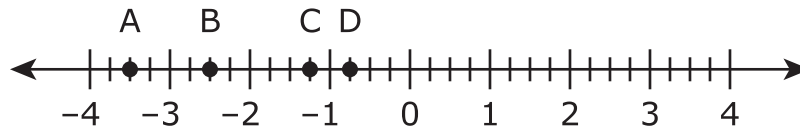
**Book Checkout**

Book Type	Number of Books
Mystery	24
Nonfiction	18
Adventure	12
Humor	16

What is the ratio of mystery books checked out to nonfiction books checked out?

- (A) 1 to 2
- (B) 2 to 1
- (C) 3 to 4
- (D) 4 to 3

16. This number line shows four points.



Which point is located at  $-\frac{3}{4}$ ?

- (A) point A
- (B) point B
- (C) point C
- (D) point D

17. Thomas buys a case of bottled water. A case contains 36 bottles of water and costs \$4.69. Thomas will sell each bottle of water for \$0.75 at a school event.

How much profit will Thomas earn if he sells all the bottles of water?

Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

18. Enter your answer in the box.

$$34,992 \div 81 =$$

⊖						
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

19. What is the sum of 74.835 and 2.67 ?

Enter your answer in the box.

⊖						
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

**20.** Cirrus clouds form at a height of more than 6,000 meters above Earth. Which inequality represents  $h$ , the height, in meters, of cirrus clouds?

Ⓐ  $6,000 > h$

Ⓑ  $6,000 \geq h$

Ⓒ  $6,000 < h$

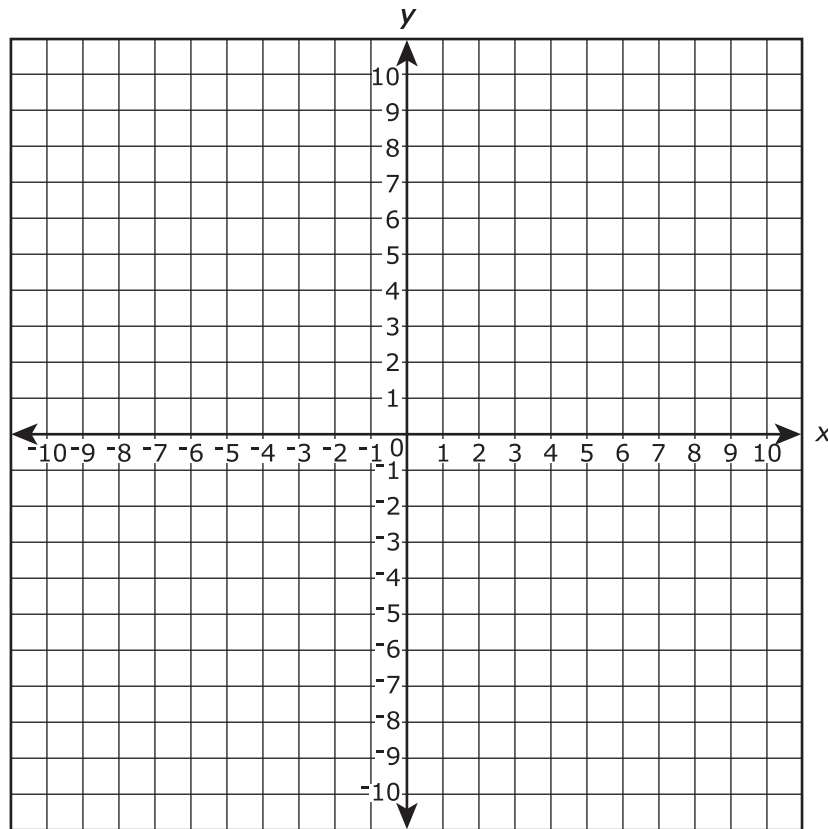
Ⓓ  $6,000 \leq h$

**21.** City planners are creating a neighborhood map on a coordinate plane. The table shows the locations of the neighborhood library and school on a coordinate plane.

**Neighborhood  
Planning**

Building	Location
Library	$(-4, -6)$
School	$(5, -6)$

In this coordinate plane, the distance between each gridline represents 1 mile. What is the distance in miles between the library and the school? You can use the coordinate plane to help you find the answer by plotting the two points.



Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9





**You have come to the end of the non-calculator section in Unit 1 of the test.**

- **If you have time, review your answers in the non-calculator section ONLY. You will not be allowed to return to the non-calculator section once you have received your calculator.**
- **Then, raise your hand to receive your calculator before going on to the calculator section.**





---

# Unit 1 - Section 2 (Calculator)

Once you have received your calculator, continue with the calculator section.



Use the information provided to answer Part A and Part B for question 22.

Greg bought 4 notebooks for \$6.40.

**22. Part A**

Which equation can be used to determine the price,  $p$ , in dollars, of 1 notebook?

- Ⓐ  $\frac{p}{4} = 6.40$
- Ⓑ  $\frac{p}{6.40} = 4$
- Ⓒ  $4p = 6.40$
- Ⓓ  $6.40p = 4$

**Part B**

What is the price, in dollars, of 1 notebook?

Enter your answer in the box.

-							
•	•	•	•	•	•	•	•
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9





Use the information provided to answer Part A through Part D for question 23.

Chad drove 168 miles in 3 hours.

**23. Part A**

How many miles per hour did Chad drive?

Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

**Part B**

Chad will drive 672 more miles. He continues to drive at the same rate.

How many hours will it take Chad to drive the 672 miles?

Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



**Part C**

Chad stopped and filled the car with 11 gallons of gas. He had driven 308 miles using the previous 11 gallons of gas.

How many miles per gallon did Chad's car get?

Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

**Part D**

Chad's car continues to get the same number of miles per gallon.

How many gallons of gas will Chad's car use to travel 672 miles?

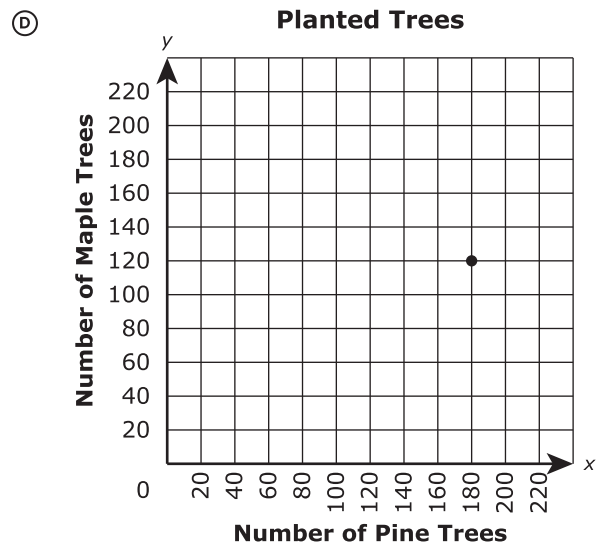
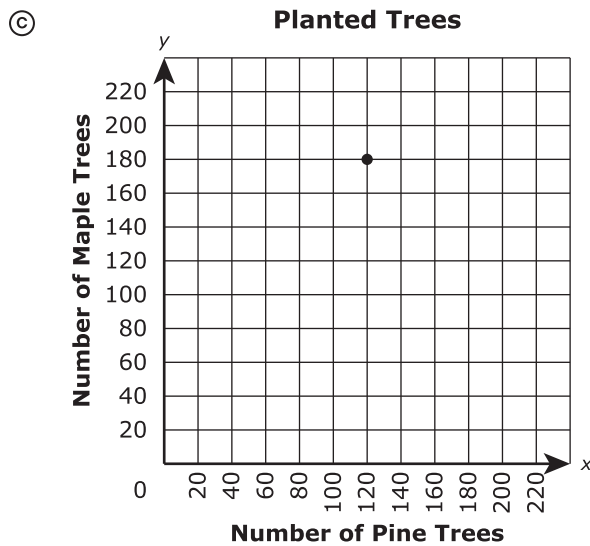
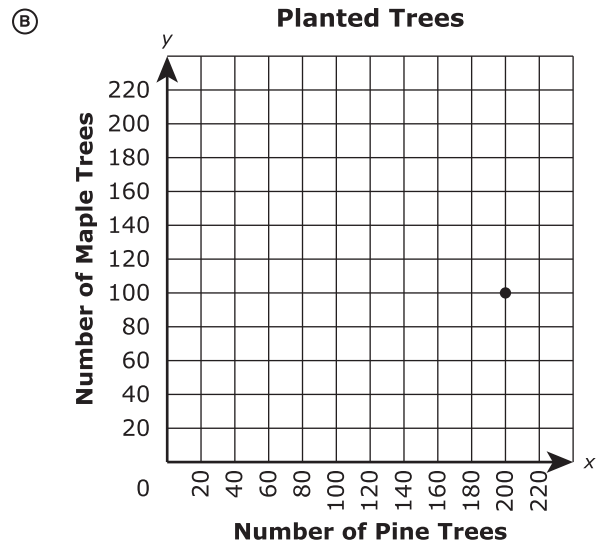
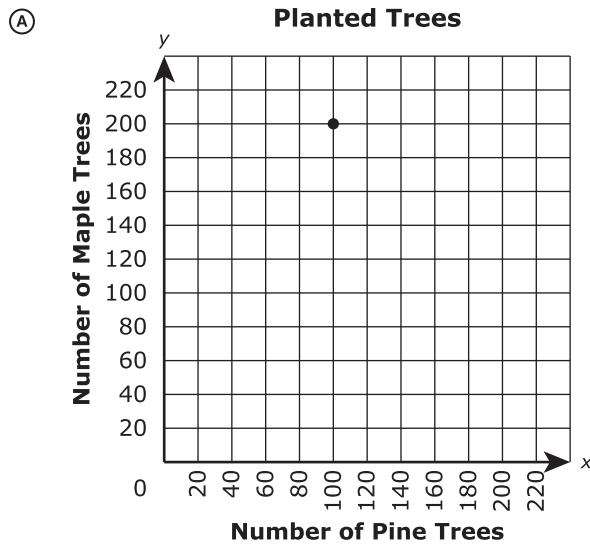
Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



24. A total of 300 pine and maple trees will be planted in a park. There will be 2 pine trees planted for every 3 maple trees planted.

Which coordinate plane shows a point that represents the number of pine trees planted and the number of maple trees planted?





Use the information provided to answer Part A and Part B for question 25.

The number of blueberry muffins that a baker makes each day is 40% of the total number of muffins she makes.

**25. Part A**

On Monday, the baker makes 36 blueberry muffins.

What is the total number of muffins that the baker makes on Monday?

Enter your answer in the box.

⊖							
•	•	•	•	•	•	•	•
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

**Part B**

On Tuesday, the baker makes a total of 60 muffins.

How many blueberry muffins does the baker make on Tuesday?

Enter your answer in the box.

⊖							
•	•	•	•	•	•	•	•
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9



Use the information provided to answer Part A and Part B for question 26.

Shelly biked 21 miles in 4 hours.

**26. Part A**

What is Shelly’s average speed in miles per hour?

Enter your answer in the box.

⊖					
●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Part B**

At the same rate, how many hours will it take Shelly to bike 42 miles?

Enter your answer in the box.

⊖					
●	●	●	●	●	●
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



27. Which of these expressions represents “the sum of 3 and  $n$ ”?

Select **all** that apply.

Ⓐ  $3n$

Ⓑ  $n + 3$

Ⓒ  $3 + n$

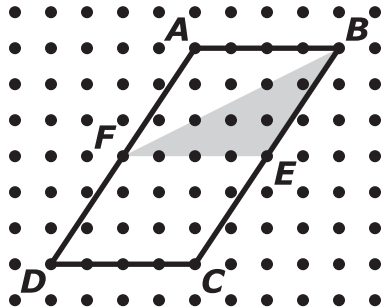
Ⓓ  $n + n + n$


Ⓔ  $n^3$



Use the information provided to answer Part A and Part B for question 28.

An advertising company is designing a new logo that consists of a shaded triangle inside a parallelogram.



 = one square unit

**28. Part A**

What is the area, in square units, of parallelogram  $ABCD$  ?

Enter your answer in the box.

⊖					
⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



**Part B**

In the new logo, what fraction of the parallelogram is shaded?

Ⓐ  $\frac{1}{12}$

Ⓑ  $\frac{1}{6}$

Ⓒ  $\frac{1}{4}$

Ⓓ  $\frac{1}{3}$

**29.** There are 5,280 feet in 1 mile. How many inches are in 2 miles?

Ⓐ 10,560

Ⓑ 63,360

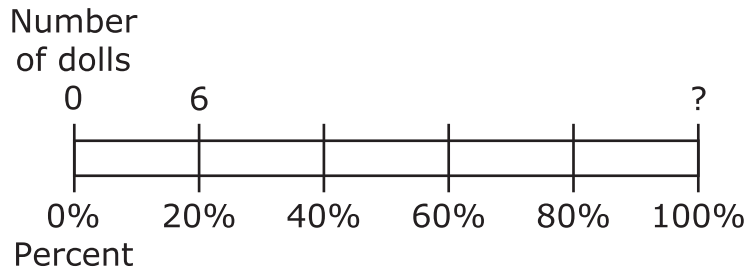
Ⓒ 126,720

Ⓓ 253,440





30. Anita brings 6 dolls to her grandma’s house. These dolls represent 20% of Anita’s doll collection, as shown in the diagram.



What is the total number of dolls in Anita’s doll collection?

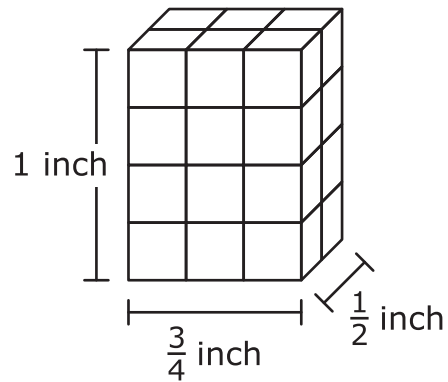
Enter your answer in the box.

-						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



Use the information provided to answer Part A and Part B for question 31.

This right rectangular prism is built with small cubes.



**31. Part A**

What is the volume, in cubic inch(es), of the right rectangular prism?

- (A)  $\frac{3}{8}$
- (B)  $\frac{2}{3}$
- (C)  $1\frac{2}{3}$
- (D)  $2\frac{1}{4}$

**Part B**

What is the volume, in cubic inch(es), of 1 of the small cubes?

- (A)  $\frac{1}{64}$
- (B)  $\frac{1}{16}$
- (C)  $\frac{9}{16}$
- (D)  $\frac{3}{8}$



32. What is the value of  $a^2 + 3b \div c - 2d$ , when  $a = 3$ ,  $b = 8$ ,  $c = 2$ , and  $d = 5$ ?

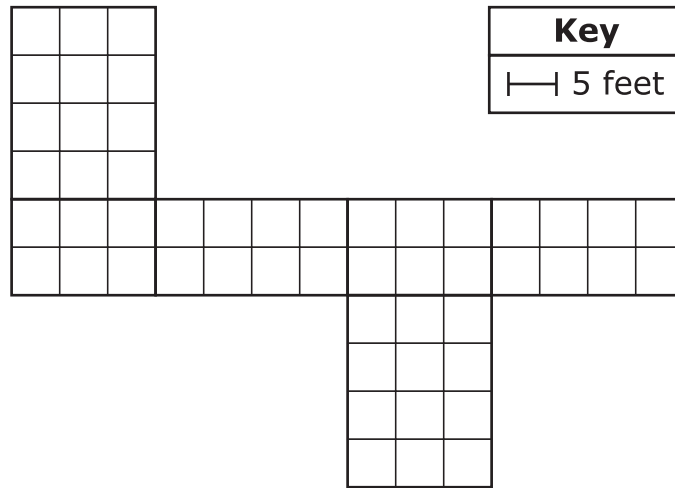
Enter your answer in the box.

⊖						
⊖	⊖	⊖	⊖	⊖	⊖	⊖
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



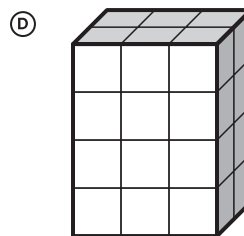
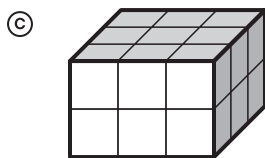
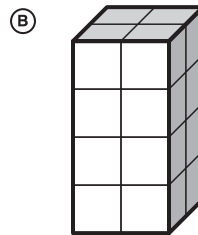
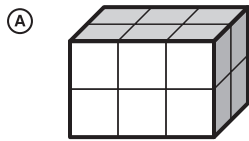
Use the information provided to answer Part A and Part B for question 33.

This is a net of a right rectangular prism.



**33. Part A**

Which prism can be made using the net?





**Part B**

What is the surface area, in square feet, of the prism?

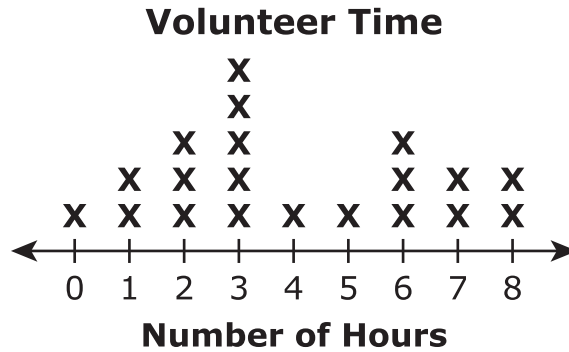
Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



Use the information provided to answer Part A and Part B for question 34.

Janet surveyed a class of students. She recorded the number of hours that each student volunteered. This line plot shows the results of the survey.



**34. Part A**

How many students did Janet survey?

Enter your answer in the box.

-					
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



**Part B**

What is the mean number of hours volunteered by the students in the survey?

Enter your answer in the box.

⊖					
⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9





**You have come to the end of the calculator section in Unit 1 of the test.**

- **Review your answers in the calculator section of Unit 1 only.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**







**6 - MTH**





# Practice Test Answer and Alignment Document

## Mathematics: Grade 7 Paper and Pencil Test

M  
A  
T  
H

Item Number	Answer Key	Evidence Statement Keys
<b>Part 1: Non-Calculator</b>		
1	A, C, D	7.RP.2d
2	B, E	7.EE.1
3	0.625	7.RP.2b
4	A, C, D	7.NS.2a-1
5	35	7.EE.4a-1
6	B, D, F	7.NS.1d
7	2.25	7.EE.4a-1
8	34.65	7.NS.3
9	0.75	7.RP.2c
10	C	7.NS.2b-2
11	C, D	7.EE.4a-2
12	B	7.NS.1a
13	A, B, E	7.EE.2
14	B, D	7.NS.1c-1
15	A, D, E	7.EE.1
<b>Part 2: Calculator</b>		
16	B	7.SP.7a
17	Part A: 12.5 Part B: 0.8	7.G.1
18	Part A: D Part B: 0.36	7.SP.8c
19	C	7.RP.1
20	Part A: C Part B: D	7.G.4-1
21	Part A: 21 Part B: 30.21	7.RP.3-2
22	B	7.SP.4
23	C	7.RP.1
24	Part A: 4905 Part B: 5929	7.EE.3
25	Part A: 12.50 Part B: B	7.RP.3-2
26	B, C, D, E	7.G.3
27	Part A: 4 Part B: 5 Part C: 17 Part D: A	7.RP.3-1
28	B	7.SP.1
29	Part A: 2.5 Part B: 40	7.EE.3
30	A, C, F	7.RP.2a
31	Part A: 4 Part B: 35	7.G.6
32	B	7.SP.6



# Unit 1

**Directions:**

Today, you will be taking Unit 1 of the Grade 7 Mathematics Practice Test.

Read each question carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. Mark your answers by filling in the circles in your test booklet for the answers you choose.

Do not make any stray marks on the test booklet. If you need to change an answer in your test booklet, be sure to erase your first answer completely.

**Calculator Directions:**

In the first section of this unit, you may not use a calculator. You will not be allowed to return to the non-calculator section of the test after you have started the calculator section of the test.

If you do not know the answer to a question, skip it and go on. If you finish the non-calculator section of Unit 1 early, you may review your answers and any questions you may have skipped in the non-calculator section ONLY.

**Do NOT go on to the calculator section in Unit 1 until directed to do so.**

**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
  - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and ONLY one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an Answer Grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer  $-3$  in a question, fill in the answer grid as follows:

-	3					
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	0	0	0	0	0	0
<input type="radio"/>	1	1	1	1	1	1
<input type="radio"/>	2	2	2	2	2	2
<input checked="" type="radio"/>	3	3	3	3	3	3
<input type="radio"/>	4	4	4	4	4	4
<input type="radio"/>	5	5	5	5	5	5
<input type="radio"/>	6	6	6	6	6	6
<input type="radio"/>	7	7	7	7	7	7
<input type="radio"/>	8	8	8	8	8	8
<input type="radio"/>	9	9	9	9	9	9

To answer  $.75$  in a question, fill in the answer grid as follows:

.	7	5				
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	0	0	0	0	0	0
<input type="radio"/>	1	1	1	1	1	1
<input type="radio"/>	2	2	2	2	2	2
<input type="radio"/>	3	3	3	3	3	3
<input type="radio"/>	4	4	4	4	4	4
<input type="radio"/>	5	5	<input checked="" type="radio"/>	5	5	5
<input type="radio"/>	6	6	6	6	6	6
<input type="radio"/>	7	<input checked="" type="radio"/>	7	7	7	7
<input type="radio"/>	8	8	8	8	8	8
<input type="radio"/>	9	9	9	9	9	9

**GO ON TO NEXT PAGE**

# Unit 1 - Section 1 (Non-Calculator)

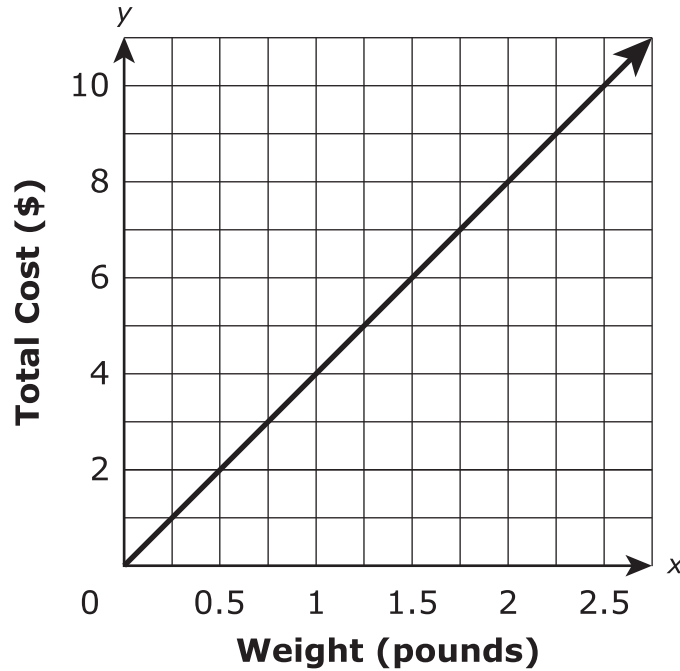
This unit has two sections: a non-calculator and a calculator section.

You will now take the first section of this unit in which you may not use a calculator. You will not be allowed to return to the non-calculator section of the test after you have started the calculator section. You will need to finish both sections within the allotted testing time.

**Once you finish the non-calculator section, read the directions in your test booklet on how to continue.**



1. This graph shows the relationship between the pounds of cheese bought at a deli and the total cost, in dollars, for the cheese.



Select **each** statement about the graph that is true. Select **all** that apply.

- Ⓐ The point (0,0) shows the cost is \$0.00 for 0 pounds of cheese.
- Ⓑ The point (0.25,1) shows the cost is \$0.25 for 1 pound of cheese.
- Ⓒ The point (0.5,2) shows that 0.5 pound of cheese costs \$2.00.
- Ⓓ The point (1,4) shows the cost is \$4.00 for 1 pound of cheese.
- Ⓔ The point (2,8) shows that 8 pounds of cheese cost \$2.00.

2. Which expressions are equivalent to  $-2.5(1 - 2n) - 1.5n$ ?

Select **all** that apply.

- (A)  $-2.5 - 3.5n$
- (B)  $-2.5 + 3.5n$
- (C)  $-2.5 - 6.5n$
- (D)  $-2.5 - n(5 - 1.5)$
- (E)  $-2.5 + n(5 - 1.5)$

3. This table shows a proportional relationship between  $x$  and  $y$ .

$x$	$y$
2	1.25
4	2.5
6	3.75
10	6.25

What is the constant of proportionality between  $x$  and  $y$ ? Enter your answer as a decimal.

The image shows a digital calculator interface. It features a display area at the top with a minus sign button on the left. Below the display is a grid of buttons for digits 0 through 9, arranged in a 10x6 grid. The buttons are arranged as follows:

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

4. Which expressions have products that are positive? Select **all** that apply.

(A)  $(-5)(0.2)(-9)$

(B)  $\left(\frac{2}{3}\right)\left(\frac{3}{2}\right)\left(-\frac{1}{2}\right)$

(C)  $(6)(-3)(8)(-7)$

(D)  $\left(-4\frac{1}{3}\right)\left(-\frac{1}{4}\right)\left(-5\frac{1}{2}\right)\left(-\frac{7}{9}\right)$

(E)  $\left(\frac{5}{6}\right)(-10)\left(3\frac{4}{5}\right)(2)$

(F)  $(-1.2)(-3.5)(2.7)(-0.8)$

5. Devon exercised the same amount of time each day for 5 days last week.

- His exercise included walking and swimming.
- Each day he exercised, he walked for 10 minutes.
- He exercised for a total of 225 minutes last week.

What is the number of minutes Devon swam **each** of the 5 days last week?

Enter your answer in the box.

⊖					
⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

6. Which expressions are equivalent to  $-3 - (7.5 + 4)$ ? Select **all** that apply.

- (A)  $(7.5 + 4) - 3$
- (B)  $-(7.5 + 4) - 3$
- (C)  $-(7.5 + 4) + 3$
- (D)  $-3 - (4 + 7.5)$
- (E)  $-(3 - 7.5) + 4$
- (F)  $-3 + (-7.5 - 4)$
- (G)  $-3 + (-7.5 + 4)$

7. Jessica rented 1 video game and 3 movies for a total of \$11.50.

- The video game cost \$4.75 to rent.
- The movies cost the same amount each to rent.

What amount did Jessica pay to rent each movie?

Enter your answer in the box.

$\ominus$						
$\bullet$	$\bullet$	$\bullet$	$\bullet$	$\bullet$	$\bullet$	$\bullet$
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

8. At the start of the month, the value of an investment was \$48.45 . By the end of the month, the value of the investment changed by a loss of \$13.80.

What was the value, in dollars, of the investment at the end of the month?  
Enter your answer in the box.

⊖					
⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

9. Hayden mixed 6 cups of blue paint with 8 cups of yellow paint to make green paint. To represent the relationship between the number of cups of blue paint,  $b$ , and the number of cups of yellow paint,  $y$ , needed to make the same shade of green paint, Hayden wrote the equation  $b = \square y$ .

What number should be placed in the box?

⊖					
⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

- 10.** In which situation could the quotient of  $-24 \div 3$  be used to answer the question?
- Ⓐ The temperature of a substance decreased by  $24^{\circ}\text{C}$  per minute for 3 minutes. What was the overall change of the temperature of the substance?
  - Ⓑ A football team lost 24 yards on one play, then gained 3 yards on the next play. How many total yards did the team gain on the two plays?
  - Ⓒ Julia withdrew a total of \$24 from her bank account over 3 days. She withdrew the same amount each day. By how much did the amount in her bank account change each day?
  - Ⓓ A cookie jar contains 24 cookies. Each child receives 3 cookies. How many children are there?

- 11.** Two equations are shown.

- Equation 1:  $-0.5x - 4 = 1.5$
- Equation 2:  $-0.5(x - 4) = 1.5$

Select **each** statement that **must** be true.

- Ⓐ  $x$  represents a negative value in both equations.
- Ⓑ  $x$  represents a positive value in both equations.
- Ⓒ  $x$  represents a positive value in one equation and a negative value in the other equation.
- Ⓓ The value  $x$  represents in Equation 1 is less than the value  $x$  represents in Equation 2.
- Ⓔ The value  $x$  represents in Equation 1 is greater than the value  $x$  represents in Equation 2.

- 12.** In which of these situations would the answer to the question be 0?
- Ⓐ Teddy jumped into a pool from a diving board 8 feet above the water. He sank 8 feet and then swam straight up to the surface of the water. How many feet did Teddy swim?
  - Ⓑ Jerry left his house and walked 1.5 miles directly west. Then he walked 1.5 miles directly east. At this point, how many miles was Jerry from his house?
  - Ⓒ A trail begins at an elevation of  $-50$  feet. The trail ends at an elevation of 50 feet. By how many feet does the elevation of the trail change from beginning to end?
  - Ⓓ The low temperature one day was  $-3^\circ$  Celsius. The high temperature that day was  $3^\circ$  Celsius. What is the difference between the low temperature and the high temperature that day?
- 13.** A garden is 15-feet long by 5-feet wide. The length and width of the garden will each be increased by the same number of feet. This expression represents the perimeter of the larger garden:

$$(x + 15) + (x + 5) + (x + 15) + (x + 5)$$

Which expression is equivalent to the expression for the perimeter of the larger garden?

Select **all** that apply.

- Ⓐ  $4x + 40$
- Ⓑ  $2(2x + 20)$
- Ⓒ  $2(x + 15)(x + 5)$
- Ⓓ  $4(x + 15)(x + 5)$
- Ⓔ  $2(x + 15) + 2(x + 5)$

14. Which expressions are equivalent to  $3\frac{1}{4} - \left(-\frac{5}{8}\right)$ ?

Select **all** that apply.

Ⓐ  $3\frac{1}{4} - \left(\frac{5}{8}\right)$

Ⓑ  $3\frac{1}{4} + \left(\frac{5}{8}\right)$

Ⓒ  $3\frac{1}{4} + \left(-\frac{5}{8}\right)$

Ⓓ  $3\frac{1}{4} + \left(+\frac{5}{8}\right)$

Ⓔ  $-3\frac{1}{4} + \left(-\frac{5}{8}\right)$

Ⓕ  $-3\frac{1}{4} + \left(+\frac{5}{8}\right)$

15. Which expressions are a factor of  $-48xyz - 24xy + 40xyz$ ?

Select **all** that apply.

Ⓐ 4

Ⓑ 24

Ⓒ  $3x$

Ⓓ  $8y$

Ⓔ  $2xy$

Ⓕ  $6xy$

Ⓖ  $xyz$







**You have come to the end of the non-calculator section in Unit 1 of the test.**

- **If you have time, review your answers in the non-calculator section ONLY. You will not be allowed to return to the non-calculator section once you have received your calculator.**
- **Then, raise your hand to receive your calculator before going on to the calculator section.**





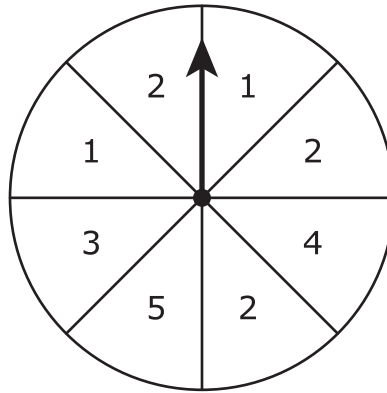
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# Unit 1 - Section 2 (Calculator)

Once you have received your calculator, continue with the calculator section.



16. The spinner face shown is divided into 8 equal sections.



The arrow on this spinner is spun once.

What is the probability that the arrow will land on a section labeled with a number **greater** than 3?

- (A)  $\frac{1}{8}$
- (B)  $\frac{1}{4}$
- (C)  $\frac{1}{3}$
- (D)  $\frac{1}{2}$



Use the information provided to answer Part A and Part B for question 17.

The scale on a map shows that 5 centimeters = 2 kilometers.

**17. Part A**

What number of centimeters on the map represents an actual distance of 5 kilometers?

Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

**Part B**

What is the actual number of kilometers that is represented by 2 centimeters on the map?

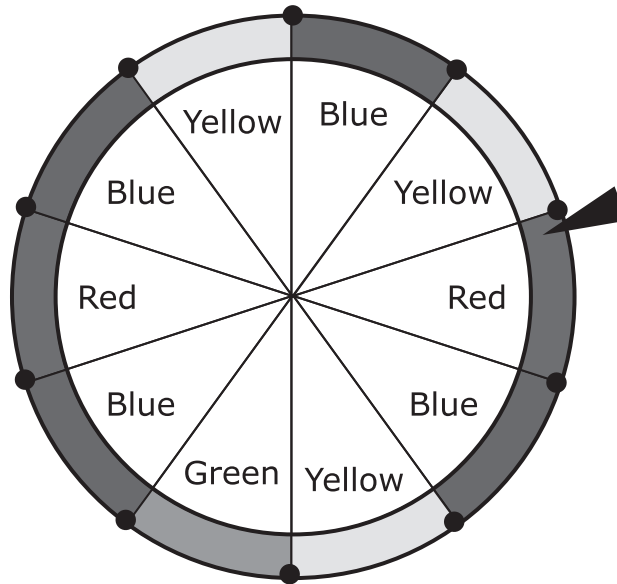
Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



18. Part A

A game at a carnival has 4 colors on a wheel, as seen in the diagram. Each section of the wheel is the same size.



Lori wants to design a computer simulation to study how many spins it takes to land on each color once. Using the digits 0 through 9, she will assign a digit to each section of the wheel. Which option describes how the digits can be assigned?

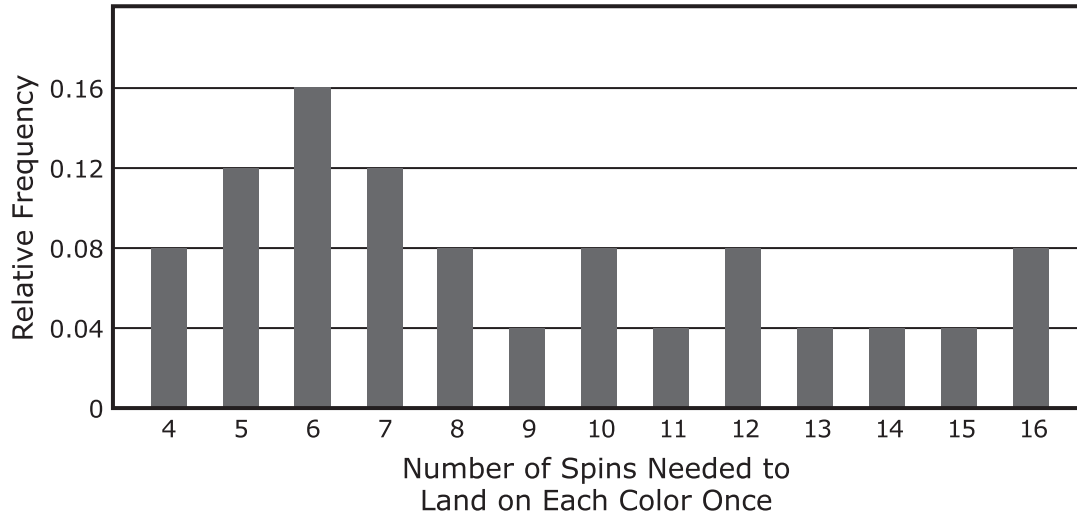
- Ⓐ Assign the digit 0 to blue, 1 to yellow, 2 to red, and 3 to green.
- Ⓑ Assign the digit 4 to blue, 3 to yellow, 2 to red, and 1 to green.
- Ⓒ Assign the digits 0, 1, and 2 to blue; 3, 4, and 5 to yellow; 6, 7, and 8 to red; and 9 to green.
- Ⓓ Assign the digits 0, 1, 2, and 3 to blue; 4, 5, and 6 to yellow; 7 and 8 to red; and 9 to green.



**Part B**

Lori designs a computer simulation with 25 trials and uses the data from the simulation to create a graph. The graph shows the relative frequency of the number of spins in her simulation to land on each color once. Using the graph, what is the probability that a player lands on each color once in less than 7 spins?

**Lori's Simulation Results**



Enter your answer in the box.

⊖					
●	0	0	0	0	0
●	1	1	1	1	1
●	2	2	2	2	2
●	3	3	3	3	3
●	4	4	4	4	4
●	5	5	5	5	5
●	6	6	6	6	6
●	7	7	7	7	7
●	8	8	8	8	8
●	9	9	9	9	9



19. Rosy waxes  $\frac{2}{3}$  of her car with  $\frac{1}{4}$  bottle of car wax.

At this rate, what fraction of the bottle of car wax will Rosy use to wax her entire car?

Ⓐ  $\frac{1}{8}$

Ⓑ  $\frac{1}{6}$

Ⓒ  $\frac{3}{8}$

Ⓓ  $\frac{3}{4}$

Use the information provided to answer Part A and Part B for question 20.

A circular mirror has a diameter of 12 inches.

**20. Part A**

What is the area, in square inches, of the mirror?

Ⓐ  $6\pi$

Ⓑ  $12\pi$

Ⓒ  $36\pi$

Ⓓ  $72\pi$



**Part B**

A circular frame that is 3-inches wide surrounds the mirror.

What is the combined area, in square inches, of the circular mirror and the frame?

- Ⓐ  $9\pi$
- Ⓑ  $18\pi$
- Ⓒ  $54\pi$
- Ⓓ  $81\pi$

Use the information provided to answer Part A and Part B for question 21.

A store owner paid \$15 for a book. She marked up the price of the book by 40% to determine its selling price.

**21. Part A**

What is the selling price of the book?

Enter your answer in the box.

⊖						
⊙	⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9





**Part B**

A customer buys a different book that has an original selling price of \$38. The book is discounted 25%. The customer must pay a 6% sales tax on the discounted price of the book.

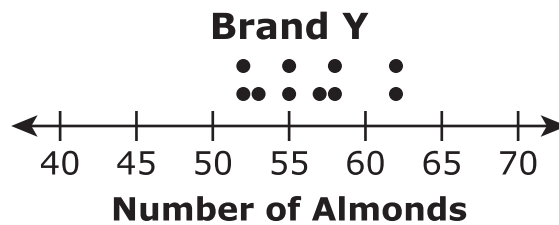
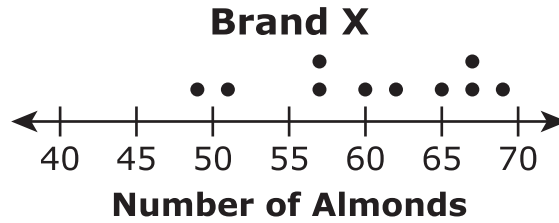
What is the total amount the customer pays for the discounted book?

Enter your answer in the box.

-						
.	.	.	.	.	.	.
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



22. Alexis chose a random sample of 10 jars of almonds from each of two different brands, X and Y. Each jar in the sample was the same size. She counted the number of almonds in each jar. Her results are shown in the plots.



Based on the plots, which statement **best** compares the number of almonds in the jars from the two brands?

- Ⓐ The number of almonds in jars from Brand X tends to be greater and more consistent than those from Brand Y.
- Ⓑ The number of almonds in jars from Brand X tends to be greater and less consistent than those from Brand Y.
- Ⓒ The number of almonds in jars from Brand X tends to be fewer and more consistent than those from Brand Y.
- Ⓓ The number of almonds in jars from Brand X tends to be fewer and less consistent than those from Brand Y.



23. A train traveled  $\frac{1}{5}$  of the distance between two cities in  $\frac{3}{4}$  hour.

At this rate, how many hours will it take the train to travel the entire distance between these two cities?

Ⓐ  $\frac{3}{20}$

Ⓑ  $\frac{4}{15}$

Ⓒ  $3\frac{3}{4}$

Ⓓ  $6\frac{2}{3}$



Use the information provided to answer Part A and Part B for question 24.

Each bulleted statement describes how the amount of income tax is determined for yearly taxable incomes in different ranges.

- Yearly taxable incomes of \$8,925 or less are taxed at a flat rate of 10%.
- For yearly taxable incomes from \$8,926 to \$36,250, the first \$8,925 is taxed at 10% and any income beyond \$8,925 is taxed at 15%.
- For yearly taxable incomes greater than \$36,250, the first \$8,925 is taxed at 10%, the next \$27,325 is taxed at 15%, and any income beyond \$36,250 is taxed at 25%.

**24. Part A**

Mr. Vance’s yearly taxable income is \$35,675. What is the dollar amount taken out for taxes based on Mr. Vance’s taxable income?

Enter the amount in the box.

⊖							
●	●	●	●	●	●	●	●
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9



**Part B**

Mr. Rivera’s taxable income is \$20 each hour before taxes are taken out. Mr. Rivera worked a total of 40 hours each week for 50 weeks.

What is the dollar amount, to the nearest dollar, taken out for taxes based on Mr. Rivera’s taxable income?

Enter the amount in the box.

-						
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



Use the information provided to answer Part A and Part B for question 25.

The students in Naomi’s class sold calendars for a fund-raiser this year and last year.

This year, the selling price of each calendar was \$13.25.

The price this year represents 6% more than the selling price of each calendar last year.

**25. Part A**

What was the selling price of each calendar last year?

Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



**Part B**

The students in Naomi's class earned 20% of the money received from selling these calendars.

- They sold 650 calendars last year.
- They sold 600 calendars this year.

Based on the information, which statement is true?

- Ⓐ The students in Naomi's class earned more money from this fund-raiser last year by \$20.
- Ⓑ The students in Naomi's class earned more money from this fund-raiser last year by \$35.
- Ⓒ The students in Naomi's class earned more money from this fund-raiser this year by \$20.
- Ⓓ The students in Naomi's class earned more money from this fund-raiser this year by \$35.



26. Misha has a cube and a right square pyramid that are made of clay. She placed both clay figures on a flat surface.

Misha will make slices through each figure that are parallel and perpendicular to the flat surface. Which statements are true about the two-dimensional plane sections that **could** result from one of these slices? Select **all** that apply.

- Ⓐ A plane section that is triangular could result from one of these slices through the cube.
- Ⓑ A plane section that is square could result from one of these slices through the cube.
- Ⓒ A plane section that is rectangular but not square could result from one of these slices through the cube.
- Ⓓ A plane section that is triangular could result from one of these slices through the pyramid.
- Ⓔ A plane section that is square could result from one of these slices through the pyramid.
- Ⓕ A plane section that is rectangular but not square could result from one of these slices through the pyramid.





Use the information provided to answer Part A through Part D for question 27.

The directions on a bottle of vinegar say, “mix 1 cup of vinegar with 1 gallon of water to make a cleaning solution.” The ratio of vinegar to water is 1 to 16.

**27. Part A**

How many **cups** of water should be mixed with  $\frac{1}{4}$  cup of vinegar to make the cleaning solution?

Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

**Part B**

How many **fluid ounces** of vinegar should be mixed with 80 fluid ounces of water to make the cleaning solution?

Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



**Part C**

The bottle contains 1 quart of vinegar.

What is the **total number of quarts of cleaning solution** that can be made using the entire bottle of vinegar?

Enter your answer in the box.

⊖							
⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

**Part D**

A spray bottle holds up to 1 cup of the cleaning solution.

When the spray bottle is full, what fraction of the cleaning solution is vinegar?

- Ⓐ  $\frac{1}{17}$
- Ⓑ  $\frac{1}{16}$
- Ⓒ  $\frac{15}{16}$
- Ⓓ  $\frac{16}{17}$



28. Josephine owns a diner that is open every day for breakfast, lunch, and dinner. She offers a regular menu and a menu with daily specials. She wanted to estimate the percentage of her customers who order specials. She selected a random sample of 50 customers who had lunch at her diner during a three-month period. She determined that 28% of these customers ordered from the menu with specials.

Which statement about Josephine’s sample is true?

- Ⓐ The sample is the percentage of customers who order daily specials.
- Ⓑ The sample might not be representative of the population because it only included lunch customers.
- Ⓒ The sample shows that exactly 28% of Josephine’s customers ordered daily specials.
- Ⓓ No generalizations can be made from this sample, because the sample size of 50 is too small.

Use the information provided to answer Part A and Part B for question 29.

Today, Joelle walked 20 minutes at a rate of 3 miles per hour, and she ran 15 minutes at a rate of 6 miles per hour.

29. Part A

How many total miles did Joelle travel while walking and running?

Enter your answer in the box.

-							
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9



**Part B**

Tomorrow, Joelle wants to travel a total of 4 miles by walking and running. She plans to run for 20 minutes at a rate of 6 miles per hour.

How many **minutes** should she walk at a rate of 3 miles per hour to finish traveling the 4 miles?

Enter your answer in the box.

⊖					
⊖	⊖	⊖	⊖	⊖	⊖
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



30. Select **each** option that represents a proportional relationship between  $x$  and  $y$ .

Ⓐ

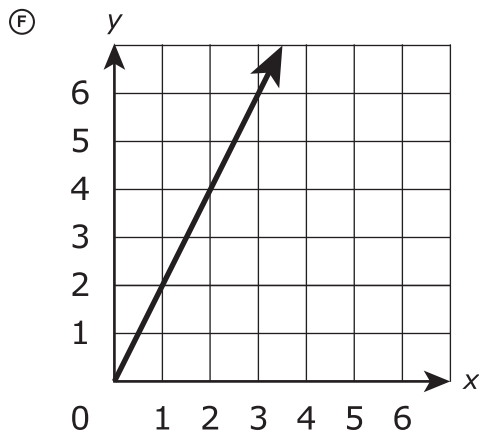
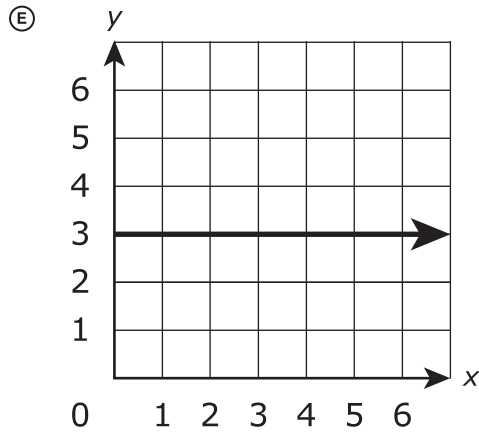
$x$	$y$
$1\frac{1}{2}$	6
$3\frac{1}{4}$	13
7	28

Ⓑ

$x$	$y$
4	1
5	2
9	6

Ⓒ  $y = \frac{7}{8}x$

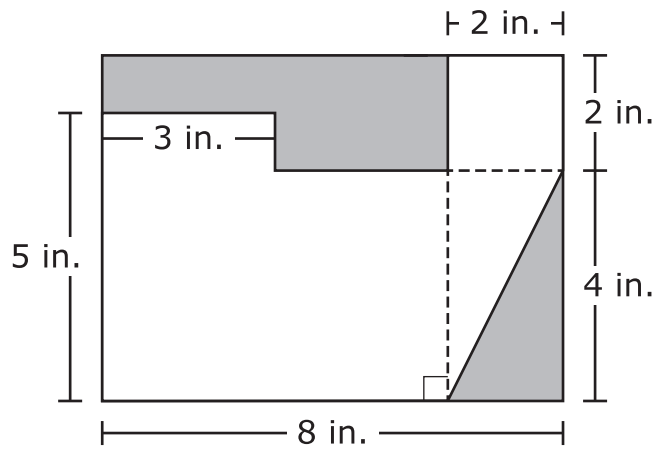
Ⓓ  $y = x + 1$





Use the information provided to answer Part A and Part B for question 31.

This figure shows two shaded regions and a non-shaded region. Angles in the figure that appear to be right angles are right angles.



**31. Part A**

What is the area, in square inches, of the triangular-shaped region that is shaded in this figure?

Enter your answer in the box.

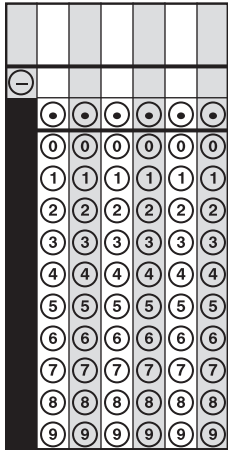
⊖					
⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



**Part B**

What is the area, in square inches, of the non-shaded region in this figure?

Enter your answer in the box.



- 32.** Reagan will use a random number generator 1,200 times. Each result will be a digit from 1 to 6. Which statement **best** predicts how many times the digit 5 will appear among the 1,200 results?
- (A) It will appear exactly 200 times.
  - (B) It will appear close to 200 times but probably not exactly 200 times.
  - (C) It will appear exactly 240 times.
  - (D) It will appear close to 240 times but probably not exactly 240 times.





**You have come to the end of the calculator section in Unit 1 of the test.**

- **Review your answers in the calculator section of Unit 1 only.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**





**7 - MTH**





# Practice Test Answer and Alignment Document

## Mathematics: Grade 8 Paper and Pencil Test

M

A

T

H

Item Number	Answer Key	Evidence Statement Keys
<b>Part 1: Non-Calculator</b>		
1	3.5	8.EE.7b
2	D	8.NS.1
3	A, E	8.EE.8a
4	Part A: C Part B: D	8.G.3
5	A, B, D	8.F.3-1
6	300	8.EE.3
7	C, E	8.F.5-1
8	A	8.EE.8b-3
9	C, D	8.G.1c
10	C	8.EE.2
11	B	8.F.1-1
12	-2	8.EE.8b-1
13	Part A: B Part B: B	8.G.2
14	B, E	8.EE.1
15	D	8.F.1-2
16	A	8.SP.2
17	C	8.EE.8b-2
18	C, F	8.F.3-2
19	C	8.EE.7b
20	B	8.NS.2
<b>Part 2: Calculator</b>		
21	12	8.G.7-1
22	Part A: D Part B: 4.5	8.EE.C.Int.1
23	B, C	8.SP.4
24	Part A: C Part B: B Part C: 2.5 Part D: 7.5	8.EE.8c
25	B, F	8.F.2
26	A, B, C, E	8.EE.6-1
27	Part A: B Part B: A Part C: A Part D: D	8.F.4



# Practice Test Answer and Alignment Document

## Mathematics: Grade 8 Paper and Pencil Test

M

A

T

H

28	B	8.EE.5-2
29	Part A: C Part B: 8	8.SP.3
30	C	8.F.2
31	Part A: B Part B: C	8.G.9
32	D	8.EE.5-1
33	A	8.EE.4-2



# Unit 1

**Directions:**

Today, you will be taking Unit 1 of the Grade 8 Mathematics Practice Test.

Read each question carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. Mark your answers by filling in the circles in your test booklet for the answers you choose.

Do not make any stray marks in the test booklet. If you need to change an answer in your test booklet, be sure to erase your first answer completely.

**Calculator Directions:**

In the first section of this unit, you may not use a calculator. You will not be allowed to return to the non-calculator section of the test after you have started the calculator section of the test.

If you do not know the answer to a question, skip it and go on. If you finish the non-calculator section of Unit 1 early, you may review your answers and any questions you may have skipped in the non-calculator section ONLY.

**Do NOT go on to the calculator section in Unit 1 until directed to do so.**

**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
  - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and ONLY one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an Answer Grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer  $-3$  in a question, fill in the answer grid as follows:

-	3					
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	0	0	0	0	0	0
<input type="radio"/>	1	1	1	1	1	1
<input type="radio"/>	2	2	2	2	2	2
<input checked="" type="radio"/>	3	3	3	3	3	3
<input type="radio"/>	4	4	4	4	4	4
<input type="radio"/>	5	5	5	5	5	5
<input type="radio"/>	6	6	6	6	6	6
<input type="radio"/>	7	7	7	7	7	7
<input type="radio"/>	8	8	8	8	8	8
<input type="radio"/>	9	9	9	9	9	9

To answer  $.75$  in a question, fill in the answer grid as follows:

.	7	5				
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	0	0	0	0	0	0
<input type="radio"/>	1	1	1	1	1	1
<input type="radio"/>	2	2	2	2	2	2
<input type="radio"/>	3	3	3	3	3	3
<input type="radio"/>	4	4	4	4	4	4
<input type="radio"/>	5	5	<input checked="" type="radio"/>	5	5	5
<input type="radio"/>	6	6	6	6	6	6
<input type="radio"/>	7	<input checked="" type="radio"/>	7	7	7	7
<input type="radio"/>	8	8	8	8	8	8
<input type="radio"/>	9	9	9	9	9	9

**GO ON TO NEXT PAGE**

# Unit 1 - Section 1 (Non-Calculator)

This unit has two sections: a non-calculator and a calculator section.

You will now take the first section of this unit in which you may not use a calculator. You will not be allowed to return to the non-calculator section of the test after you have started the calculator section. You will need to finish both sections within the allotted testing time.

**Once you finish the non-calculator section, read the directions in your test booklet on how to continue.**



1. Solve for  $x$ . Enter your answer in the box. Enter **only** your solution.

$$9(3 - 2x) = 2(10 - 8x)$$

⊖					
•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

2. Which decimal is the equivalent of  $\frac{6}{11}$ ?

Select your answer.

- Ⓐ  $0.18\bar{3}$
- Ⓑ  $0.18\bar{3}$
- Ⓒ  $0.5\bar{4}$
- Ⓓ  $0.5\bar{4}$

3. Two lines are graphed on the same coordinate plane. The lines only intersect at the point (3, 6). Which of these systems of linear equations could represent the two lines?

Select **all** that apply.

Ⓐ  $\begin{cases} x = 3 \\ y = 6 \end{cases}$

Ⓑ  $\begin{cases} x = 6 + y \\ y = 3 + x \end{cases}$

Ⓒ  $\begin{cases} y = 3x - 3 \\ y = x - 1 \end{cases}$

Ⓓ  $\begin{cases} x = 3 + y \\ y = 6 + x \end{cases}$

Ⓔ  $\begin{cases} y = x + 3 \\ y = 2x \end{cases}$

Use the information provided to answer Part A and Part B for question 4.

In a coordinate plane, triangle  $ABC$  has vertices  $A(1, 1)$ ,  $B(1, 5)$ , and  $C(5, 1)$ .

**4. Part A**

Triangle  $ABC$  is reflected across the  $x$ -axis, resulting in triangle  $A'B'C'$ .

What are the coordinates of point  $B'$ ?

- Ⓐ  $(-5, 1)$
- Ⓑ  $(-1, 5)$
- Ⓒ  $(1, -5)$
- Ⓓ  $(5, -1)$

**Part B**

Triangle  $A'B'C'$  is then dilated by a scale factor of 2 with the origin as the center of dilation, resulting in triangle  $A''B''C''$ .

What is the length, in units, of  $\overline{A''B''}$ ?

- Ⓐ 2
- Ⓑ 4
- Ⓒ 6
- Ⓓ 8

5. A relationship between  $x$  and  $y$  is defined by the equation  $y = -\frac{4}{3}x + \frac{1}{3}$ , where  $x$  is the input and  $y$  is the output. Which statements about the relationship are true?

Select **each** correct statement.

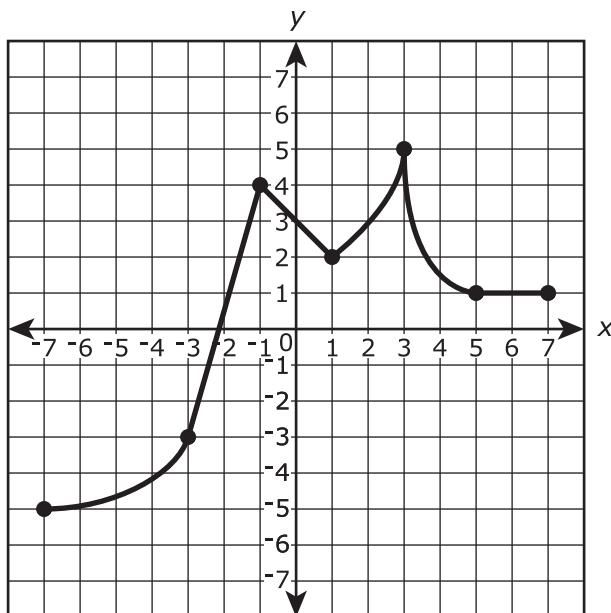
- (A)  $y$  is a function of  $x$ .
- (B) The graph of the relationship is a line.
- (C) When the input is  $-3$ , the output is  $4$ .
- (D) When the input is  $-2$ , the output is  $3$ .
- (E) The  $y$ -intercept of the relationship is  $(0,1)$ .

6. The body of a 154-pound person contains approximately  $2 \times 10^{-1}$  milligrams of gold and  $6 \times 10^1$  milligrams of aluminum. Based on this information, the number of milligrams of aluminum in the body is how many times the number of milligrams of gold in the body?

Enter your answer in the box.

⊖					
⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

7. The graph shows  $y$  as a function of  $x$ .



For which intervals is the function decreasing?

Select **all** that apply.

- (A)  $-7 < x < -3$
- (B)  $-3 < x < -1$
- (C)  $-1 < x < 1$
- (D)  $1 < x < 3$
- (E)  $3 < x < 5$
- (F)  $5 < x < 7$

8. Which system of equations has infinitely many solutions?

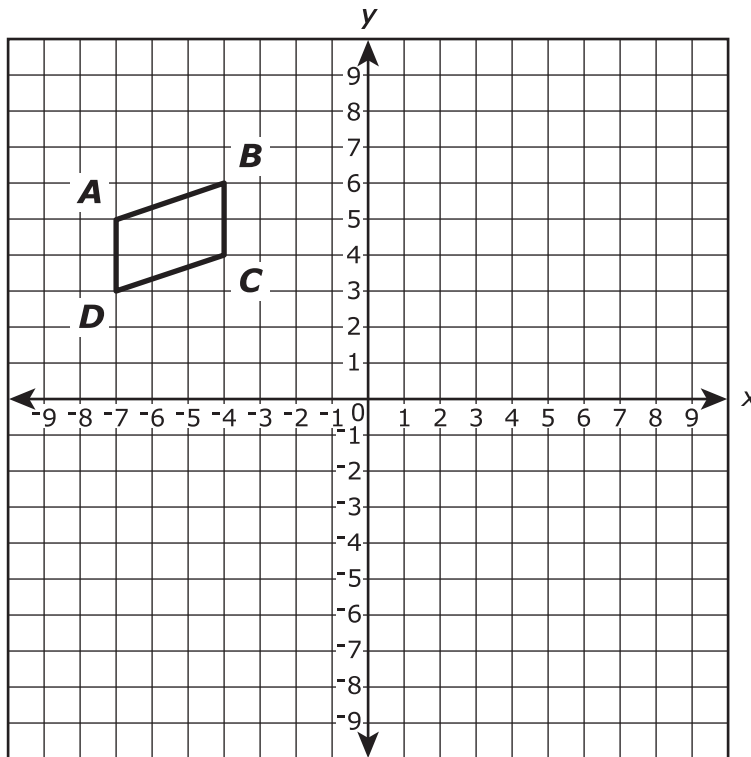
Ⓐ 
$$\begin{cases} y = -x \\ 8y = -8x \end{cases}$$

Ⓑ 
$$\begin{cases} y = 3x + 1 \\ y = -4 \end{cases}$$

Ⓒ 
$$\begin{cases} x + y = 4 \\ 3x + 3y = 1 \end{cases}$$

Ⓓ 
$$\begin{cases} y = 2x + 1 \\ y = 5 - x \end{cases}$$

9. Parallelogram  $ABCD$  is shown on the coordinate plane.



Parallelogram  $A'B'C'D'$  (not shown) is the image of parallelogram  $ABCD$  after a rotation of  $180^\circ$  about the origin.

Which statements about parallelogram  $A'B'C'D'$  are true?

Select **each** correct statement.

- (A)  $\overline{A'B'}$  is parallel to  $\overline{B'C'}$ .
- (B)  $\overline{A'B'}$  is parallel to  $\overline{A'D'}$ .
- (C)  $\overline{A'B'}$  is parallel to  $\overline{C'D'}$ .
- (D)  $\overline{A'D'}$  is parallel to  $\overline{B'C'}$ .
- (E)  $\overline{A'D'}$  is parallel to  $\overline{D'C'}$ .

10. Which equation has **both** 4 and  $-4$  as possible values of  $y$ ?

Ⓐ  $y^2 = 8$

Ⓑ  $y^3 = 8$

Ⓒ  $y^2 = 16$

Ⓓ  $y^3 = 64$

11. When the input to a function is  $-2$ , the output is 4.

Which statement about this function **must** be true?

Ⓐ An input of  $-2$  has infinitely many possible outputs.

Ⓑ An input of  $-2$  has exactly one possible output.

Ⓒ An output of 4 has infinitely many inputs.

Ⓓ An output of 4 has exactly one input.



12. A system of equations is shown.

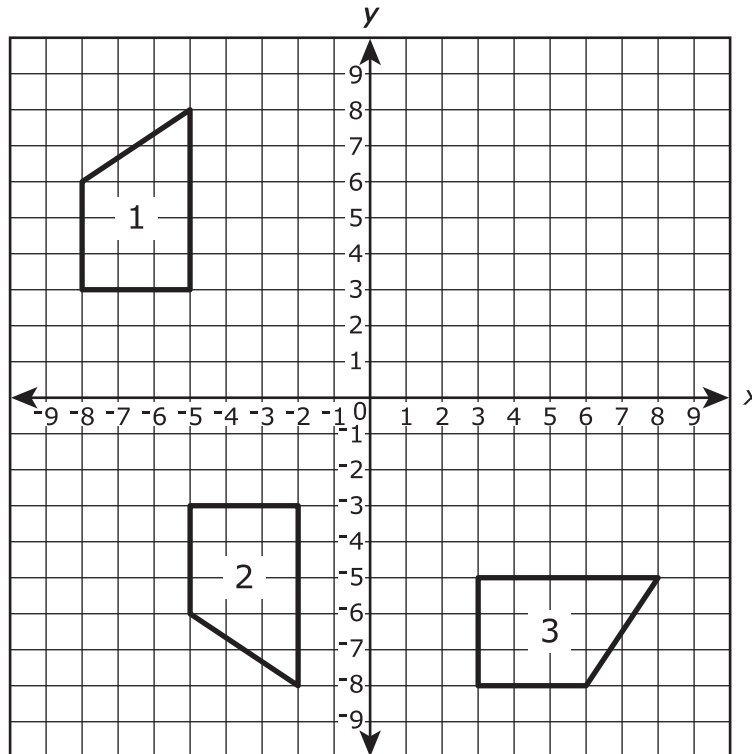
$$\begin{cases} x = 10 \\ 3x + 5y = 20 \end{cases}$$

In the system of equations, what is the value of  $y$ ? Enter your answer in the box.

-									
•	•	•	•	•	•	•	•	•	•
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Use the information provided to answer Part A and Part B for question 13.

Three congruent figures are shown in the coordinate plane.



**13. Part A**

Which statement describes a possible sequence of transformations that transforms figure 1 into figure 2?

- Ⓐ a reflection across the  $x$ -axis, followed by a translation 2 units to the left
- Ⓑ a reflection across the  $x$ -axis, followed by a translation 3 units to the right
- Ⓒ a rotation  $180^\circ$  clockwise about the origin followed by a translation 2 units to the left
- Ⓓ a rotation  $180^\circ$  clockwise about the origin followed by a translation 3 units to the right

**Part B**

Figure 3 can also be created by transforming figure 1 with a sequence of two transformations.

Which statement describes a possible sequence of transformations that transforms figure 1 into figure 3?

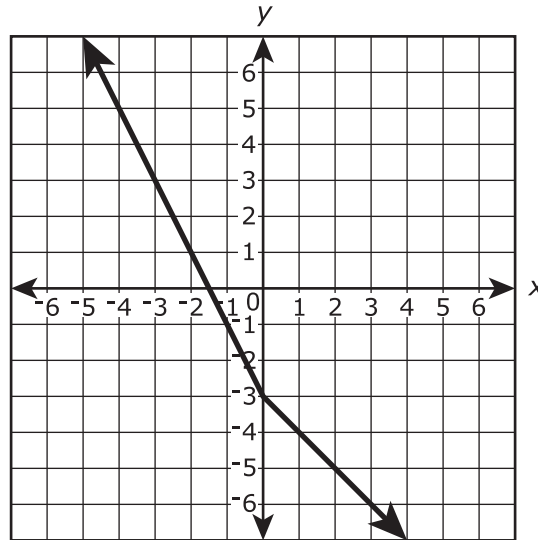
- Ⓐ a rotation  $180^\circ$  clockwise about the origin, followed by a translation 2 units to the left
- Ⓑ a rotation  $90^\circ$  clockwise about the origin, followed by a reflection across the  $x$ -axis
- Ⓒ a rotation  $180^\circ$  clockwise about the origin, followed by a reflection across the  $y$ -axis
- Ⓓ a rotation  $90^\circ$  clockwise about the origin, followed by a translation 3 units to the right

**14.** Which expressions are equivalent to  $\frac{3^{-8}}{3^{-4}}$ ?

Select **all** that apply.

- Ⓐ  $3^{-12}$
- Ⓑ  $3^{-4}$
- Ⓒ  $3^2$
- Ⓓ  $\frac{1}{3^2}$
- Ⓔ  $\frac{1}{3^4}$
- Ⓕ  $\frac{1}{3^{12}}$

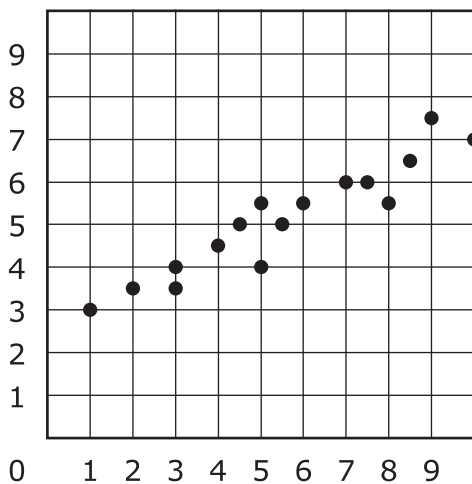
15. The graph of a nonlinear function is shown on the coordinate plane. In the graph,  $y$  is a function of  $x$ .



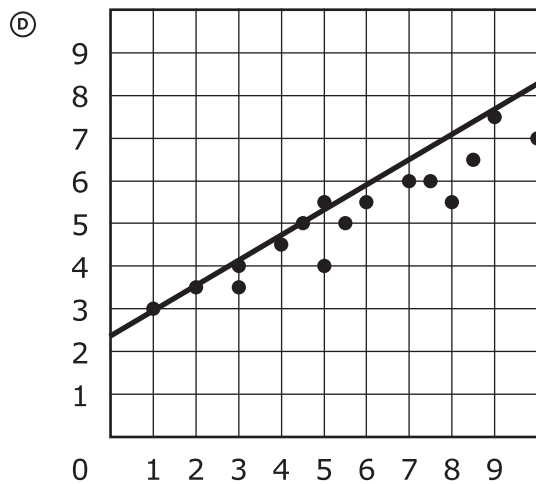
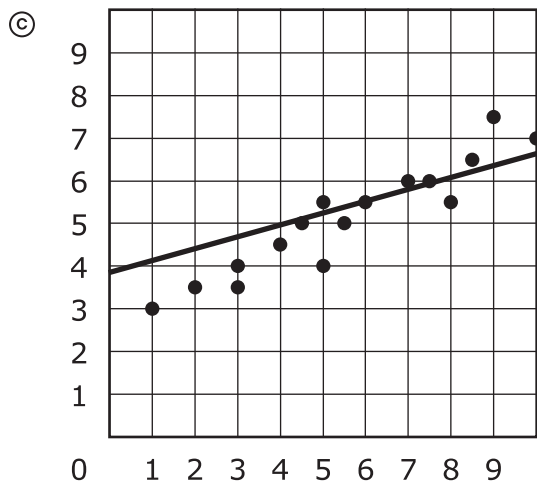
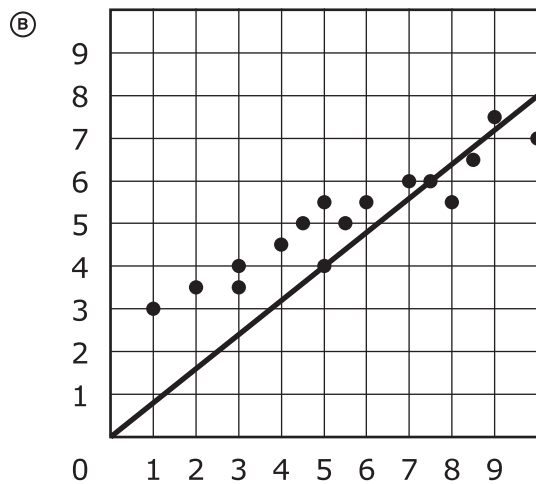
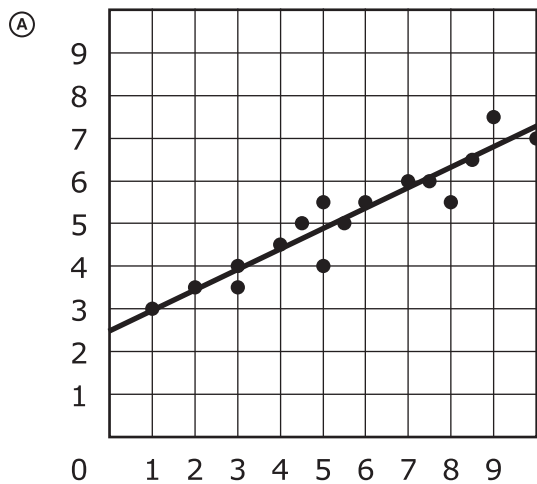
When the input of the function is  $-4$ , what is the output of the function?

- (A)  $-5$
- (B)  $-1$
- (C)  $1$
- (D)  $5$

16. A scatter plot is shown on the coordinate plane.



Which of these **most closely** approximates a line of best fit for the data in the scatter plot?

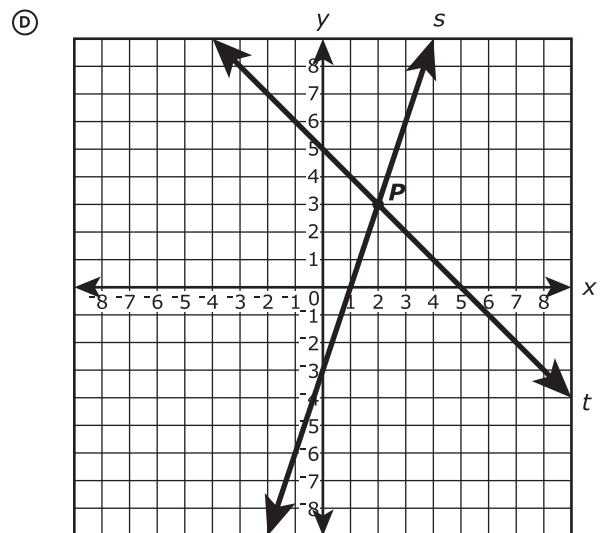
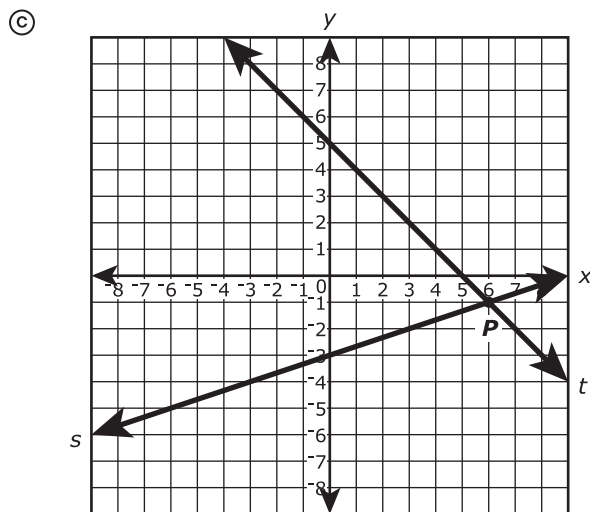
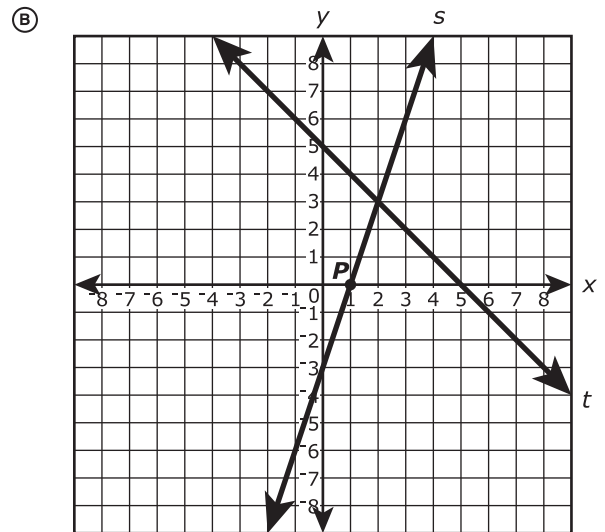
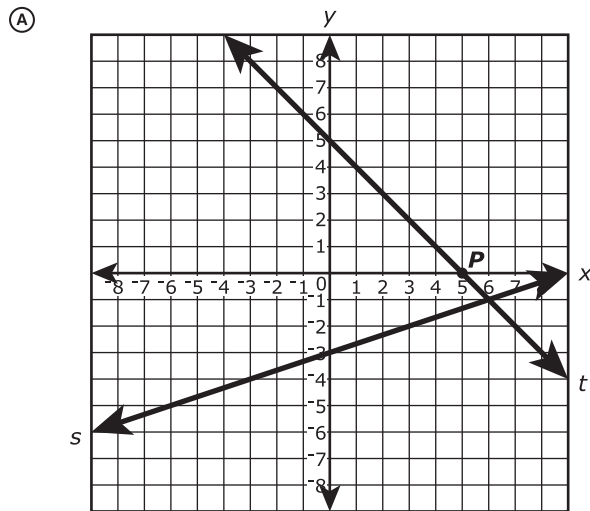


17. The equation of line  $s$  is  $y = \frac{1}{3}x - 3$ .

The equation of line  $t$  is  $y = -x + 5$ .

The equations of lines  $s$  and  $t$  form a system of equations. The solution to the system of equations is located at point  $P$ .

Which graph correctly shows line  $s$ , line  $t$ , and point  $P$ ?



**18.** Which equations define  $y$  as a nonlinear function of  $x$ ?

Select **all** that apply.

Ⓐ  $y = 7.4x$

Ⓑ  $y = 2x + 5^2$

Ⓒ  $y = 10x^2$

Ⓓ  $y = 5x - 3$

Ⓔ  $y = \frac{x}{2}$

Ⓕ  $y = 2x^3 + 1$

**19.** What value of  $x$  makes the equation true?

$$\frac{1}{5}(2x - 10) + 4x = -3\left(\frac{1}{5}x + 4\right)$$

Ⓐ  $-\frac{2}{5}$

Ⓑ  $-1\frac{1}{5}$

Ⓒ  $-2$

Ⓓ  $-5\frac{5}{9}$

20. Which statement **best** describes the value of  $\sqrt{8}$  ?

- Ⓐ The value of  $\sqrt{8}$  is between 2 and 2.5.
- Ⓑ The value of  $\sqrt{8}$  is between 2.5 and 3.
- Ⓒ The value of  $\sqrt{8}$  is between 3 and 3.5.
- Ⓓ The value of  $\sqrt{8}$  is between 3.5 and 4.







**You have come to the end of the non-calculator section in Unit 1 of the test.**

- **If you have time, review your answers in the non-calculator section ONLY. You will not be allowed to return to the non-calculator section once you have received your calculator.**
- **Then, raise your hand to receive your calculator before going on to the calculator section.**



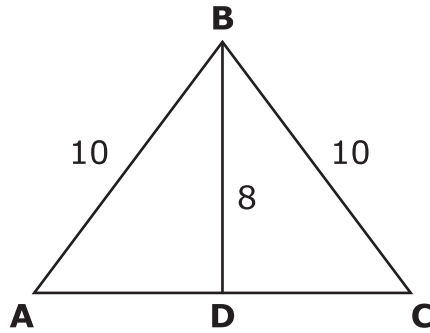


# Unit 1 - Section 2 (Calculator)

Once you have received your calculator, continue with the calculator section.



21. In  $\triangle ABC$ ,  $\overline{BD}$  is perpendicular to  $\overline{AC}$ . The dimensions are shown in centimeters.



What is the length, in centimeters, of  $\overline{AC}$ ?

Enter your answer in the box.

⊖					
⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



Use the information provided to answer Part A and Part B for question 22.

Filipo is building a rectangular sandbox for his younger brother. The length of the sandbox is 1 foot longer than twice the width of the sandbox. The perimeter of the sandbox is 29 feet.

**22. Part A**

Which equation could be used to determine  $w$ , the width, in feet, of the sandbox?

- (A)  $w + w + 2 = 29$
- (B)  $w + 2w + 1 = 29$
- (C)  $2w + 2(w + 2) = 29$
- (D)  $2w + 2(2w + 1) = 29$

**Part B**

What is the width, in feet, of the sandbox?

Enter your answer in the box.

⊖						
●	●	●	●	●	●	●
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



23. The table shows the results of a random survey of students in grade 7 and grade 8. Every student surveyed gave a response. Each student was asked if he or she exercised less than 5 hours last week or 5 or more hours last week.

	Less than 5 hours	5 or more hours
Grade 7 Students	49	63
Grade 8 Students	58	51

Based on the results of the survey, which statements are true? Select **each** correct statement.

- Ⓐ More grade 8 students were surveyed than grade 7 students.
- Ⓑ A total of 221 students were surveyed.
- Ⓒ Less than 50% of the grade 8 students surveyed exercised 5 or more hours last week.
- Ⓓ More than 50% of the students surveyed exercised less than 5 hours last week.
- Ⓔ A total of 107 grade 7 students were surveyed.



Use the information provided to answer Part A through Part D for question 24.

A chemist has two acid solutions. Solution A contains 10% acid, and solution B contains 30% acid. He will mix the two solutions to make 10 liters of a third solution, solution C, containing 25% acid.

The system of equations shown can be used to represent this situation.

$$\begin{cases} x + y = 10 \\ 0.10x + 0.30y = 2.5 \end{cases}$$

#### 24. Part A

Which statement about the system of equations is true?

- Ⓐ In the system of equations,  $x$  represents the number of liters of acid in solution A, and  $y$  represents the number of liters of acid in solution B.
- Ⓑ In the system of equations,  $x$  represents the number of liters of acid in solution B, and  $y$  represents the number of liters of acid in solution A.
- Ⓒ In the system of equations,  $x$  represents the number of liters of solution A in solution C, and  $y$  represents the number of liters of solution B in solution C.
- Ⓓ In the system of equations,  $x$  represents the number of liters of solution B in solution C, and  $y$  represents the number of liters of solution A in solution C.

#### Part B

What does the expression  $0.30y$  represent?

- Ⓐ the number of liters of acid in solution C that come from solution A
- Ⓑ the number of liters of acid in solution C that come from solution B
- Ⓒ the number of liters of solution A in solution C
- Ⓓ the number of liters of solution B in solution C



**Part C**

If the system of equations is graphed in a coordinate plane, what is the  $x$ -coordinate of the intersection of the two lines? Enter your answer in the box.

⊖						
⊙	⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

**Part D**

What is the number of liters of solution B the chemist mixes with solution A to create solution C containing 25% acid? Enter your answer in the box.

⊖						
⊙	⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



25. Function A and Function B are linear functions. Function A is represented by the table of values. Function B is represented by the equation.

**Function A**

$x$	$y$
1	2
3	10
4	14
7	26

**Function B**

$$y = 3x + 4$$

Which statements about the properties of Function A and Function B are true?

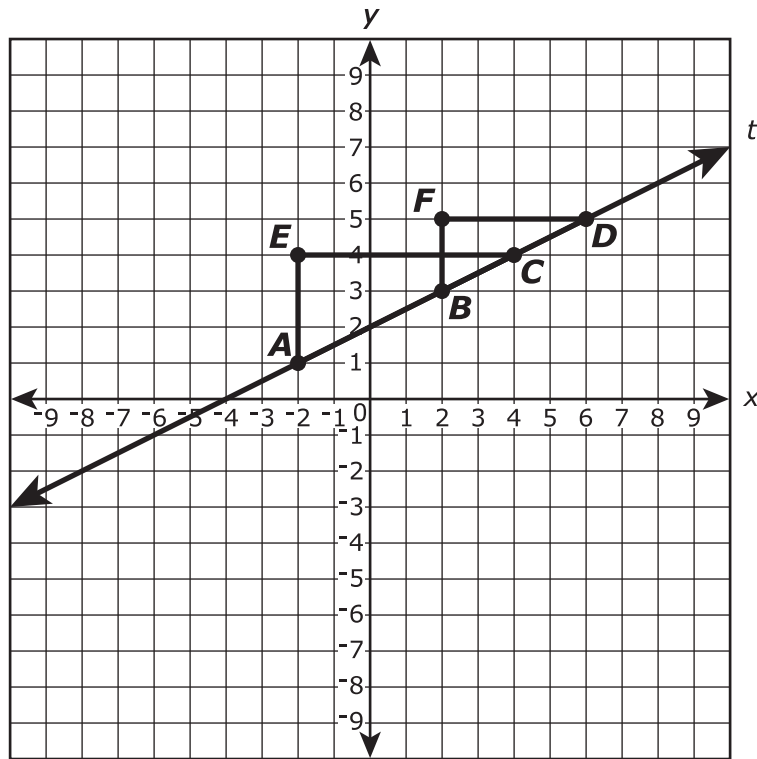
Select **each** correct statement.

- Ⓐ The  $y$ -intercept of Function A is equal to the  $y$ -intercept of Function B.
- Ⓑ The  $y$ -intercept of Function A is less than the  $y$ -intercept of Function B.
- Ⓒ The  $y$ -intercept of Function A is greater than the  $y$ -intercept of Function B.
- Ⓓ The rate of change of Function A is equal to the rate of change of Function B.
- Ⓔ The rate of change of Function A is less than the rate of change of Function B.
- Ⓕ The rate of change of Function A is greater than the rate of change of Function B.





26. Line  $t$  and  $\triangle ECA$  and  $\triangle FDB$  are shown on the coordinate plane.



Which statements are true?

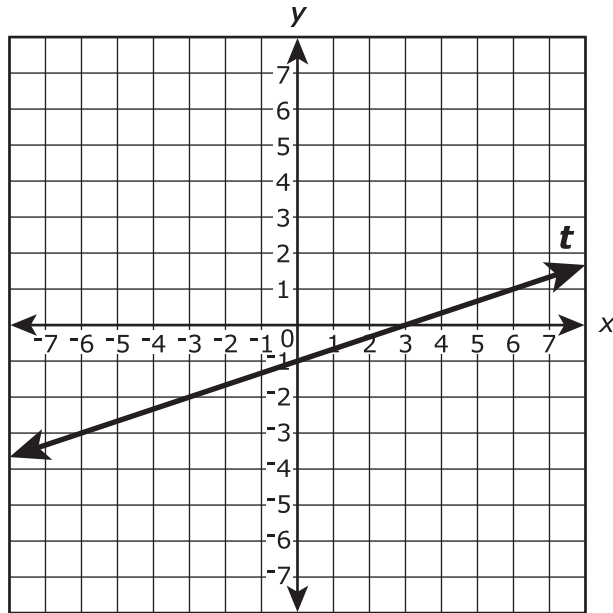
Select **all** that apply.

- Ⓐ The slope of  $\overline{AC}$  is equal to the slope of  $\overline{BC}$ .
- Ⓑ The slope of  $\overline{AC}$  is equal to the slope of  $\overline{BD}$ .
- Ⓒ The slope of  $\overline{AC}$  is equal to the slope of line  $t$ .
- Ⓓ The slope of line  $t$  is equal to  $\frac{EC}{AE}$ .
- Ⓔ The slope of line  $t$  is equal to  $\frac{FB}{FD}$ .
- Ⓕ The slope of line  $t$  is equal to  $\frac{AE}{FD}$ .



Use the information provided to answer Part A through Part D for question 27.

Line  $t$  is shown in the coordinate plane.



**27. Part A**

What is the slope of line  $t$ ?

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



**Part B**

What is the  $y$ -intercept of line  $t$ ?

- (A)  $-1$
- (B)  $-\frac{1}{3}$
- (C)  $\frac{1}{3}$
- (D)  $3$

**Part C**

Line  $s$  (not shown) has the same slope and passes through the point  $(0, 4)$ . Which table represents 4 points on line  $s$ ?

(A)

$x$	$y$
-6	2
-3	3
0	4
3	5

(B)

$x$	$y$
-6	-14
-3	-5
0	4
3	13

(C)

$x$	$y$
-6	6
-3	5
0	4
3	3

(D)

$x$	$y$
-6	22
-3	13
0	4
3	-5

**Part D**

Which equation could represent line  $s$ ?

Ⓐ  $y = -\frac{1}{3}x + 4$

Ⓑ  $y = -3x + 4$

Ⓒ  $y = 3x + 4$

Ⓓ  $y = \frac{1}{3}x + 4$

**28.** Relationship A is defined by the equation  $y = 9x$ .

Some values of relationship B are shown in the table.

**Relationship B**

$x$	$y$
0	0
3	34.5
5	57.5
8	92

Both relationships represent a direct proportion between  $x$  and  $y$ . The rate of change of relationship B is how many units greater than the rate of change of relationship A?

Ⓐ 1.5

Ⓑ 2.5

Ⓒ 25.5

Ⓓ 43.5



Use the information provided to answer Part A and Part B for question 29.

Eric planted a seedling in his garden and recorded its height each week. The equation shown can be used to estimate the height,  $h$ , in inches, of the seedling by the end of each week,  $w$ , after it was planted.

$$h = \frac{3}{4}w + \frac{9}{4}$$

**29. Part A**

What does the slope of the graph of the equation  $h = \frac{3}{4}w + \frac{9}{4}$  represent?

- Ⓐ the height, in inches, of the seedling after  $w$  weeks
- Ⓑ the height, in inches, of the seedling when Eric first planted it
- Ⓒ the increase in the height, in inches, of the seedling each week
- Ⓓ the total increase in the height, in inches, of the seedling after  $w$  weeks

**Part B**

The equation  $h = \frac{3}{4}w + \frac{9}{4}$  estimates the height of the seedling to be 8.25 inches after how many weeks?

Enter your answer in the box.

⊖						
⊙	⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



30. Function A is a linear function. Some values of Function A are shown in the table.

**Function A**

$x$	$y$
-1	-5
3	3
5	7
6	9

Function B is a linear function with a  $y$ -intercept of 3 and an  $x$ -intercept of  $-5$ .

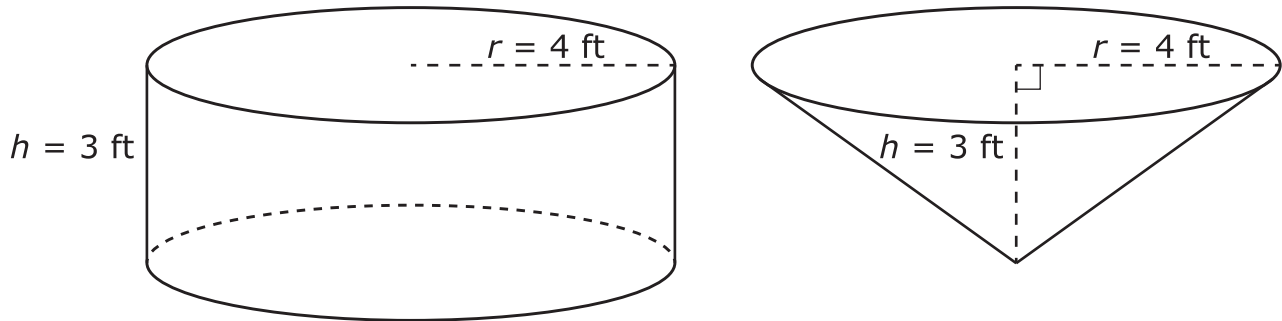
Which statement is true?

- Ⓐ The slope of Function A is greater than the slope of Function B, and the  $y$ -intercept of Function A is greater than the  $y$ -intercept of Function B.
- Ⓑ The slope of Function A is less than the slope of Function B, and the  $y$ -intercept of Function A is greater than the  $y$ -intercept of Function B.
- Ⓒ The slope of Function A is greater than the slope of Function B, and the  $y$ -intercept of Function A is less than the  $y$ -intercept of Function B.
- Ⓓ The slope of Function A is less than the slope of Function B, and the  $y$ -intercept of Function A is less than the  $y$ -intercept of Function B.



Use the information provided to answer Part A and Part B for question 31.

The figure shows a right-circular cylinder and a right-circular cone. The cylinder and the cone have the same base and the same height.



**31. Part A**

What is the volume of the cone, in cubic feet?

- (A)  $12\pi$
- (B)  $16\pi$
- (C)  $36\pi$
- (D)  $48\pi$

**Part B**

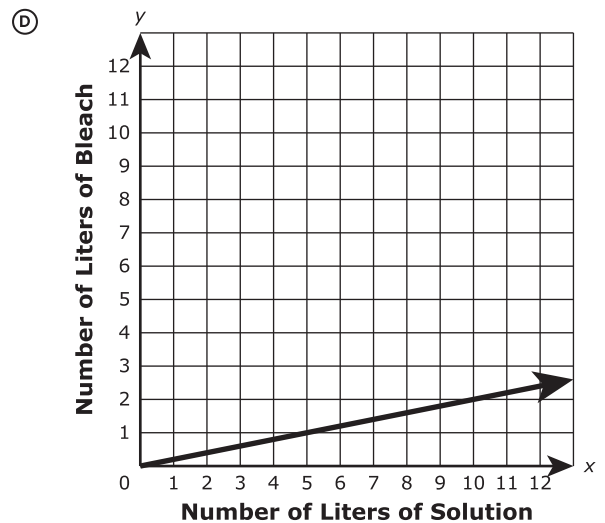
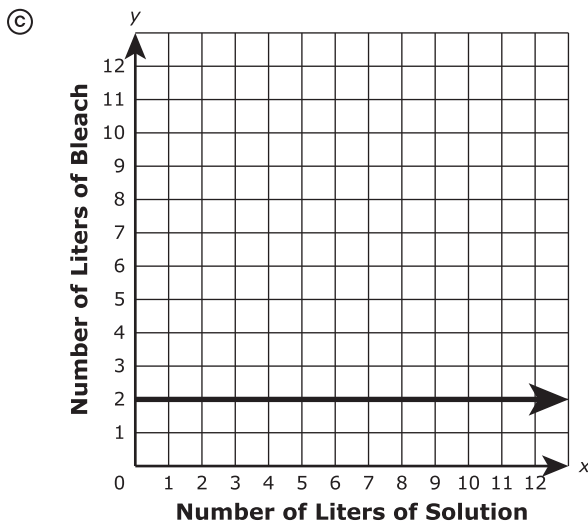
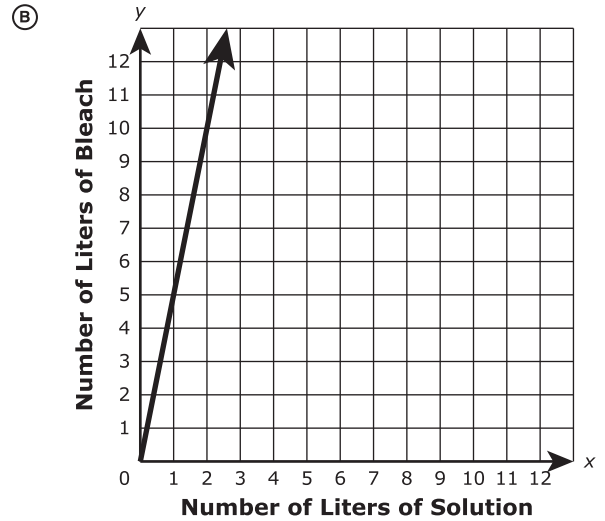
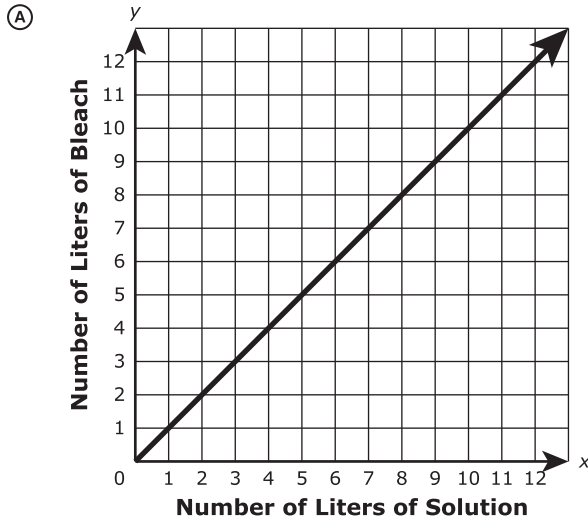
What is the ratio of the cone's volume to the cylinder's volume?

- (A)  $\frac{1}{1}$
- (B)  $\frac{1}{2}$
- (C)  $\frac{1}{3}$
- (D)  $\frac{1}{4}$



32. A solution is 20% bleach.

Which graph represents the number of liters of bleach,  $y$ , contained in  $x$  liters of solution?







33. The erosion rate along a section of the coast is approximately 3 feet per year. Which of these **best** approximates this rate of erosion?
- Ⓐ  $9.9 \times 10^{-2}$  inches per day
  - Ⓑ  $9.9 \times 10^{-2}$  inches per month
  - Ⓒ  $9.9 \times 10^{-2}$  feet per day
  - Ⓓ  $9.9 \times 10^{-2}$  feet per month





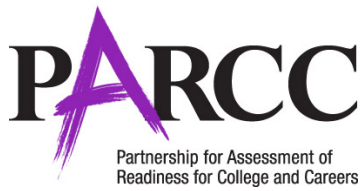
**You have come to the end of the calculator section in Unit 1 of the test.**

- **Review your answers in the calculator section of Unit 1 only.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**



**8 - MTH**





**PARCC Paper PBA Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 3**

<b>Items 1-7</b>		
<b>Task:</b> Literary Analysis (LAT)		
<b>Passage 1:</b> “Johnny Chuck Finds the Best Thing In the World” by Thornton Burgess		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
1	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RL1; RL4
2	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RL1; RL2
3	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B	RL1; RL2
<b>Passage 2:</b> “Me First” by Helen Lester		
4	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RL1; RL4; L4
5	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A	RL1; RL7
6	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> C	RL1; RL3
<b>Passage 1:</b> “Johnny Chuck Finds the Best Thing In the World” by Thornton Burgess and <b>Passage 2:</b> “Me First” by Helen Lester		
7	<b>Item Type:</b> PCR Refer to Grade 3 Scoring Rubric	RL1; RL3; W2; W4-10
<b>Items 8-14</b>		
<b>Task:</b> Research Task (RST)		
<b>Passage 1:</b> “A Howling Success” by Gerry Bishop		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
8	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> C	RI1; RI4
9	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> D	RI1; RI2
10	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A	RI1; RI5

11	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RI1; RI7
<b>Passage 2: "The Missing Lynx" by Kathy Kranking</b>		
12	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RI1; L4
<b>Passage 1: "A Howling Success" by Gerry Bishop and Passage 2: "The Missing Lynx" by Kathy Kranking</b>		
13	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RI1; RI2; RI9
14	<b>Item Type: PCR</b> Refer to Grade 3 Scoring Rubric	RI1; RI3; RI9 W2; W4-10
<b>Items 15-20</b>		
<b>Task: Narrative Writing (NWT)</b>		
<b>Passage: "A Once-in-a-Lifetime Experience" by Sandra Beswetherick</b>		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
15	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RL1; RL4; L5
16	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RL1; RL3
17	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: B and C</b>	RL1; RL3
18	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: B</b>	RL1; RL2
19	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RL1; RL2
20	<b>Item Type: PCR</b> Refer to Grade 3 Scoring Rubric	W3-10





**Directions:**

Today, you will be taking the Grade 3 English Language Arts/Literacy Practice Test.

Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your test booklet. Do not make any stray marks in the test booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circles as follows:

(A) ● (C) (D)

To answer a question that asks you to pick more than one answer, fill in the circles as follows:

(A) ● (C) (D) ● (F)

Some questions will ask you to provide a written response to the passages you have read. You may plan your response using scratch paper. Be sure to write your response in the box provided in your test booklet. Crossed-out work, writing that falls outside of the box, or work on scratch paper will not be scored.

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.





- 11 "The Best Thing in the World," said Bobby Raccoon to himself, "why, that must be a whole field of sweet milky corn! I think I'll go and find it."
- 12 So Bobby Raccoon climbed down out of the great hollow tree and started down the Lone Little Path through the wood as fast as he could go after Striped Chipmunk and Peter Rabbit, for there is nothing that Bobby Raccoon likes to eat so well as sweet milky corn.
- 13 At the edge of the wood they met Jimmy Skunk.
- 14 "Where are you going in such a hurry?" asked Jimmy Skunk.
- 15 "Down in the Green Meadows to find the Best Thing in the World!" shouted Striped Chipmunk and Peter Rabbit and Bobby Raccoon. Then they all tried to run faster.
- 16 "The Best Thing in the World," said Jimmy Skunk. "Why, that must be packs and packs of beetles!" And for once in his life Jimmy Skunk began to hurry down the Lone Little Path after Striped Chipmunk and Peter Rabbit and Bobby Raccoon.
- 17 They were all running so fast that they didn't see Reddy Fox until he jumped out of the long grass and asked:
- 18 "Where are you going in such a hurry?"
- 19 "To find the Best Thing in the World!" shouted Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk, and each did his best to run faster.
- 20 "The Best Thing in the World," said Reddy Fox to himself. "Why, that must be a whole pen full of tender young chickens, and I must have them."
- 21 So away went Reddy Fox as fast as he could run down the Lone Little Path after Striped Chipmunk, Peter Rabbit, Bobby Raccoon and Jimmy Skunk.
- 22 By and by they all came to the house of Johnny Chuck.
- 23 "Where are you going in such a hurry?" asked Johnny Chuck.
- 24 "To find the Best Thing in the World," shouted Striped Chipmunk and Peter Rabbit and Bobby Raccoon and Jimmy Skunk and Reddy Fox.
- 25 "The Best Thing in the World," said Johnny Chuck. "Why I don't know of anything better than my own little home and the warm sunshine and the beautiful blue sky."



**1. Part A**

What does **cross** mean as it is used in paragraph 28 of “Johnny Chuck Finds the Best Thing in the World”?

- Ⓐ excited
- Ⓑ lost
- Ⓒ upset
- Ⓓ scared

**Part B**

Which statement **best** supports the answer to Part A?

- Ⓐ “. . . ran this way and ran that way . . .”
- Ⓑ “. . . hadn’t found the Best Thing in the World.”
- Ⓒ “. . . they started up the Lone Little Path . . . .”
- Ⓓ “They didn’t hurry now . . . .”



**3. Part A**

What is the moral of “Johnny Chuck Finds the Best Thing in the World”?

- Ⓐ Sometimes you can find happiness by following others.
- Ⓑ You will usually be happy when you are by yourself.
- Ⓒ Sometimes you must search for happiness.
- Ⓓ You can be happy with what you have.

**Part B**

Which detail from the story **best** supports the answer to Part A?

- Ⓐ ““Where are you going in such a hurry?’ asked Johnny Chuck.”
- Ⓑ ““Why I don’t know of anything better than my own little home and the warm sunshine and the beautiful blue sky.””
- Ⓒ “The sun was very, very warm and they ran so far and they ran so fast . . .”
- Ⓓ “When the long day was over they started up the Lone Little Path past Johnny Chuck’s house to their own homes.”



- 5 One Saturday, Pinkerton’s Pig Scout troop went on a day trip to the beach. Pinkerton was first on the bus and sat in the front row.
- 6 He was first off the bus, first in the water, first out of the water, and first into the picnic basket.
- 7 After lunch the Pig Scouts decided to go for a hike. Off they went, with Pinkerton leading the line, of course. As the Pig Scouts marched across the sand, they heard a faint voice far in the distance.
- 8 The voice called out, “Who would care for a sandwich?” Pinkerton pricked up his pointy ears. Care for a sandwich? Oh yes, me first! he thought, and he began to trot ahead of the others.
- 9 Soon he heard the voice again, closer and louder this time. “WHO WOULD CARE FOR A SANDWICH?”
- 10 “ME FIRST!” cried Pinkerton, kicking up sand and leaving the other Pig Scouts far behind. His imagination almost burst. Peanut butter! Jelly! Two tomatoes! Seven pickles! A slab of cheese! A blob of mayo! A smear of mustard. All for ME! FIRST!
- 11 “WHO WOULD CARE FOR A SANDWICH?”
- 12 Now at a full gallop Pinkerton shrieked, “ME FIRST!” Over a sandy hill he flew and . . . *Kerplop*. He landed face to face with a small creature with a bump on her nose and fur on her toes.
- 13 “Am I glad to see you!” she cackled. “I sure could hear you coming: ‘Me first. ME FIRST! ME FIRST!’ I guess you *really* would care for a sandwich.”
- 14 “Oh, yes indeed,” replied Pinkerton. He jumped up and down so fast his teeth jiggled.
- 15 “Good!” cackled the small creature.
- 16 Pinkerton waited. One second. Two seconds. Three seconds. “Well?” he asked.
- 17 “Well what?” replied the small creature.
- 18 “The sandwich,” begged Pinkerton. “Where’s . . . the sandwich?”
- 19 The small creature curtsied<sup>2</sup>. “You’re looking at her.” She went on, “I am a Sandwich, and I live in the sand, and you said you would care for a Sandwich, so here I am. Care for me.”

<sup>2</sup>curtsied—bent her knees and bowed





- 30 "Then how about making up something—oh, how about something concerning a pushy pig who always wanted to be first?"
- 31 Pinkerton sighed and began, "Once upon a time there lived a pig who always wanted to be first, until one day he met a wise Sandwich—"
- 32 "Wise and beautiful," cut in the Sandwich.
- 33 "—a wise and beautiful Sandwich who showed him that FIRST was not always BEST."
- 34 "Aha!" cackled the Sandwich. She gave Pinkerton a slow, serious, and meaningful wink. "Have you learned something?"
- 35 "Oh yes, yes, yes," said Pinkerton. "I promise I have."
- 36 "In that case, thanks for the care. Goodbye and good luck." She opened the gate and Pinkerton sped off so fast he didn't even notice the delicious sandwich she held out to him.



- 37 He was just in time to catch the bus. On he scooted—pink, plump, and glad to be last.

Text and illustrations from *Me First* by Helen Lester, illustrated by Lynn Munsinger. Text copyright © 1992 by Helen Lester. Illustration copyright © 1992 by Lynn Munsinger. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.



5.

**Part A**

Which statement **best** describes what the picture adds to the story?

- (A) The picture shows that Pinkerton is hungry.
- (B) The picture shows that the other Scouts are upset at Pinkerton.
- (C) The picture shows that the Scouts take different items to the beach.
- (D) The picture shows that Pinkerton has learned how to behave.

**Part B**

Which sentence from the story **best** supports the answer to Part A?

- (A) "He would do anything to be first, even if it meant bouncing off bellies, stepping on snouts, or tying tails."
- (B) "One Saturday, Pinkerton's Pig Scout troop went on a day trip to the beach."
- (C) "After lunch the Pig Scouts decided to go for a hike."
- (D) "He was just in time to catch the bus."











- 13 He passed out sandwiches after we settled in. "Minor setback," he assured Derrick. "The snow should be gone tomorrow." Dad reached for the large bottle of cola to pour us each a drink.
- 14 Maybe the cola was warm, or maybe it had been jostled too much, because when Dad opened it, that bottle erupted like Mount Vesuvius. Cola overflowed like lava. Dad dropped the bottle. It rolled across the tent floor spewing its contents, and we ended up perched on our sleeping bags like castaways adrift<sup>2</sup> in a cola sea.
- 15 Derrick clapped both hands over his mouth. His face turned red, and his cheeks ballooned out as if *he* were about to explode, too. From behind his hands came the snuffling and snorting of trapped laughter.
- 16 I tried to keep a straight face, out of respect for Dad—not just because he'd insisted that we keep the tent floor dry, but because he'd wanted this trip to be perfect.
- 17 "Minor setback," Dad muttered as we soaked up cola with our towels.
- 18 The next morning dawned bright and beautiful, much to Dad's relief. Derrick stood at the water's edge, admiring the clear still lake, the tree-lined shore, and the cloudless sky.
- 19 "Wait until you catch your first fish, Derrick," Dad said as he got the boat ready. "That's an experience you won't forget." Dad turned to me. "Right, Steve?"
- 20 "Right, Dad," I answered.
- 21 "And wait until you taste some fried, freshly caught fish for breakfast," Dad said. "Right, Steve?"
- 22 "Right, Dad," I said, although I thought Dad was trying a little too hard.
- 23 But Derrick didn't catch his first fish. In fact, none of us felt even a nibble on our lines. This wasn't a minor setback for Dad. This was a major disaster.
- 24 The silence grew. The still air settled hot and heavy.
- 25 I leaned over the side of the boat. "Fishy," I sang into the depths of the lake. "Come on, I know you're down there." It sure beat sitting around in silence. And we weren't catching any fish anyway.

<sup>2</sup>adrift—floating



36 "I wonder what will happen next?" Derrick asked, putting another marshmallow on his stick.

37 "Yeah," I said. "I wonder."

38 As for Dad, he smiled a brave smile.



"A Once-in-a-Lifetime Experience" by Sandra Beswetherick from Highlights for Children Magazine's March 2006 issue, copyright © 2006 by Highlights for Children, Inc., Columbus, Ohio. Used by permission.



9. Part A

Read the sentence from paragraph 15 of the story.

Derrick clapped both hands over his mouth.

Why does Derrick cover his mouth with his hands?

- Ⓐ He does not want to show his feelings.
- Ⓑ He is making an angry face.
- Ⓒ He is covering a sneeze.
- Ⓓ He does not feel well.

Part B

Which detail from paragraph 15 **best** supports the answer to Part A?

- Ⓐ "His face turned red. . . ."
- Ⓑ ". . . his cheeks ballooned out . . . ."
- Ⓒ "From behind his hands . . ."
- Ⓓ ". . . snorting of trapped laughter."



**11. Part A**

Derrick asks if there should be water in the boat. How does Dad respond to this event?

- Ⓐ Dad starts to feel better.
- Ⓑ Dad talks about how much fun it is to catch fish.
- Ⓒ Dad is sad that the trip was not a success.
- Ⓓ Dad gets everyone to work together to make it safely back to shore.

**Part B**

Which detail from the story supports the answer to Part A?

- Ⓐ "And wait until you taste some fried, freshly caught fish . . . ."
- Ⓑ "You guys, bail!"
- Ⓒ ". . . the boat sloshing with water."
- Ⓓ "Thanks for inviting me."











You have come to the end of the test.

- Review your answers.
- Then, close your test booklet and raise your hand to turn in your test materials.







**Grade 3  
English Language Arts/Literacy  
Test Booklet**

***Practice Test***

**Secure Test Materials – Do Not Copy**

This test booklet is secure. It may not be copied or duplicated in any way. This test booklet (used or unused) must be returned at the completion of testing as directed.



**PARCC Paper PBA Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 4**

<b>Items 1-7</b>		
<b>Task:</b> Literary Analysis (LAT)		
<b>Passage 1:</b> “Just Like Home” by Mathengi Subramanian		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
1	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> C	RL1; RL4
2	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RL1; RL3
3	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RL1; RL3
<b>Passage 2:</b> “Life Doesn’t Frighten Me” by Maya Angelou		
4	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RL1; RL4
5	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> C	RL1; RL2
<b>Passage 1:</b> “Just Like Home” by Mathengi Subramanian and <b>Passage 2:</b> “Life Doesn’t Frighten Me” by Maya Angelou		
6	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RL1; RL5
7	<b>Item Type:</b> PCR Refer to Grade 4-5 Scoring Rubric	RL1; RL2; W2; W4-10
<b>Items 8-17</b>		
<b>Task:</b> Research Simulation (RST)		
<b>Passage 1 :</b> from “The Wild Horses of Assateague Island”		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
8	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A	RI1; RI4; L6
9	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RI1; RI3
10	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RI1; RI3
<b>Passage 2:</b> “Wild Ponies of Chincoteague” by Annika Brynn Jenkins		
11	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C	RI1; L4

12	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: A</b>	RI1; RI3
13	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: B</b>	RI1; RI5
<b>Passage 1</b> : from “The Wild Horses of Assateague Island” and <b>Passage 2</b> : “Wild Ponies of Chincoteague” by Annika Brynn Jenkins		
14	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RI1; RI6
<b>Passage 3</b> : “In Thunder and Rain, Chincoteague Ponies Make Annual Swim” by Stefanie Dazio		
15	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A</b>	RI1; RI4; L4
16	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RI1; RI2
<b>Passage 1</b> : from “The Wild Horses of Assateague Island”; <b>Passage 2</b> : “Wild Ponies of Chincoteague” by Annika Brynn Jenkins; and <b>Passage 3</b> : “In Thunder and Rain, Chincoteague Ponies Make Annual Swim” by Stefanie Dazio		
17	<b>Item Type: PCR</b> Refer to Grade 4-5 Scoring Rubric	RI1; RI7; RI9; W2; W4-10
<b>Items 18-23</b>		
<b>Task:</b> Narrative (NWT)		
<b>Passage:</b> “Those Wacky Shoes” by Julie Parker Amery		
18	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: B, E</b>	RL1; RL2
19	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RL1; RL3
20	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: B</b>	RL1; RL3
21	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: A</b>	RL1; RL3
22	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RL1; RL2
23	<b>Item Type: PCR</b> Refer to Grade 4-5 Scoring Rubric	W3-10







**Directions:**

Today, you will be taking the Grade 4 English Language Arts/Literacy Practice Test.

Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your test booklet. Do not make any stray marks in the test booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as follows:

(A) ● (C) (D) (E) (F) (G)

To answer a question that asks you to pick more than one answer, fill in the circles as follows:

(A) ● (C) ● ● (F) (G)

Some questions will ask you to provide a written response to the passages you have read. You may plan your response using scratch paper. Be sure to write your response in the box provided in your test booklet. Crossed-out work, writing that falls outside of the box, or work on scratch paper will not be scored.

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

**Today you will read a story about a girl whose family is from India and a poem that expresses how the speaker faces frightening experiences. After you finish the task, you will write an essay about the theme in the story and the poem.**

Read the story "Just Like Home." Then answer questions 1 through 3.

## Just Like Home

*by Mathangi Subramanian*

- 1 When the recess bell rang, Priya sighed and slowly hung up her smock. At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends. Now she sat in the corner of the field and watched the other kids play without her.
- 2 The only thing Priya liked about her new school was art. They hadn't had art at her old school, but here art was a whole hour. The studio had the most wonderful things, like aluminum pie tins, plaster of Paris and India ink. During art, Priya forgot that she didn't have any friends at her new school. All she thought about was whatever she was working on.
- 3 As she cleared her table, Priya noticed a box of sidewalk chalk sitting on the counter by the window. She grabbed and stuffed it in her pockets. Then she took her usual place at the end of the recess line.
- 4 While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building. The patterns were called rangoli, and they looked like stars and roses. Priya's mother said that the drawings were to welcome guests to their home. All the families in India, where Priya's family was from, did rangoli every morning, just like Priya and her mother. Their new apartment had barely any sidewalk in front of it, and there was no room for rangoli. Priya missed the early mornings she and her mother would spend drawing feathery, colorful patterns on the cement.
- 5 Priya walked over to the basketball court and sat on the hot pavement. She was glad to have something to do besides sit in her corner. She pulled the box out of her pocket and took out a bright red piece of chalk and began drawing the rangoli patterns she loved best. She drew flowers with huge, swirling petals and stars with eight points. She colored them green, yellow and blue, all colors

her mother had used. She liked the soft, solid feeling of the chalk in her hand, and the way that the dust left patterns on her fingers.

6 "That's pretty," a voice said.

7 She turned around and saw that Enrique, a boy in her class, was watching her.

8 "It's called *rangoli*," she said. "They do this in India, where my parents are from."

9 "You know what that reminds me of?" he asked, kneeling down beside her. "The floor of my grandmother's house in Mexico has tiles that have designs like that."

10 "What do you mean?" Priya asked.

11 "Hand me a piece of chalk," Enrique said. "I'll show you." Enrique sat down on the pavement and began to draw. He used green, orange, and yellow chalk to draw flowers that were more detailed than Priya's, but still had huge, curvy petals. Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique's designs.

12 "What are you guys doing?" a voice asked.

13 Priya and Enrique had been so absorbed in drawing that they hadn't noticed that their classmate Farah had been watching them.

14 "Hey," Farah said, sitting down beside them, "that looks like the rugs in my Uncle's house in Iran. Except on the rugs, the shapes are bigger, and aren't as curly."

15 "Show us," said Enrique, handing her a piece of chalk.

16 Farah took the chalk and began drawing. She drew shapes that were full of straight lines and bold colors. They were bigger than the shapes Priya and Enrique had drawn, and they overlapped each other in diagonals to form new shapes. She colored the drawings purple, dark blue, and white.

17 "Wow!" Ms. Lopez, Priya's teacher, said. "That's beautiful!"

18 Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together. Their classmates began to drift over to see what was happening.

19 "It looks like a universe, with lots of planets and stars," said Lily.

20 "It looks like a coral reef full of tropical fish," said Jasper.

21 "What do you think it looks like Priya?" said Enrique.

22 Priya looked at Enrique and Farah. Their knees, elbows, and fingers were covered in red, yellow, green and blue chalk dust. Priya smiled and said, "It looks like home."

"Just Like Home," by Mathangi Subramanian. Reprinted with permission from Skipping Stones Multicultural Magazine, March-April 2012.

**1. Part A**

What is the meaning of the word **drift** as it is used in paragraph 18 of “Just Like Home”?

- Ⓐ consider
- Ⓑ wander
- Ⓒ change
- Ⓓ hover

**Part B**

Which detail from the story helps the reader understand the meaning of **drift**?

- Ⓐ Priya, Enrique, and Farah create drawings that have different colors and shapes.
- Ⓑ Jasper studies the drawings and decides they look like tropical fish swimming in a coral reef.
- Ⓒ Lily, Jasper, and Enrique make comments about the drawings as the students come close enough to see them.
- Ⓓ Priya smiles when her teacher and classmates show an interest in the drawings by describing them to one another.

**2. Part A**

Priya from “Just Like Home” would agree with which statement?

- Ⓐ Sharing family traditions can bring comfort.
- Ⓑ Working together is the best way to achieve success.
- Ⓒ Using imagination often makes ordinary situations exciting.
- Ⓓ Making quick decisions can sometimes bring the best results.

**Part B**

Which paragraph from the story supports the answer to Part A?

- Ⓐ paragraph 3
- Ⓑ paragraph 11
- Ⓒ paragraph 19
- Ⓓ paragraph 22

**3. Part A**

In “Just Like Home,” what can be learned about Priya from her statement, “It looks like home”?

- Ⓐ She believes imagination improves art.
- Ⓑ She realizes many of her classmates have artistic talent.
- Ⓒ She misses the family traditions in India.
- Ⓓ She wishes she could spend time with her friends in India.

**Part B**

Which detail supports the answer to Part A?

- Ⓐ “At her old school, she spent recess climbing the monkey bars and sharing secrets with her friends.” (paragraph 1)
- Ⓑ “While she and her classmates filed through the halls and out into the yard, Priya thought about how she and her mother used to draw chalk patterns on the long driveway leading up to their old apartment building.” (paragraph 4)
- Ⓒ “Then he drew circles inside circles, and surrounded them with small diamonds. Priya kept drawing too, in between and around Enrique’s designs.” (paragraph 11)
- Ⓓ “Priya, Enrique and Farah stood up and looked at what they had done. The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together.” (paragraph 18)



Read the poem "Life Doesn't Frighten Me." Then answer questions 4 and 5.

## Life Doesn't Frighten Me

*by Maya Angelou*

Shadows on the wall  
Noises down the hall  
Life doesn't frighten me at all

Bad dogs barking loud  
5 Big ghosts in a cloud  
Life doesn't frighten me at all.

Mean old Mother Goose  
Lions on the loose  
They don't frighten me at all

10 Dragons breathing flame  
On my counterpane  
That doesn't frighten me at all.

I go boo  
Make them shoo  
15 I make fun  
Way they run  
I won't cry  
So they fly  
I just smile  
20 They go wild  
Life doesn't frighten me at all.

Tough guys fight  
All alone at night  
Life doesn't frighten me at all.

25 Panthers in the park  
Strangers in the dark  
No, they don't frighten me at all.  
That new classroom where

Boys all pull my hair  
30 (Kissy little girls  
With their hair in curls)  
They don't frighten me at all.

Don't show me frogs and snakes  
And listen for my scream,  
35 If I'm afraid at all  
It's only in my dreams.  
I've got a magic charm  
That I keep up my sleeve,  
I can walk the ocean floor  
40 And never have to breathe.

Life doesn't frighten me at all  
Not at all  
Not at all.  
Life doesn't frighten me at all.

"Life Doesn't Frighten Me" from AND STILL I RISE by Maya Angelou, copyright © 1978 by Maya Angelou. Used by permission of Random House, an imprint and division of Random House LLC. All rights reserved.

4. **Part A**

What is the meaning of lines 37–38 of “Life Doesn’t Frighten Me”?

I’ve got a magic charm  
That I keep up my sleeve,

- Ⓐ a secret talent to use when the time is right
- Ⓑ a symbol of the speaker’s imagination
- Ⓒ a special treasure hidden from cruel classmates
- Ⓓ a scary experience in the speaker’s nightmares

**Part B**

Which lines from the poem **best** demonstrate the answer to Part A?

- Ⓐ lines 10–11
- Ⓑ lines 28–29
- Ⓒ lines 35–36
- Ⓓ lines 39–40

**5. Part A**

Which sentence summarizes the speaker’s thoughts in “Life Doesn’t Frighten Me”?

- Ⓐ Some challenges are much more difficult than others.
- Ⓑ Dreams can be helpful when solving problems.
- Ⓒ Confidence is the best weapon against fear.
- Ⓓ Being alone is the scariest place to be.

**Part B**

Which lines from the poem show evidence of the answer to Part A?

- Ⓐ lines 1–2
- Ⓑ lines 10–11
- Ⓒ lines 19–20
- Ⓓ lines 35–36

Refer to the story “Just Like Home” and the poem “Life Doesn’t Frighten Me.” Then answer questions 6 and 7.

**6. Part A**

The author of the story “Just Like Home” uses different structural elements than the poet of the poem “Life Doesn’t Frighten Me.”

Which structural element is found only in the story?

- Ⓐ setting
- Ⓑ dialogue
- Ⓒ description
- Ⓓ rhythm

**Part B**

Which evidence from the story supports the answer to Part A?

- Ⓐ “Now she sat in the corner of the field and watched the other children play without her.” (paragraph 1)
- Ⓑ “The patterns were called rangoli, and they looked like stars and roses.” (paragraph 4)
- Ⓒ “The pavement was covered in bright colors and shapes: triangles, circles, squares and diamonds, all mixed together.” (paragraph 18)
- Ⓓ “‘It looks like the universe, with lots of planets and stars,’ said Lily.” (paragraph 19)











**Today you will research wild horses in the United States and read three articles about them. As you review these sources, you will gather information about the illustrations and answer questions about wild horses so you can write an essay.**

Read the passage from "The Wild Horses of Assateague Island." Then answer questions 8 through 10.

from "The Wild Horses of Assateague Island"



Text and photographs  
from "The Wild Horses  
of Assateague Island,"  
National Park Service,  
US Department of the  
Interior

### **A National Treasure**

- 1 The wild horses of Assateague Island are descendants of domesticated animals brought to the island over 300 years ago. Horses tough enough to survive the scorching heat, abundant insects, stormy weather and poor quality food found on this windswept barrier island have formed a unique wild horse society. Enjoy their beauty from a distance, and you can help make sure these extraordinary wild horses will continue to thrive on Assateague Island.
- 2 *"My treasures do not click together or glitter. —They gleam in the sun and neigh in the night."* —Bedouin proverb.

### **Where did they come from?**

#### **Were the horses shipwreck survivors . . .**

- 3 Local folklore describes the Assateague horses as survivors of a shipwreck off the Virginia coast. While this dramatic tale of struggle and survival is popular, there are no records yet that confirm it.



Text and photographs from "The Wild Horses of Assateague Island," National Park Service, US Department of the Interior

**. . . or settlers' horses?**

- 4 During the 17th century free-roaming horses, cows, sheep and pigs caused expensive crop damage to local farms. Farmers were required to pay taxes on all mainland livestock and fence them in.
- 5 Like people in the 21st century, these resourceful coastal residents looked for ways to avoid paying this tax. They turned to nearby Assateague Island with its abundance of food, shelter and a natural "corral" made of water to solve their problem.
- 6 It is likely that modern Assateague horses are descendants of those hardy animals turned loose on the island to graze tax-free.

**Living the wild life in Maryland**

- 7 Assateague's horses are uniquely adapted to survive on a barrier island. How do they do it?

**What do they eat?**

- 8 The horses spend most of their time grazing on abundant but nutrient-poor saltmarsh cordgrass, saltmeadow hay and beach grass. The horses' short stature is a result of hundreds of years of adaptation to this low quality diet. Genetically they are considered horses, even though they are now pony size.
- 9 The Assateague horses drink over twice the amount of water that domesticated horses will due to their salty food supply. All that drinking combined with a high salt diet contributes to their bloated appearance.

**Where do they live throughout the year?**

- 10 Spring brings cool, rainy weather and fresh plant growth to the island. Many of the horses live in the marshes close to their best food sources. Foals are usually born in late spring and live with their mothers in a family group called a “band.” Each band is usually made up of 2–10 mares, their offspring, and a stallion.
- 11 Hot, humid, and full of insects, summer brings a new set of challenges. The horses escape the mosquitoes and flies of the marsh by spending more time on the beach and in the surf, letting the refreshing ocean breezes carry away airborne pests. Cooler fall weather and fewer insects allow the bands to move from the beaches back to the marshes and their abundant grasses.
- 12 The horses prefer to browse in shrub thickets during the damp, chilly, winter season. Their thick, furry coats will protect them from ferocious winter winds and the occasional snowstorm.

**Do they receive veterinary care?**

- 13 While action may be taken to end the suffering of a gravely ill, seriously injured, or dying horse, no measures are taken to prolong the lives of Maryland’s wild horses. As with other species of Assateague wildlife, horses that are sick or weak do not survive. This helps maintain a hardy, healthy population of wild horses.
- 14 Virginia’s horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care.

**Where can you see the wild horses?****In Maryland**

- 15 Maryland’s horses are owned and managed by the National Park Service. They are free-roaming wildlife and could be anywhere in the park. During the summer months many bands can be found on the beach. You can often see the horses and other wildlife by driving slowly along park roads. Protect island habitat by parking only in designated parking areas. The “Life of the Forest” and “Life of the Marsh” trails are good places to look, especially during spring, fall and winter seasons.
- 16 *Do not feed or pet the horses. Horses that learn to come up to the road are hit and killed by cars.*

**In Virginia**

- 17 Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and are fenced in large enclosures.
- 18 Look for the horses in the marshes along Beach Road and from the observation platform on the Woodland Trail.

Text and photographs from "The Wild Horses of Assateague Island," National Park Service, US Department of the Interior.

**8. Part A**

Read the sentence from paragraph 7 of “The Wild Horses of Assateague Island.”

Assateague’s horses are uniquely adapted to survive on a barrier island.

What does the word **adapted** mean as it is used in the sentence?

- Ⓐ chosen because of a gentle manner
- Ⓑ changed in order to fit certain conditions
- Ⓒ cared for because of harsh living conditions
- Ⓓ colored in order to match the surroundings

**Part B**

Which statement from “The Wild Horses of Assateague Island” **best** supports the answer to Part A?

- Ⓐ “Genetically they are considered horses, even though they are now pony size.”
- Ⓑ “Many of the horses live in the marshes close to their best food sources.”
- Ⓒ “Foals are usually born in late spring . . . .”
- Ⓓ “This helps maintain a hardy, healthy population of wild horses.”

**9. Part A**

Which statement provides the **best** explanation of why the Assateague horses have survived on the barrier island for so long?

- Ⓐ The townspeople have kept the horses as pets for many years.
- Ⓑ The horses are protected when visitors drive cautiously.
- Ⓒ The horses adjusted to the island.
- Ⓓ The fire department provides the horses with some veterinary care.

**Part B**

Which sentence from "The Wild Horses of Assateague Island" **best** supports the answer to Part A?

- Ⓐ "The wild horses of Assateague Island are descendants of domesticated animals brought to the island over 300 years ago."
- Ⓑ "The Assateague horses drink over twice the amount of water that domesticated horses will due to their salty food supply."
- Ⓒ "Virginia's horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care."
- Ⓓ "You can often see the horses and other wildlife by driving slowly along park roads."

**10. Part A**

Which statement about how the horses came to live on Assateague Island has the **most** support in "The Wild Horses of Assateague Island"?

- Ⓐ The horses were placed on the island by the government.
- Ⓑ The horses swam to the island after a shipwreck.
- Ⓒ The horses were put on the island by farmers.
- Ⓓ The horses were native to the island.

**Part B**

Which phrase from "The Wild Horses of Assateague Island" **best** supports the answer to Part A?

- Ⓐ ". . . dramatic tale of struggle and survival . . ."
- Ⓑ ". . . descendants of those hardy animals turned loose . . ."
- Ⓒ ". . . owned and managed by the National Park Service."
- Ⓓ ". . . free-roaming wildlife and could be anywhere . . ."



Read the article titled "Wild Ponies of Chincoteague." Then answer questions 11 through 13.

## Wild Ponies of Chincoteague

by Annika Brynn Jenkins

- 1 *The last Wednesday and Thursday of every July are amazing days at Chincoteague (SHING-kuh-teeg). That's pony-penning time on this island just off the coast of Virginia.*
- 2 *The ponies normally live wild on nearby Assateague Island. To keep the herd from getting too big, some new foals are sold each year at auction on Chincoteague. To get there, the ponies are rounded up and herded across the narrow channel between the two islands.*

### **Wednesday Morning—Really Early!**

- 3 My family and I woke at 4:30 in the morning to drive to Chincoteague. I was so excited, I jumped out of bed. The drive from our home in Virginia Beach was just two hours, but it seemed like a week.
- 4 After we got there, we took a small boat into the channel. The weather was wet and dreary, and I felt like an icicle as raindrops fell cold against my cheeks. But in my mind I was dancing! All I could think was, *It's almost time for the ponies to cross!*
- 5 First, I heard faint whinnying sounds drifting through the salty air. Then I could see the ponies on the Assateague shore. The "Saltwater Cowboys" were rounding them up. I loved the ponies at first sight! I wondered if they were thinking, *What's happening? Where are we going?*



Photograph of onlookers watching ponies swimming during roundup (Image # 80995627), copyright © by James L. Amos/National Geographic/Getty Images. Used by permission.

6 The cowboys waited a bit for the tide to change. Meanwhile, I imagined myself flying through the wind on a black-and-white mare. Oh, how I wished I could have a horse like that! Then, all of a sudden, I heard a shout from the crowd on the Chincoteague shore. I nearly jumped overboard with excitement! The ponies were stepping into the channel.



Photograph of wild Chincoteague ponies swimming the Assateague Channel (# ngs12\_0248), copyright © by Medford Taylor/National Geographic/Getty Images. Used by permission.

7 Before I knew it, pony heads were bobbing in the water. The swim across the channel didn't take long, but I wish it could have lasted a lifetime. It was so beautiful that I took a photograph of it in my mind.

### **Going to Town**

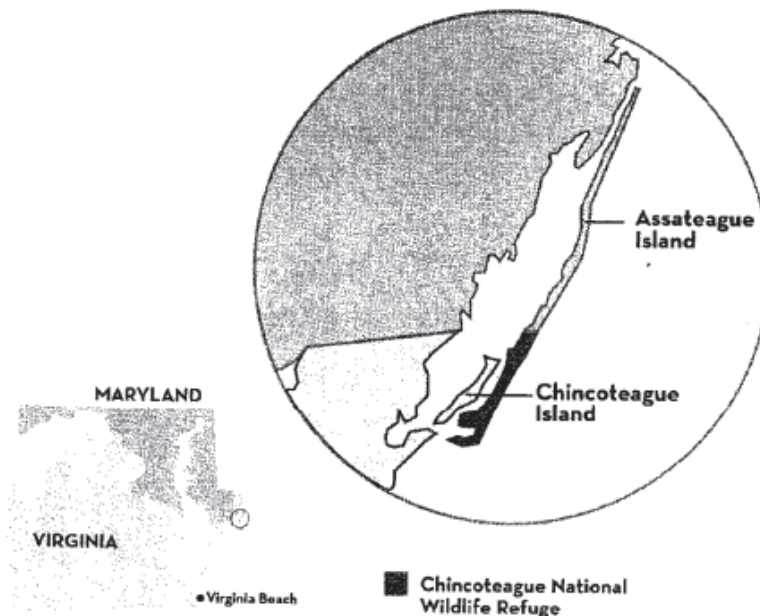
8 After the crossing, the ponies had a chance to rest. Some slept, and some of the foals suckled their mothers' milk. They were getting their strength back for the next event.

9 That would be the pony parade to the carnival grounds, where we would watch the auction. I could see a ferris wheel and a roller coaster, but I kept going. I wanted only to see the ponies. The cowboys were herding them right down Main Street!



Photograph of ponies walking through town (NGS Image No. 719970), copyright © by Medford Taylor/National Geographic Stock. Used by permission.

- 10 My sisters and I slogged through the mud to get to the corral where the ponies were held for the auction. I couldn't believe it when I got to pet a brown-and-white foal through the fence. It felt like love itself! His coat was coarse and smelled like a salty sea breeze. I was surprised that his nose felt so soft, like velvet. I imagined him thinking, *Can I go home with you?*
- 11 Later, I got to ride a tame Chincoteague pony. When I first climbed on, a shiver of excitement went down my spine. He was ready to go, and I wanted to gallop away with him.



**Day of the Auction**

- 12 There were so many people at the auction, I couldn't see what was happening. I had to stand on my tiptoes to get a glimpse of each foal that was brought out. But I could hear the bidding and the crowd going wild. When the price was as high as it could go, the auctioneer yelled, "Sold!" Then another foal would come out, and the bidding would start all over again.
- 13 After it was over, we visited Chincoteague National Wildlife Refuge on Assateague Island. There were tall grasses, shady trees, sandy beaches, and mosquitoes— *lots* of mosquitoes. I also saw the corral where the ponies stayed before their swim.

**Going Home**

- 14 On Friday morning, the ponies that weren't sold at auction swam back across the channel. I sat on the rocks on Chincoteague's shore and looked to Assateague. *It's a nice, peaceful place, I thought. The ponies are lucky to be home where there's grass to graze and land to roam.*
- 15 In the afternoon, I got to ride again. The pony was strong and spirited, and I had to hold him back. Riding him is something I'll always remember. And how could I ever forget the gallant ponies swimming across the channel—their hearts so full of courage and wildness!

Wild Ponies of Chincoteague Island by Annika Brynn Jenkins. Text copyright © 2004 by National Wildlife Federation. Reprinted from the July 2004 issue of Ranger Rick ® Magazine, with the permission of the copyright owner, the National Wildlife Federation ®

**11. Part A**

What does the phrase **get a glimpse of** mean as it is used in paragraph 12 of “Wild Ponies of Chincoteague”?

- Ⓐ take a look at
- Ⓑ have an idea of
- Ⓒ feel a thrill from
- Ⓓ hear a noise from

**Part B**

Which detail from “Wild Ponies of Chincoteague” **best** supports the answer to Part A?

- Ⓐ “. . . nearly jumped overboard with excitement!”
- Ⓑ “I couldn’t believe it . . . .”
- Ⓒ “. . . I couldn’t see . . . .”
- Ⓓ “. . . the auctioneer yelled, ‘Sold!’”

**12. Part A**

Which statement **best** explains why the ponies travel from Assateague Island to Chincoteague Island?

- Ⓐ On Chincoteague Island there is more food for large numbers of ponies to eat.
- Ⓑ On Assateague Island the poor weather is harmful to the ponies.
- Ⓒ On Chincoteague Island there is better grass for the ponies to graze.
- Ⓓ On Assateague Island there is limited space for large numbers of ponies to live.

**Part B**

Which sentence from "Wild Ponies of Chincoteague" **best** supports the answer to Part A?

- Ⓐ "To keep the herd from getting too big, some new foals are sold each year at auction . . . ."
- Ⓑ "The 'Saltwater Cowboys' were rounding them up."
- Ⓒ "Some slept, and some of the foals suckled their mothers' milk."
- Ⓓ "They were getting their strength back for the next event."

**13. Part A**

How does the author **mainly** organize the information in “Wild Ponies of Chincoteague”?

- Ⓐ by stating a problem and how it can be solved
- Ⓑ by stating a point of view and then comparing ideas
- Ⓒ by explaining the causes and effects of an event
- Ⓓ by explaining events in the order that they happened

**Part B**

Which sentence from the article supports the structure in the answer to Part A?

- Ⓐ “The weather was wet and dreary, and I felt like an icicle as raindrops fell cold against my cheeks.”
- Ⓑ “First, I heard faint whinnying sounds drifting through the salty air.”
- Ⓒ “My sisters and I sloshed through the mud to get to the corral where the ponies were held for the auction.”
- Ⓓ “The pony was strong and spirited, and I had to hold him back.”



Refer to the passage from “The Wild Horses of Assateague Island” and the article titled “Wild Ponies of Chincoteague.” Then answer question 14.

**14. Part A**

Which statement **best** describes a difference between the information in “The Wild Horses of Assateague Island” and the information in “Wild Ponies of Chincoteague”?

- Ⓐ “The Wild Horses of Assateague Island” tells more about the work people do with horses.
- Ⓑ “The Wild Horses of Assateague Island” tells more about what it is like to visit the horses.
- Ⓒ “Wild Ponies of Chincoteague” includes more information about how the horses first came to the island.
- Ⓓ “Wild Ponies of Chincoteague” includes more information about how people feel about the horses.

**Part B**

Which sentence **best** supports the answer to Part A?

- Ⓐ “During the 17th century free-roaming horses, cows, sheep and pigs caused expensive crop damage to local farms.” (“The Wild Horses of Assateague Island”)
- Ⓑ “Virginia’s horses are privately owned by the Chincoteague Volunteer Fire Department and receive some veterinary care.” (“The Wild Horses of Assateague Island”)
- Ⓒ “I loved the ponies at first sight!” (“Wild Ponies of Chincoteague”)
- Ⓓ “The cowboys were herding them right down Main Street!” (“Wild Ponies of Chincoteague”)



Read the article “In Thunder and Rain, Chincoteague Ponies Make Annual Swim.” Then answer questions 15 and 16.

## In Thunder and Rain, Chincoteague Ponies Make Annual Swim

by Stefanie Dazio



© The Washington Post/Getty Images

- 1 Some had arrived before dawn Wednesday, staking out the best spot where they might see the famed wild horses of Chincoteague make their swim. But a freak thunderstorm, a full moon and a high tide threatened to derail the annual celebration and sent thousands to seek shelter.
- 2 Thunder boomed and rain soaked the marshland as thousands watched about 130 ponies swim from nearby Assateague Island to Chincoteague Island. Many were forced to watch the ponies cross the channel with water pounding their backs and lightning crashing overhead.
- 3 But the horses kept paddling on.

- 4 “We had no idea whatsoever about this storm,” said Denise Bowden, vice president of the Chincoteague Volunteer Fire Department. Some of the foals are auctioned off to raise money for the department.
- 5 “It just seemed like it came out of nowhere,” she added.
- 6 The annual pony swim—this year’s was the 88th—is part of a week-long series of events on Chincoteague and Assateague designed to thin out the herd of wild ponies. It culminates with the auction of the foals, about 50 this year.
- 7 The event has seen rain before, but nothing like Wednesday’s weather, Bowden said.
- 8 She was one of the fire officials on hand closely watching radar and encouraging people crossing a marsh to keep going.
- 9 “The mud will wash off,” Bowden yelled into a loudspeaker. “The memories will last forever.”
- 10 The swim has been popularized by Marguerite Henry’s 1947 novel “Misty of Chincoteague,” which was later made into a movie. Thousands come from across the United States and beyond.
- 11 The ponies began their five-minute crossing of the Assateague Channel about 11:30 a.m., herded toward Chincoteague Island by the Saltwater Cowboys—volunteers, many of them firefighters.
- 12 The swim takes place during slack tide, which is the period between tides when there is no current.
- 13 This year, though, the ponies faced a very high tide, according to Saltwater Cowboy Tom Clements, who has been shepherding the ponies through the swim since the 1970s. “This is as high as I’ve ever seen.”
- 14 “It was a little dangerous,” Clements said after the swim, noting that he wasn’t sure which direction the storm was moving.
- 15 No ponies were hurt, Bowden said, but a few of the cowboys’s horses suffered cuts on their legs from shells. “Outside of the weather, it was a perfect swim,” she said.
- 16 Andrea Iwanik, 39, of Silver Spring came to the swim with her family for the first time this year. She said she arrived around 8:30 a.m.
- 17 “We waited 2 1/2 hours for torrential downpour and a little bit of pony,” she said.

- 18 Iwanik had hoped for a better view of the crossing, but she said she would return another year.
- 19 "I think we have a good story to tell," she said.
- 20 Iwanik came from Maryland, but others traveled across the country for the swim and staked out their spots beginning in the early hours of the morning. Between 30,000 and 35,000 people came, Bowden said.
- 21 Poppy Hendrickson-Hoersting, 10, convinced her family to fly from Oregon to see the swim. She's "wild about horses," her dad, Leo Hoersting, said, and is a big fan of Henry's book.
- 22 The family flew from Oregon to Ohio, where they met up with more relatives, and drove to Virginia.
- 23 Pam Richerson, 60, of Hutto, Tex., grew up reading the "Misty" book and has wanted to see the swim for decades.
- 24 One of her husband's first gifts to her was a first edition of the book.
- 25 "I'd say we've been planning it for 36 years," her husband, John Richerson, laughed.
- 26 "My bucket list is checked off," Pam Richerson said.

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**15. Part A**

What is the meaning of the phrase **torrential downpour** as it is used in paragraph 17 of the article?

- Ⓐ an event that lasts longer than expected
- Ⓑ a time of day when ocean water is calm and still
- Ⓒ a heavy rainfall during a storm
- Ⓓ a chance to see unusual animal behavior

**Part B**

Which paragraph from the article **best** helps the reader understand the meaning of **torrential downpour**?

- Ⓐ paragraph 2
- Ⓑ paragraph 6
- Ⓒ paragraph 13
- Ⓓ paragraph 18

**16. Part A**

Which statement describes a main idea of the article?

- Ⓐ People had trouble seeing the ponies because more visitors arrived than were expected.
- Ⓑ Severe weather caused concern for the people involved in the event, but the ponies still crossed the channel successfully.
- Ⓒ The pony swim takes place every year, and people come from all over the world to see it.
- Ⓓ Some people choose the yearly pony event as a special trip to take with their families.

**Part B**

Which sentence from the article **best** supports the answer in Part A?

- Ⓐ ““We had no idea whatsoever about this storm,’ said Denise Bowden, vice president of the Chincoteague Volunteer Fire Department.”
- Ⓑ “Thousands come from across the United States and beyond.”
- Ⓒ ““Outside of the weather, it was a perfect swim,’ she said.”
- Ⓓ “Poppy Hendrickson-Hoersting, 10, convinced her family to fly from Oregon to see the swim.”











**Today, you will read about a girl who finds some unusual shoes. As you read the story, you will gather information to answer questions and write a narrative story.**

Read "Those Wacky Shoes." Then answer questions 18 through 23.

## Those Wacky Shoes

by Julie Parker Amery

- 1 I *thought* it was going to be an ordinary Saturday—but, boy, was I wrong.
- 2 I bought some shoes at a thrift shop downtown. They were blue-and-red-checked slip-on sneakers. Unusual. I liked them.
- 3 I put them on outside the store. I got ready to turn right, toward home . . . but my feet turned left! It was as if those wacky shoes were in control. I tried to stop to take them off, but my feet wouldn't let me. I quickly realized that those shoes were going to take me wherever they wanted.
- 4 The shoes walked me up Main Street, nice and slow. After a few blocks, they turned my feet left up Pine Street. They started picking up speed. I passed a woman walking a beagle. She looked at my shoes and said, "Did you get those at the secondhand store downtown?"
- 5 "Yep." I hurried along at the pace of a speed-walker.
- 6 "I was stuck in those shoes once," she said. "They took me all the way to Vermont!"
- 7 "How do I get out of them?" I shouted over my shoulder. By now I was running.
- 8 "You have to outsmart them," she yelled back. And she said something else, but by then I was too far away to hear.
- 9 *Great, I thought. Someone tells me to outsmart a pair of shoes, and I can't. This doesn't speak well for my brain.*
- 10 We turned up a dirt path, heading straight for a huge oak. I put my hands over my face, certain I'd smash right into that tree. But my feet started climbing *up* the trunk! I grabbed the trunk with both hands to keep my balance. We went higher and higher.

- 11 Did I mention that I don't like heights much? I tried not to look down. I kept going, my heart pounding like a giant hammer in my chest, when—suddenly—my feet slipped.
- 12 So those shoes weren't perfect, after all.
- 13 I grabbed a branch with both hands and hung. It sure was high up there.
- 14 Somehow, I managed to pull myself up to sit on a branch. My feet were still. It seemed that when they weren't on something solid, those shoes weren't quite so tough. I tried to pull one off, but it was latching on with all its might. Now what should I do?
- 15 The good thing about being stuck in the tree was that I had time to think up a wild idea.
- 16 I started yelling. Since I was in the middle of nowhere, I had to yell for what seemed like a hundred years. Finally, a kid rode up on his bike.
- 17 "Can you do me a favor?" I called. "Can you get someone to bring a big bucket of wet cement? It would really help me out."
- 18 "We've got cement mix in our garage," he said. "I can make some and bring it to you." And off he went, just like that. I like a kid who doesn't ask a lot of questions.
- 19 Eventually the kid came back, walking this time, and pulling a rusty wagon behind him. The wagon was filled with wet cement.
- 20 "Hey, thanks!" I said. "Now, I'm going to start coming down the tree. I want you to put the wagon right under my feet when I get low enough to jump. Got it?"
- 21 He nodded, and I set to work on shimmying from branch to branch, careful not to let my feet touch anything. I didn't want the shoes to take over again.
- 22 When I was on a lower branch, I jumped. My feet went *luuuurrrrp* as they hit the wet cement.
- 23 "Now, can you find a couple of strong people?" I asked. I stood there in the cement while he was gone, my stomach feeling all twisty. I was scared and excited at the same time.
- 24 The boy returned with a boy and a girl. They looked at me strangely, but I just said, "Could you yank me out?"
- 25 They grabbed me under my arms and pulled.

- 26 My plan worked! The cement held the shoes in place, and I came out of them. I was free!
- 27 "Thanks, guys!" I said.
- 28 "I guess your shoes are stuck in there forever," the girl said.
- 29 "It's OK. I was done with them anyway."
- 30 Then the wagon started rolling down the path. It gathered speed, took a left when it got to the road, went steadily up the hill, and was soon out of sight.
- 31 I sure hope those wacky shoes know how to drive.

"Those Wacky Shoes" by Julie Parker Amery from Highlights for Children Magazine's December 2009 issue, copyright © 2009 by Highlights for Children, Inc., Columbus, Ohio. Used by permission.

**18. Part A**

Which is the **best** summary of the story?

- Ⓐ The main character buys strange shoes at a thrift shop. A woman tells her she needs to find a way to get out of the shoes or they will take her places she does not want to go.
- Ⓑ The main character buys shoes that control her every step, and she cannot get them off. She thinks of a clever solution to get out of the shoes and asks some kids to help her.
- Ⓒ The main character is stuck in a tree because she bought strange shoes that made her climb up the tree. When she jumps in a wagon, she loses her shoes, and the wagon rolls away.
- Ⓓ The main character wears shoes that take her places and she gets stuck in a tree. She asks some kids to help her get down from the tree safely, and they finally bring a wagon with cement in it.

**Part B**

Which **two** sentences from the story **best** support the answer to Part A?

- Ⓐ "They were blue-and-red-checkered slip-on sneakers."
- Ⓑ "I quickly realized that those shoes were going to take me wherever they wanted."
- Ⓒ "She looked at my shoes and said, 'Did you get those at the secondhand store downtown?'"
- Ⓓ "Somehow, I managed to pull myself up to sit on a branch."
- Ⓔ "The cement held the shoes in place, and I came out of them."
- Ⓕ "Then the wagon started rolling down the path."

**19. Part A**

Which statement **best** describes the main character between paragraph 4 and paragraph 10 in the story?

- Ⓐ The main character is angry because the shoes make her walk quickly.
- Ⓑ The main character is frustrated because the shoes seem more clever than she is.
- Ⓒ The main character is scared because the shoes seem to be in control of her.
- Ⓓ The main character is jealous because the shoes have been tricked by other people.

**Part B**

Which statement from paragraphs 4 through 10 supports the answer to Part A?

- Ⓐ “‘Yep.’ I hurried along at the pace of a speed-walker.”
- Ⓑ “‘I was stuck in those shoes once,’ she said.”
- Ⓒ *Someone tells me to outsmart a pair of shoes, and I can’t.*
- Ⓓ “I put my hands over my face, certain I’d smash right into that tree.”

**20. Part A**

What happens when the main character is sitting in the tree?

- Ⓐ The shoes give up.
- Ⓑ The shoes stop moving.
- Ⓒ The shoes try to run away.
- Ⓓ The shoes roll away in the wagon.

**Part B**

Which sentence from the story **best** supports the answer to Part A?

- Ⓐ "But my feet started climbing *up* the trunk!"
- Ⓑ "It seemed that when they weren't on something solid, those shoes weren't quite so tough."
- Ⓒ "When I was on a lower branch, I jumped."
- Ⓓ "It gathered speed, took a left when it got to the road, went steadily up the hill, and was soon out of sight."

**21. Part A**

Based on the events in the story, which phrase **best** describes the main character at the end of the story?

- Ⓐ proud that she tricked the shoes
- Ⓑ unsure about where to buy new shoes
- Ⓒ worried about what the shoes will do next
- Ⓓ excited to learn where the shoes take the wagon

**Part B**

Which detail from the story **best** supports the answer to Part A?

- Ⓐ "My plan worked!"
- Ⓑ "'I guess your shoes are stuck in there forever,' the girl said."
- Ⓒ "Then the wagon started rolling down the path."
- Ⓓ "I sure hope those wacky shoes know how to drive."



**22. Part A**

Which is a main theme of the story?

- Ⓐ Overcoming fear can lead to success.
- Ⓑ Being creative can solve problems.
- Ⓒ Knowing a lot of information is necessary for solving problems.
- Ⓓ Having a positive attitude can help when things are challenging.

**Part B**

Which sentence from the story **best** supports the answer to Part A?

- Ⓐ "I *thought* it was going to be an ordinary Saturday—but, boy, was I wrong."
- Ⓑ "I tried not to look down."
- Ⓒ "The good thing about being stuck in the tree was that I had time to think up a wild idea."
- Ⓓ "'Thanks, guys!' I said."









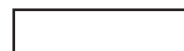


**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**



**4 - ELA**





**PARCC Paper PBA Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 5**

<b>Items 1-7</b>		
<b>Task:</b> Literary Analysis (LAT)		
<b>Passage 1:</b> from <i>Ida B</i> by Katherine Hannigan		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> A	RL1; RL4; L4
2	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> B	RL1; RL2
3	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> A and C	RL1; RL3
<b>Passage 2:</b> from <i>Moon Over Manifest</i> by Clare Vanderpool		
4	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RL1; RL4; L5
5	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> A and E	RL1; RL2
6	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> A	RL1; RL5
<b>Passage 1:</b> from <i>Ida B</i> by Katherine Hannigan and <b>Passage 2:</b> from <i>Moon Over Manifest</i> by Clare Vanderpool		
7	<b>Item Type:</b> PCR Refer to Grade 4-5 Scoring Rubric	RL1; RL6; W2; W4-10
<b>Items 8-17</b>		
<b>Task:</b> Research Simulation (RST)		
<b>Passage 1:</b> from “The Amazing Penguin Rescue” by Lauren Tarshish		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
8	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B	RI1; RI4
9	<b>Item Type:</b> EBSR <b>Part A:</b> C and F <b>Part B:</b> D and F	RI1; RI2
<b>Passage 2:</b> “The Amazing Penguin Rescue” by Dylan deNapoli		
10	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> A	RI1; RI4
11	<b>Item Type:</b> EBSR <b>Part A:</b> C	RI1; RI2



	<b>Part B:</b> A and E	
12	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> C	RI1; RI8
<b>Passage 1:</b> from “The Amazing Penguin Rescue” by Lauren Tarshish and <b>Passage 2:</b> “The Amazing Penguin Rescue” by Dylan deNapoli		
13	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B and D	RI1; RI6
14	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C and D	RI1; RI3
<b>Passage 3:</b> “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”		
15	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RI1; L4; RI4
<b>Passage 2:</b> “The Amazing Penguin Rescue” by Dylan deNapoli and <b>Passage 3:</b> “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”		
16	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> C and F	RI1; RI5
<b>Passage 1:</b> from “The Amazing Penguin Rescue” by Lauren Tarshish; <b>Passage 2:</b> “The Amazing Penguin Rescue” by Dylan deNapoli; <b>Passage 3:</b> “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”		
17	<b>Item Type:</b> PCR Refer to Grade 4-5 Scoring Rubric	RI1; RI3; RI9; W2; W4-10
<b>Items 18-23</b>		
<b>Task:</b> Narrative (NWT)		
<b>Passage:</b> from “The Growin’ of Paul Bunyan” by William J. Brooke		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
18	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> D	RL1; L4; RL4
19	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A	RL1; RL3
20	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A and B	RL1; RL3
21	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> D	RL1; RL5
22	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C	RL1; RL6
23	<b>Item Type:</b> PCR Refer to Grade 4-5 Scoring Rubric	W3-10



**Grade 5**  
English Language Arts/Literacy  
Practice Test

**A**

**Student Name** \_\_\_\_\_

**School Name** \_\_\_\_\_

**District Name/LEA** \_\_\_\_\_

**B**

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**School Use Only**

**F State Student Identifier**

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**C**

Place the Student ID Label Here

**D Gender**

Female  Male

**E Date of Birth**

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**Directions:**

Today, you will be taking the Grade 5 English Language Arts/Literacy Practice Test.

Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your test booklet. Do not make any stray marks in the test booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as follows:

(A) ● (C) (D) (E) (F) (G)

To answer a question that asks you to pick more than one answer, fill in the circles as follows:

(A) ● (C) ● ● (F) (G)

Some questions will ask you to provide a written response to the passages you have read. You may plan your response using scratch paper. Be sure to write your response in the box provided in your test booklet. Crossed-out work, writing that falls outside of the box, or work on scratch paper will not be scored.

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

**Today you will analyze a passage from the novel *Ida B* and a passage from the novel *Moon Over Manifest*. As you read these texts, you will gather information and answer questions about the influence of the narrator’s point of view so you can write an essay.**

Read the passage from the novel titled *Ida B*. Then answer questions 1 through 3.

from *Ida B*

by Katherine Hannigan

- 1 Saturday morning, I was sitting on the front porch, waiting for nothing, with nothing I wanted to do. Rufus sat beside me for a while, hoping I’d be up to something more than misery. But he got tired of waiting and went off on his own, leaving a small sea of spit where he’d been sitting.
- 2 Just as I was about to take myself back to bed and try starting the day over again in the afternoon, I saw the big white car come down the road and turn left at the T. And right away, I knew what I had to do.
- 3 No plans. No least-possible-pain-and-humiliation scheming. Just plain and straight do the deed.
- 4 As soon as the white car disappeared down the DeLunas’ drive, I picked myself up and headed out through the fields, then around the base of the mountain.
- 5 I walked through the orchard, eyes fixed forward, not slow and not rushed, either. Like I was on my way to the final showdown. Yes, there was a bunch of them and only one of me. Yes, they might ambush me, and I might not come back in one piece. But I’d take whatever those people needed to dish out, because I was going to do the right thing.
- 6 I stopped just before I stepped onto the land that now belonged to the DeLunas, and took a deep breath as I walked over that invisible boundary line.
- 7 And there was Claire straight ahead, looking at me, waiting for me. Her mom and little brother were crouched down at the side of the house, planting little bushes.
- 8 *Clump . . . clump . . . clump . . .* was the only sound my feet were making this time as I walked toward Claire, arms out from my sides and palms up, letting

her know that I wasn't coming for a fight, even if she had some trouble and torture she needed to visit on me.

- 9 Claire's mother spotted me and stood, dusted off her hands, and watched as I walked up to Claire. Then all of the world was still except for the two of us.
- 10 "Claire," I said, making myself look her in the eye, "I'm sorry I scared you in the woods. I'm sorry I was mean to you. I was following you in school so I could apologize. I . . . I . . ." And there I was, babbling again. Should I tell her about Mama and the trees and school and everything? Where would I start if I was going to explain it all?
- 11 Then Ms. W. came into my head and I knew it didn't really matter.
- 12 "I'm just sorry," I said.
- 13 Sometimes, on spring days, there will be the brightest, warmest sun and the darkest, rainiest clouds sharing the sky. All day long you wonder, "Will it rain? Will it shine?" And that's what I was thinking then, while I was looking at Claire's face. Everything was there, but nothing was happening one way or the other. I couldn't hang around any longer to see what would win out, though, because I had something else to do.
- 14 I turned to Claire's little brother, who had his arm around his mama's leg, and I could see that he was scared of me. He thought I was a monster, just like I'd wanted him to.
- 15 "I'm sorry I scared you," I said. "I won't ever do it again. I promise."
- 16 And he just stared at me, too. If I didn't know better, I would have thought that this family's mouths were under repair.
- 17 It was too hard waiting there for those people to decide if they wanted to tell me something, and I wasn't quite sure I could stand to hear the words they might want to say anyway. So I turned back to the orchard and started home.
- 18 I braced myself for a DeLuna ambush from behind and decided that when Mama and Daddy found me, just holding on to a tiny sliver of life, my last words would be, "Turn the land into a park, teach Rufus some mouth-related manners, and make sure Lulu gets her treats. Please."
- 19 But I got to the property line without harm or hollering, and by the time I crossed it, I did feel better. Like my heart was heavier and lighter at the same time.

\* \* \*

- 20 Apologizing is like spring-cleaning. First of all, you don't want to do it. But there's something inside you, or somebody outside you who's standing there with her hands on her hips saying, "It's time to make things right around here," and there's no getting out of it.
- 21 Once you get started, though, you find out that you can't just clean out one room and be done with it; you have to do the whole house or you're tracking dirt from one place to the other. Well, it starts to seem like too, too much, and you want to quit more than Christmas. But there's that somebody or something telling you again, "Keep going. You're almost done. No quitting allowed."

Passage from *Ida B.* by Katherine Hannigan, text copyright © 2004 by Katherine Hannigan. Used by permission of HarperCollins Publishers.

**1. Part A**

Read the sentence from paragraph 1.

Rufus sat beside me for a while, hoping I'd be up to something more than misery.

What does the word **misery** mean as it is used in the sentence?

- Ⓐ confusion
- Ⓑ exhaustion
- Ⓒ nervousness
- Ⓓ unhappiness

**Part B**

Which detail from the story provides the **best** clue for the meaning of the word **misery**?

- Ⓐ “. . . waiting for nothing, with nothing I wanted to do.”
- Ⓑ “. . . tired of waiting and went off on his own . . .”
- Ⓒ “And right away, I knew what I had to do.”
- Ⓓ “No plans.”



**2. Part A**

How does the narrator’s apology to the neighbors contribute to the theme of the story?

- Ⓐ It shows that feelings of guilt will pass.
- Ⓑ It shows that it is best to admit to mistakes.
- Ⓒ It shows that it is difficult to understand how other people are feeling.
- Ⓓ It shows that it requires bravery to approach others who are angry.

**Part B**

Which detail from the story **best** supports the answer to Part A?

- Ⓐ “Yes, they might ambush me . . . .”
- Ⓑ “. . . because I was going to do the right thing.”
- Ⓒ “. . . I got to the property line without harm . . . .”
- Ⓓ “Like my heart was heavier and lighter . . . .”

**3. Part A**

In the passage from *Ida B*, how are the narrator and Claire similar?

- Ⓐ They both dislike quitting something before it is finished.
- Ⓑ Neither of them is good at apologizing when they are wrong.
- Ⓒ They are both unsure about what the other person will do.
- Ⓓ Neither of them is comfortable with being neighbors.

**Part B**

Choose **one** detail for the narrator and **one** detail for Claire that supports the comparison in Part A.

- Ⓐ "Yes, they might ambush me, and I might not come back in one piece."  
(paragraph 5)
- Ⓑ "I stopped just before I stepped onto the land that now belonged to the DeLunas . . . ." (paragraph 6)
- Ⓒ "And there was Claire straight ahead, looking at me, waiting for me."  
(paragraph 7)
- Ⓓ "'I'm sorry I scared you in the woods. I'm sorry I was mean to you.'"  
(paragraph 10)
- Ⓔ "Should I tell her about Mama and the trees and school and everything?"  
(paragraph 10)
- Ⓕ ". . . you have to do the whole house or you're tracking dirt from one place to the other." (paragraph 21)

Read the passage from the novel titled *Moon Over Manifest*. Then answer questions 4 through 6.

from *Moon Over Manifest*

by Clare Vanderpool

Santa Fe Railway

Southeast Kansas

May 27, 1936

- 1 The movement of the train rocked me like a lullaby. I closed my eyes to the dusty countryside and imagined the sign I knew only from stories. The one just outside of town with big blue letters: MANIFEST: A TOWN WITH A RICH PAST AND A BRIGHT FUTURE.
- 2 I thought about my daddy, Gideon Tucker. He does his best talking in stories, but in recent weeks, those had become few and far between. So on the occasion when he'd say to me, "Abilene, did I ever tell you 'bout the time. . .?" I'd get all quiet and listen real hard. Mostly he'd tell stories about Manifest, the town where he'd lived once upon a time.
- 3 His words drew pictures of brightly painted storefronts and bustling townfolk. Hearing Gideon tell about it was like sucking on butterscotch. Smooth and sweet. And when he'd go back to not saying much, I'd try recalling what it tasted like. Maybe that was how I found comfort then, even with him being so far away. By remembering the flavor of his words. But mostly, I could taste the sadness in his voice when he told me I couldn't stay with him for the summer while he worked a railroad job back in Iowa. Something had changed in him. It started the day I got a cut on my knee. It got bad and I got real sick with infection. The doctors said I was lucky to come out of it. But it was like Gideon had gotten a wound in him too. Only he didn't come out of it. And it was painful enough to make him send me away.
- 4 I reached into my satchel for the flour sack that held my few special things. A blue dress, two shiny dimes I'd earned collecting pop bottles, a letter from Gideon telling folks that I would be received by Pastor Howard at the Manifest depot, and my most special something, kept in a box lined with an old 1917 *Manifest Herald* newspaper: my daddy's compass.
- 5 In a gold case, it wore like a pocket watch, but inside was a compass showing every direction. Only problem was, a working compass always points north. This one, the arrow dangled and jiggled every which way. It wasn't even that

old. It had the compass maker's name and the date it was made on the inside. *St. Dizier, October 8, 1918*. Gideon had always planned to get it fixed, but when I was leaving, he said he didn't need it anyway, what with train tracks to guide him. Still, I liked imagining that the chain of that broken compass was long enough to stretch all the way back into his pocket, with him at one end and me at the other.

- 6 Smoothing out the yellowed newspaper for the thousandth time, I scanned the page, hoping to find some bit of news about or insight into my daddy. But there was only the same old "Hogs and Cattle" report on one side and a "Hattie Mae's News Auxiliary: Charter Edition" on the other, plus a couple of advertisements for Liberty Bonds and Billy Bump's Hair Tonic. I didn't know anything about Hattie Mae Harper, except what she wrote in her article, but I figured her newspaper column had protected Gideon's compass for some time, and for that I felt a sense of gratitude. I carefully placed the newspaper back in the box and stored the box in the satchel, but held on to the compass. I guess I needed to hold on to something.
- 7 The conductor came into the car, "Manifest, next stop."
- 8 The seven-forty-five evening train was going to be right on time. Conductors only gave a few minutes' notice, so I had to hurry. I shoved the compass into a side pocket of the satchel, then made my way to the back of the last car. Being a paying customer this time, with a full-fledged ticket, I didn't *have* to jump off, and I knew that the preacher would be waiting for me. But as anyone worth his salt knows, it's best to get a look at a place before it gets a look at you. I'd worn my overalls just for the occasion. Besides, it wouldn't be dark for another hour, so I'd have time to find my way around.
- 9 At the last car, I waited, listening the way I'd been taught—wait till the clack of the train wheels slows to the rhythm of your heartbeat. The trouble is my heart speeds up when I'm looking at the ground rushing by. Finally, I saw a grassy spot and jumped. The ground came quick and hard, but I landed and rolled as the train lumbered on without a thank-you or goodbye.
- 10 As I stood and brushed myself off, there was the sign not five feet in front of me. It was so weathered there was hardly a chip of blue paint to be found. And it looked to have been shot up so bad most of the words were gone. All that was left read MANIFEST: A TOWN WITH A PAST.

Excerpt from *Moon Over Manifest* by Clare Vanderpool, copyright © 2010 by Clare Vanderpool. Used by permission of Delacourte Press, an imprint of Random House Children's Books, a division of Random House LLC. All rights reserved.

4. **Part A**

What does the phrase **few and far between** mean as it is used in paragraph 2?

- Ⓐ less often
- Ⓑ less happy
- Ⓒ more distant
- Ⓓ harder to hear

**Part B**

Which detail from the story helps the reader understand the meaning of the phrase **few and far between**?

- Ⓐ “. . . does his best talking in stories . . .”
- Ⓑ “So on the occasion . . .”
- Ⓒ “. . . did I ever tell you . . .”
- Ⓓ “. . . where he’d lived once upon a time.”

**5. Part A**

Which pair of sentences provides the **best** summary of the story from *Moon Over Manifest*?

- Ⓐ A girl wonders about a town she will see for the first time. She decides to jump off the train to see it sooner.
- Ⓑ A girl lives with her father but must go on a train alone. Her father is upset because she had gotten very sick.
- Ⓒ A girl rides a train alone to go live in her father's hometown. She misses her father but is curious about her new home.
- Ⓓ A girl enjoys a train ride to a new home. She looks through the things she has brought with her and thinks about the past.

**Part B**

Which **two** sentences from the story **best** support the answer to Part A?

- Ⓐ "Maybe that was how I found comfort then, even with him being so far away."
- Ⓑ "It started the day I got a cut on my knee."
- Ⓒ "I reached into my satchel for the flour sack that held my few special things."
- Ⓓ "In a gold case, it wore like a pocket watch, but inside was a compass showing every direction."
- Ⓔ "But as anyone worth his salt knows, it's best to get a look at a place before it gets a look at you."
- Ⓕ "Finally, I saw a grassy spot and jumped."

**6. Part A**

In the story from *Moon Over Manifest*, how do paragraphs 2 and 3 contribute to the overall structure of the story?

- Ⓐ They compare the personalities of two characters.
- Ⓑ They describe the setting where the story takes place.
- Ⓒ They present a solution to the main conflict in the story.
- Ⓓ They establish the problem of the story.

**Part B**

Which detail from the story **best** supports the answer to Part A?

- Ⓐ “. . . I could taste the sadness in his voice when he told me I couldn’t stay with him . . . .”
- Ⓑ “. . . while he worked a railroad job back in Iowa.”
- Ⓒ “The doctors said I was lucky to come out of it.”
- Ⓓ “. . . a letter from Gideon telling folks that I would be received by Pastor Howard at the Manifest depot . . . .”











**Today you will research how penguins are rescued after a large oil spill. You will read three articles. As you review these sources, you will gather information and answer questions about the rescue of penguins so you can write an essay.**

Read the passage from the article by Lauren Tarshis titled “The Amazing Penguin Rescue.” Then answer questions 8 and 9.

## from “The Amazing Penguin Rescue”

by Lauren Tarshis

- 1 Imagine you are an African penguin living on an island in the middle of the South Atlantic Ocean. You live with tens of thousands of other penguins on a rocky beach. It’s a typical day there in June—cold and windy. The beach echoes with penguin noises, barks and honks and brays. Some of your fellow penguins fight for territory. Others cuddle with their mates and dote on their chicks.



“The Amazing Penguin Rescue” by Lauren Tarshis and map graphic from Storyworks’ April/May 2011 issue. Copyright © 2011 by Scholastic, Inc. Used by permission of Scholastic, Inc.

- 2 You’re hungry, so you head down to the water’s edge. You waddle on tiny feet, and your wings are too stubby for flying. But in the water, you can swim faster and dive deeper than any bird on Earth. As you plunge into the sea, your wings become powerful underwater propellers. You shoot through the water at 12 miles an hour, a black-and-white blur, snatching sardines from the surface,

swallowing them whole, then catching more. Your thick feathers protect you from the freezing water.

- 3 You stay in the sea for hours until your belly is full. Then you turn to head back to shore.
- 4 That’s when something goes wrong.
- 5 As you come to the surface for air, the water feels unfamiliar. It is thick, and it burns your eyes. You try to swim away, but suddenly your wings are too heavy to lift and you can barely propel yourself. Your body wobbles and rolls. You feel bitterly cold. You shiver and gasp for breath.
- 6 What you don’t know is that just hours ago, a cargo ship called *Treasure* hit a reef and split apart. As it sank, 1,300 tons of toxic crude oil gushed into the sea. Oil surrounds your breeding ground—the largest African penguin breeding ground in the world.
- 7 You are not the only penguin that has become soaked with the poisonous oil. Thousands of others have been trapped in the massive oil slick.
- 8 The impact of oil on a penguin (or any bird) is immediate and devastating. You are shivering because the oil has caused your layers of feathers to separate. Freezing water now lashes at your sensitive skin. Your eyes hurt because the oil has burned them. Your wings are heavy because they are coated with oil.
- 9 But your instinct for survival is strong. Somehow you struggle back to shore, fighting the waves and the current. The trip, usually effortless, is an agonizing ordeal. You manage to stagger onto the beach and back to your nest. You lick and peck at your feathers, desperate to clean them. Finally you give up. There is nothing to do but stand there, terrified, dazed, and silent.

### **Strange Creatures**

- 10 Then the beach is invaded by enormous creatures.
- 11 They are humans, but you don’t know that. You have never seen a human before. These men and women know what you don’t: that this oil spill is a catastrophe for you and your species. Some of them have devoted their lives to helping birds like you, birds caught in oil spills and other human-made disasters. They have helped with bird rescues around the world. All they care about is saving your life.
- 12 But how could you know this?
- 13 As the humans swarm the beach, you are overcome with panic. A man catches you. You lash out viciously with your powerful jaws and razor-sharp beak. You bite his arm, ripping his skin through the fabric of his thick coat. He doesn’t let

go. You strike again, biting his leg, inflicting a wound that will leave a scar for the rest of his life. But he cares more about you than himself. All across the beach, dozens of people are capturing penguins, enduring excruciating bites and wing slaps as they load you and the other penguins into crates. It is painful, exhausting work. The sight of all of these scared and injured penguins is heartbreaking to the humans. Some—grown men and women—fight tears.

- 14 But they don't give up. Tens of thousands of penguins are in danger. And they intend to save every single one.
- 15 Ten miles from the island, outside the city of Cape Town, a team of workers and volunteers has transformed a warehouse into a penguin rescue center. They have worked with astonishing speed. The warehouse holds hundreds of round enclosures, each large enough for 100 penguins. There are additional areas where penguins will be washed. One room is filled with ten tons of frozen fish, the amount needed daily to feed the penguins. Acquiring this enormous quantity of fish every day will be one of the workers' great challenges.
- 16 Actually, everything is a challenge. Simply getting one penguin to eat is a monumental task. In the wild, penguins hunt for sardines and gobble them up while they are still alive and wriggling. These penguins won't accept the dead fish offered by human hands; workers have to force-feed them. They must restrain a penguin, pry its beak open, and shove the fish down its throat. Feeding one penguin can take an hour. Feeding all of the penguins takes an army of workers 15 hours.
- 17 And then there is the smell that fills the warehouse—a combination of penguin droppings, dead sardines, and human sweat. It is a stench so powerful that many people throw up when they first arrive.
- 18 But not even the smell keeps people away.
- 19 As news of the rescue effort spreads, hundreds, and then thousands, of volunteers flock to the warehouse, eager to help. They are a diverse group, including rich women from fancy neighborhoods and poor teenagers from Cape Town's streets. Some have experience helping wildlife; some have never even owned a pet. All of them have one thing in common: a mission to save as many penguins as possible.

"The Amazing Penguin Rescue" by Lauren Tarshis and map graphic from Storyworks April/May 2011 Issue. Copyright © 2011 by Scholastic, Inc. Used by permission of Scholastic, Inc.

**8. Part A**

What does the word **transformed** mean as it is used in paragraph 15 of the article by Lauren Tarshis?

- Ⓐ finished quickly
- Ⓑ divided into areas
- Ⓒ completed without fees
- Ⓓ changed greatly in purpose

**Part B**

Which detail from the article **best** supports the answer to Part A?

- Ⓐ “. . . a team of workers and volunteers . . .”
- Ⓑ “. . . a warehouse into a penguin rescue center.”
- Ⓒ “. . . worked with astonishing speed.”
- Ⓓ “. . . holds hundreds of round enclosures . . .”

**9. Part A**

What are **two** main ideas of the article by Lauren Tarshis?

- Ⓐ Oil spills can spread quickly.
- Ⓑ Penguins are good swimmers.
- Ⓒ Oil spills are a great threat to penguins.
- Ⓓ Penguins take good care of their young.
- Ⓔ Penguins are interesting animals to watch.
- Ⓕ People work hard to help the penguins get better.

**Part B**

Which **two** sentences from the article **best** support the answer to Part A?

- Ⓐ "Others cuddle with their mates and dote on their chicks."
- Ⓑ "As you plunge into the sea, your wings become powerful underwater propellers."
- Ⓒ "You are not the only penguin that has become soaked with the poisonous oil."
- Ⓓ "The impact of oil on a penguin (or any bird) is immediate and devastating."
- Ⓔ "In the wild, penguins hunt for sardines and gobble them up while they are still alive and wriggling."
- Ⓕ "All of them have one thing in common: a mission to save as many penguins as possible."



Read the article by Dyan deNapoli titled “The Amazing Penguin Rescue.” Then answer questions 10 through 12.

## The Amazing Penguin Rescue

by Dyan deNapoli



Photograph of oil-soaked African Penguin, Cape Town, South Africa (Image Id: 00062903035), copyright © by AP Photo/IFAW, John Hrusa. Used by permission

- 1 The summer of 2000, I had just finished my rounds tending to the New England Aquarium’s 60 penguins when I got an urgent call from South Africa. The manager of SANCCOB, a seabird rescue center in Cape Town, was on the line. The region’s penguins were in trouble. The cargo ship *MV Treasure* had sunk off the coast of Cape Town, creating an oil spill. Thirteen hundred tons of fuel oil were flowing near Robben Island, right in the middle of the African penguins’ primary habitat. In a matter of days, thick, toxic liquid had covered

about 20,000 penguins. Without swift help, the seabirds would have no chance for survival.



Photograph of penguins in holding pool (Image Id: 00062802671), copyright © by AP Photo/Obed Zilwa. Used by permission.

- 2 SANCCOB had launched a massive rescue operation for the oiled penguins. Volunteers were showing up by the thousands, but they had no experience. The center needed penguin keepers to train the volunteers. Would I help?
- 3 Two days later, I boarded a plane to South Africa. I was about to take part in what would become the largest animal rescue operation ever attempted.

### **A Startling Silence**

- 4 Just outside Cape Town, a large warehouse had been turned into a rescue center for the oiled penguins. The rescuers had set up makeshift pools, which held about 100 oiled birds each. Hundreds of pools covered the floor.
- 5 When I first walked into the building, I couldn't believe my ears. Normally, African penguins are vocal birds. I expected to walk in to a chorus of honking and squawking. Instead, the center sounded like a library. Only the hushed voices of people could be heard. The penguins were dead silent.
- 6 I felt overwhelmed. My heart ached for the distressed birds. Cleaning them all seemed like an impossible task. But we had to carry on like doctors in an emergency room. There was no time for doubt.

### **Bird Bath**

- 7 Cleaning oil off a penguin isn't easy. It takes two people—one to hold the penguin, another to do the washing. The bird is sprayed with a degreaser and scrubbed with warm, soapy water. Delicate areas around the face must be

brushed with a toothbrush. Then the bird gets rinsed under a hose. The whole process takes about an hour. Even with more than 12,500 volunteers, it took a month to bathe all 20,000 birds at the center.



Photograph of penguins being released after rescue (Image Id: 00072102471), copyright © by AP Photo/Jon Hrusa. Used by permission.

### **The Spreading Spill**

- 8 While workers bathed penguins at the rescue center, another crisis was developing. Oil from the spill had started moving north toward Dassen Island. Tens of thousands of penguins were in the oil's path. But we already had our hands full with 20,000 recovering birds. Supplies were running low. If any more birds were oiled, we wouldn't have enough resources to save them.
- 9 One researcher came up with an idea: What if the Dassen penguins were temporarily moved out of harm's way? The method had never been tried before. Experts decided to give it a chance. Workers rounded up a large number of the penguins on Dassen Island and released them near Port Elizabeth, 500 miles away. The hope was that by the time the seabirds swam home, the oil would be gone. The plan worked! Another 20,000 penguins were saved.

### **Amazing Rescue**

- 10 The entire penguin rescue operation took about three months. In the end, more than 90 percent of the oiled penguins were successfully returned to the wild. In a previous large-scale penguin rescue, only half of the oiled birds survived. We could hardly believe that our efforts worked!
- 11 But for me, the most inspiring part was the work of the volunteers. Rescuing penguins isn't glamorous. The stench of the rescue center—a mix of penguin droppings and dead fish—made people feel sick. The scratches and bites of

terrified birds covered volunteers' arms. As the Penguin Lady, I'm used to facing such hazards to care for the animals I love. What I didn't realize was how many other people care for penguins too.

"The Amazing Penguin Rescue" by Dyan de Napoli as told to Natalie Smith from SuperScience Magazine's January 2012 issue. Copyright © 2012 by Scholastic Inc. Used by permission of Scholastic, Inc

**10. Part A**

Read the sentence from paragraph 5 of the article by Dyan deNapoli.

Normally, African penguins are vocal birds.

What does the word **vocal** mean as it is used in the sentence?

- Ⓐ shy
- Ⓑ fearful
- Ⓒ noisy
- Ⓓ challenging

**Part B**

Which sentence from the article **best** helps the reader understand the meaning of **vocal** in Part A?

- Ⓐ "I expected to walk in to a chorus of honking and squawking."
- Ⓑ "Only the hushed voices of people could be heard."
- Ⓒ "I felt overwhelmed."
- Ⓓ "My heart ached for the distressed birds."



**11. Part A**

Select the **best** summary of the article by Dyan deNapoli.

- Ⓐ A large oil spill in the water near Cape Town endangered the lives of a nearby penguin population. Despite their efforts, rescuers quickly realized that the penguins needed more care than they could provide.
- Ⓑ A large oil spill in the water near Cape Town threatened the penguins who lived on a nearby island. Experts spent months caring for the injured birds, but many were unable to be released back into the wild.
- Ⓒ A large oil spill in the water near Cape Town placed a nearby penguin population in danger. Thousands of rescuers worked together to help the penguins and eventually returned them to their home.
- Ⓓ A large oil spill in the water near Cape Town threatened the lives of penguins living nearby. Experts trained the many people who volunteered to help the penguins.

**Part B**

Which **two** quotations from the article **best** support the answer to Part A?

- Ⓐ "The region's penguins were in trouble."
- Ⓑ "The center needed penguin keepers to train the volunteers."
- Ⓒ "But we already had our hands full with 20,000 recovering birds."
- Ⓓ "If any more birds were oiled, we wouldn't have enough resources to save them."
- Ⓔ "In the end, more than 90 percent of the oiled penguins were successfully returned to the wild."
- Ⓕ "In a previous large-scale penguin rescue, only half of the oiled birds survived."

**12. Part A**

How does the author, Dyan deNapoli, support the idea that cleaning the penguins was a difficult task?

- Ⓐ by providing a comparison of two ways to clean penguins
- Ⓑ by providing a description of the steps for cleaning penguins
- Ⓒ by providing a quotation from someone who cleaned penguins
- Ⓓ by providing an explanation of why oil must be cleaned from penguins

**Part B**

Which paragraph in the article by Dyan deNapoli **best** supports the answer to Part A?

- Ⓐ paragraph 1
- Ⓑ paragraph 6
- Ⓒ paragraph 7
- Ⓓ paragraph 9

Refer to the article by Lauren Tarshis titled “The Amazing Penguin Rescue” and the article by Dyan deNapoli titled “The Amazing Penguin Rescue.” Then answer questions 13 and 14.

### 13. Part A

Which sentence **best** states a difference between how information is presented in the article by Lauren Tarshis and how information is presented in the article by Dyan deNapoli?

- Ⓐ The article by Tarshis puts the reader in the role of a penguin affected by an oil spill event, while the article by deNapoli tells how a person was affected by an oil spill event.
- Ⓑ The article by Tarshis focuses on statistics to provide more information about an oil spill event, while the article by deNapoli shares the emotional effects on rescuers after an oil spill event.
- Ⓒ The article by Tarshis tells about the cause of an oil spill event, while the article by deNapoli highlights the process used to clean the penguins affected by an oil spill event.
- Ⓓ The article by Tarshis offers details about the experience of the rescuers who assist after an oil spill event, while the article by deNapoli discusses the causes of an oil spill event.

### Part B

Select **two** details from the articles that support the answer to Part A. Select one detail from the article by Lauren Tarshis and one detail from the article by Dyan deNapoli.

- Ⓐ “As it sank, 1,300 tons of toxic crude oil gushed into the sea.” (from the article by Tarshis)
- Ⓑ “You are not the only penguin that has become soaked with the poisonous oil.” (from the article by Tarshis)
- Ⓒ “And they intend to save every single one.” (from the article by Tarshis)
- Ⓓ “I was about to take part in what would become the largest animal rescue operation ever attempted.” (from the article by deNapoli)
- Ⓔ “The rescuers had set up makeshift pools, which held about 100 oiled birds each.” (from the article by deNapoli)
- Ⓕ “It takes two people—one to hold the penguin, another to do the washing.” (from the article by deNapoli)



**14. Part A**

Which phrase **best** describes both the workers in the article by Lauren Tarshis and the volunteers in the article by Dyan deNapoli?

- Ⓐ ready to save as many birds as possible
- Ⓑ concerned about slipping on the oil slick rocks
- Ⓒ hopeful that more rescuers will arrive to help
- Ⓓ angry because of the carelessness of humans

**Part B**

Select **one** detail from the article by Lauren Tarshis and **one** detail from the article by Dyan deNapoli that **best** support the answer to Part A.

- Ⓐ "These men and women know what you don't: that this oil spill is a catastrophe for you and your species." (article by Lauren Tarshis)
- Ⓑ "The sight of all of these scared and injured penguins is heartbreaking to the humans." (article by Lauren Tarshis)
- Ⓒ "As news of the rescue effort spreads, hundreds, and then thousands, of volunteers flock to the warehouse, eager to help." (article by Lauren Tarshis)
- Ⓓ "Volunteers were showing up by the thousands, but they had no experience." (article by Dyan deNapoli)
- Ⓔ "But we already had our hands full with 20,000 recovering birds." (article by Dyan deNapoli)
- Ⓕ "As the Penguin Lady, I'm used to facing such hazards to care for the animals I love." (article by Dyan deNapoli)

Read the article “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic.” Then answer question 15.

## Update on Penguin Rescue Efforts from Oil Spill in South Atlantic

- 1 This is a follow-up to an earlier diary about the threat posed by oil spilled by a freighter that broke up off Nightingale Island, home to approximately half of the world’s endangered Northern Rockhopper penguin population.
- 2 Here is a brief recap of key events. On March 16, for reasons no one has been able to determine, a fully loaded freighter containing soybeans slammed into the rocks off Nightingale Island in the Tristan da Cunha archipelago (a World Heritage site) in the south Atlantic. The freighter broke in half and sank, dumping at least 1500 tons of fuel oil in the seas, which formed a heavy oil slick around the island, threatening marine life. The penguins attracted the most attention as they are critically endangered. Because of the remote location, it took wildlife rescue teams nearly a week to reach the island by boat and set up operations. Wildlife biologists estimate that half of the 20,000 penguin colony have had some exposure to the oil and over 300 oiled penguins have already died.
- 3 Thanks to outreach and updates by marine biologist David Guggenheim, the difficult wildlife rescue operation is starting to get broader attention by NGOs<sup>1</sup> and the media. CNN has finally covered the story.
- 4 This tragedy has been filled with unsung acts of heroism large and small. I want to sing their praises.
- 5 Shortly after the freighter ran aground, the cruise ship Prince Albert and fishing vessel Edinburgh responded to the distress signal and assisted in the difficult task of evacuating the 22 crew members of the MS Oliva (Valetta) before it broke apart and sank. A rescue team from the Prince Albert used small pontoon vessels to reach the stricken ship, navigating rough seas and rocks in the process. The crew members were brought to the Edinburgh, which was small enough to dock on the island.
- 6 The residents of the island and the wildlife rescue teams have been working around the clock to save the penguins and other marine animals affected by

<sup>1</sup>NGOs—nongovernmental organizations

the oil. There are four major tasks required to save the penguin colony and other affected wildlife.

- 7 (1) Locate and retrieve oiled animals. This means using small boats in heavy seas to find the animals in the water, on rocks, and in remote coves. While plucking the penguins from the water is relatively easy, getting to the animals on sea-splashed and oil-covered rocks is quite another matter.
- 8 At last report, over 3000 oiled penguins have been rescued, along with sea birds and seals.
- 9 (2) Treat the affected animals as quickly as possible to reduce ingestion of oil. This requires washing the feathers with detergent to remove oil and then coaxing them to drink fluids, vitamins and charcoal to absorb ingested oil. It is a labor of love that means working every waking hour for the residents and several dozen wildlife rescue specialists.
- 10 Once treated the less severely affected penguins are taken to the island's swimming pool, which has been emptied, partially filled with fresh water, and cleaned frequently.
- 11 The more severely affected penguins and other sea birds are being taken to warehouses and specially built sheds. These animals require more care and observation. They also must be kept warm with heaters or infrared bulbs to prevent pneumonia. The freighter crew has been spending their time building the pens and rehabilitation sheds.



Tina Glass Tristan da Cunha Photo  
Portfolio [www.tristandc.com](http://www.tristandc.com)

- 12 (3) Pen and house the rest of colony to prevent exposure to oil. With molting season ending, the penguins' instinct is to head for the seas to forage for food.
- 13 (4) Feed the entire colony of 20,000 penguins. A large fishing vessel has been working continuously since the crisis began to fish for the penguins. The seas have been particularly rough and island residents have emptied their freezers to feed the birds. By the way, fishing is the primary occupation among residents. When they donate the contents of their freezers, they are emptying their own larders<sup>2</sup> and wallets.

<sup>2</sup>larders—pantry

"Update on Penguin Rescue Efforts from Oil Spill in South Atlantic" — Public Domain

**15. Part A**

What is the meaning of **ingestion** as it is used in paragraph 9 of the article "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic"?

- Ⓐ removing from a protective covering
- Ⓑ taking something into the body
- Ⓒ working hard at a difficult task
- Ⓓ sticking tightly to a surface

**Part B**

Which phrase from paragraph 9 helps the reader understand the meaning of **ingestion**?

- Ⓐ "Treat the affected animals as quickly as possible . . . ."
- Ⓑ ". . .washing the feathers with detergent . . ."
- Ⓒ "It is a labor of love . . . ."
- Ⓓ ". . .to drink fluids, vitamins and charcoal . . ."

Refer to the article by Dyan deNapoli titled “The Amazing Penguin Rescue” and the article “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic.” Then answer question 16.

**16. Part A**

Which statement **best** describes a major difference between the structure of the articles “The Amazing Penguin Rescue” by Dyan deNapoli and “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic”?

- Ⓐ “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” compares and contrasts many ways people can help rescue penguins, while the article by deNapoli focuses on only one part of the rescue process.
- Ⓑ “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” is mainly a chronological account of the oil spill itself, while the article by deNapoli focuses on the causes and effects of the oil spill.
- Ⓒ “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” presents facts to support an argument in favor of helping penguins, while the article by deNapoli is focused mostly on opinion and emotions related to the oil spill.
- Ⓓ “Update on Penguin Rescue Efforts from Oil Spill in South Atlantic” provides the main steps in the process of the rescue effort, while the article by deNapoli is a firsthand account of one person’s experience.

**Part B**

Choose **two** pieces of evidence, one from each article, that support the answer in Part A.

- Ⓐ "The cargo ship MV Treasure had sunk off the coast of Cape Town, creating an oil spill." ("The Amazing Penguin Rescue" by Dyan deNapoli)
- Ⓑ "The rescuers had set up makeshift pools, which held about 100 oiled birds each." ("The Amazing Penguin Rescue" by Dyan deNapoli)
- Ⓒ "But for me, the most inspiring part was the work of the volunteers." ("The Amazing Penguin Rescue" by Dyan deNapoli)
- Ⓓ "The penguins attracted the most attention as they are critically endangered." ("Update on Penguin Rescue Efforts from Oil Spill in South Atlantic")
- Ⓔ "The crew members were brought to the Edinburgh, which was small enough to dock on the island." ("Update on Penguin Rescue Efforts from Oil Spill in South Atlantic")
- Ⓕ "There are four major tasks required to save the penguin colony and other affected wildlife." ("Update on Penguin Rescue Efforts from Oil Spill in South Atlantic")











**Today you will read a passage titled “The Growin’ of Paul Bunyan.” As you read, pay close attention to the characters’ thoughts. This will help you answer questions and prepare you to write a narrative story.**

Read the passage from the story “The Growin’ of Paul Bunyan.” Then answer questions 18 through 23.

from “The Growin’ of Paul Bunyan”

by William J. Brooke

- 1 *Paul Bunyan finds Johnny Appleseed after Paul chops down all the trees Johnny has planted for six days.*
- 2 Starin’ out at the orange sun, Johnny asks, “Are they all gone?” Paul looks back over his shoulder an’ allows as how they are. Paul waits for Johnny to say somethin’ else, but he just keeps starin’, so Paul says, “It took you six days to plant `em an’ it took me only three days to chop `em down. Pretty good, huh?”
- 3 Johnny looks up an’ smiles sadly. “It’s always easier to chop somethin’ down than to make it grow.” Then he goes back to starin’.
- 4 Now that rankles Paul. When he beats somebody fair an’ square, he expects that someone to admit it like a man. “What’s so hard about growin’ a tree anyway?” he grumps. “You just stick it in the ground an’ the seed does all the work.”
- 5 Johnny reaches way down in the bottom o’ his bag an’ holds out a seed. “It’s the last one,” he says. “All the rest o’ my dreams is so much kindlin’ wood, so why don’t you take this an’ see if it’s so easy to make it grow.”
- 6 Paul hems an’ haws, but he sees as how he has to make good on his word. So he takes the little bitty seed an’ pushes it down in the ground with the tip o’ one fingernail. He pats the soil around it real nice, like he seen Johnny do. Then he sits down to wait as the sun sets.
- 7 “I’m not as fast as you at this,” Paul says, “but you’ve had more practice. An’ I’m sure my tree will be just as good as any o’ yours.”
- 8 “Not if it dies o’ thirst,” says Johnny’s voice out o’ the dark.
- 9 Paul hasn’t thought about that. So when the moon comes up, he heads back to a stream he passed about two hunnert miles back. But he don’t have nothin’ to

carry water in, so he scoops up a double handful an' runs as fast as he can with the water slippin' betwixt his fingers. When he gets back, he's got about two drops left.

- 10 "Guess I'll have to get more water," he says, a mite winded.
- 11 "Don't matter," says Johnny's voice, "if the rabbits get the seed."
- 12 An' there in the moonlight, Paul sees all the little cottontails hoppin' around an' scratchin' at the ground. Not wishin' to hurt any of 'em, he picks 'em up, one at a time, an' moves 'em away, but they keep hoppin' back. So, seein' as how he still needs water, he grabs 'em all up an' runs back to the stream, sets the rabbits down, grabs up the water, runs back, flicks two more drops on the spot, pushes away the new batch o' rabbits movin' in, an' tries to catch his breath.
- 13 "Just a little more water an' a few less rabbits an' it'll be fine," Paul says between gasps.
- 14 Out o' the dark comes Johnny's voice. "Don't matter, if the frost gets it."
- 15 Paul feels the cold ground an' he feels the moisture freezin' on his hands. So he gets down on his knees an' he folds his hands around that little spot o' dirt an', gentle as he can, breathes his warm breath onto that tiny little seed. Time passes and the rabbits gather round to enjoy the warmth an' scratch their soft little backs up against those big calloused hands. As the night wears on, Paul falls into a sleep, but his hands never stop cuppin' that little bit o' life.
- 16 Sometime long after moonset, the voice o' Johnny Appleseed comes driftin' soft out o' the dark an' says, "Nothin's enough if you don't care enough."
- 17 Paul wakes up with the sun. He sets up an' stretches an' for a minute he can't remember where he is. Then he looks down an' he gives a whoop. 'Cause he sees a little tiny bit o' green pokin' up through the grains o' dirt. "Hey, Johnny," he yells, "look at this!" But Johnny Appleseed is gone, slipped away in the night. Paul is upset for a minute, then he realizes he don't need to brag to anybody, that that little slip o' green is all the happiness he needs right now.

Excerpt from "The Growin' of Paul Bunyan" from *A Telling of the Tales* by William J. Brooke, text copyright © 1990 by William J. Brooke. Used by permission of HarperCollins Publishers.

**18. Part A**

Read the sentence from paragraph 4.

Now that rankles Paul.

What does the word **rankles** mean as it is used in the sentence?

- Ⓐ discourages
- Ⓑ frightens
- Ⓒ worries
- Ⓓ angers

**Part B**

Which words from paragraph 4 **best** support the answer to Part A?

- Ⓐ "fair an' square"
- Ⓑ "admit it"
- Ⓒ "like a man"
- Ⓓ "he grumps"

**19. Part A**

Which statement explains how Paul responds to Johnny's challenge of turning a seed into a tree?

- Ⓐ Paul is sad that Johnny misses the trees and wants him to feel better.
- Ⓑ Paul is annoyed and wants to prove to Johnny that growing a tree is easy to do.
- Ⓒ Paul is proud that he has cut down the trees and is surprised that Johnny is unhappy.
- Ⓓ Paul is angry and wants to demonstrate to Johnny that he does not care about growing trees.

**Part B**

Which detail from the story supports the answer to Part A?

- Ⓐ "What's so hard about growin' a tree anyway?"
- Ⓑ "Paul hems an' haws, but he sees as how he has to make good on his word."
- Ⓒ "Not wishin' to hurt any of `em, he picks `em up, one at a time . . . ."
- Ⓓ "Paul is upset for a minute, then he realizes he don't need to brag to anybody . . . ."

**20. Part A**

At the beginning of the story, how is Johnny's view about his trees different from Paul's?

- Ⓐ Johnny views his trees as food for the rabbits while Paul views them as useful in his work.
- Ⓑ Johnny views his trees as the result of hard work while Paul views them as objects to win a contest.
- Ⓒ Johnny views his trees as needing his protection while Paul views them as needing too much care.
- Ⓓ Johnny views his trees as friends that he needs to take care of while Paul views them as something to brag about.

**Part B**

Choose **two** details, one for Johnny and one for Paul, that support the answer to Part A.

- Ⓐ "It took you six days to plant 'em an' it took me only three days to chop 'em down."
- Ⓑ "It's always easier to chop somethin' down than to make it grow."
- Ⓒ "Johnny reaches way down in the bottom o' his bag an' holds out a seed."
- Ⓓ "So he takes the little bitty seed an' pushes it down in the ground with the tip o' one fingernail."
- Ⓔ "He pats the soil around it real nice, like he seen Johnny do."
- Ⓕ "Don't matter," says Johnny's voice, 'if the rabbits get the seed."



**21. Part A**

How do paragraphs 9, 12, and 15 contribute to the overall structure of the story?

- Ⓐ They include a series of events that challenge the characters.
- Ⓑ They provide details that explain the importance of the setting to the characters.
- Ⓒ They identify the source of the conflict between the characters.
- Ⓓ They describe the process by which one of the characters learns a lesson.

**Part B**

Which paragraph **best** supports the answer to Part A?

- Ⓐ paragraph 8
- Ⓑ paragraph 11
- Ⓒ paragraph 14
- Ⓓ paragraph 16

**22. Part A**

How does the narrator's point of view **most** influence how the events are described in the passage from "The Growin' of Paul Bunyan"?

- Ⓐ It reveals Paul's actions while he cares for the seed.
- Ⓑ It shows Paul's past experience with planting.
- Ⓒ It shows Paul's reasons for chopping down trees.
- Ⓓ It reveals Paul's relationship with Johnny.

**Part B**

Which detail from the passage supports the answer to Part A?

- Ⓐ "It's always easier to chop somethin' down than to make it grow."
- Ⓑ "What's so hard about growin' a tree anyway?"
- Ⓒ "So he gets down on his knees an' he folds his hands around that little spot o' dirt an', gentle as he can, breathes his warm breath onto that tiny little seed."
- Ⓓ "Paul is upset for a minute, then he realizes he don't need to brag to anybody, that that little slip o' green is all the happiness he needs right now."











**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**

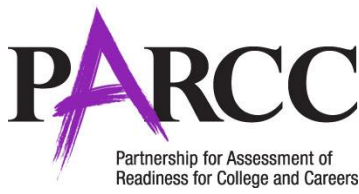






**5 - ELA**





**PARCC Paper PBA Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 6**

<b>Items 1-7</b>		
<b>Task:</b> Literary Analysis (LAT)		
<b>Passage 1:</b> from <i>Boy's Life</i> by Robert McCammon		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> A	RL1; RL4
2	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RL1; RL5
3	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> C and D	RL1; RL3
<b>Passage 2:</b> "Emancipation: A Life Fable" by Kate Chopin		
4	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RL1; RL4
5	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RL1; RL5
6	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RL1; RL2
<b>Passage 1:</b> from <i>Boy's Life</i> by Robert McCammon and <b>Passage 2:</b> "Emancipation: A Life Fable" by Kate Chopin		
7	<b>Item Type:</b> PCR Refer to Grade 6-11 Scoring Rubric	RL1; RL9; W2; W4-10
<b>Items 8-17</b>		
<b>Task:</b> Research Simulation (RST)		
<b>Passage 1:</b> "The Stripes Will Survive" by Jacqueline Adams		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
8	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RI1; L4; RI4
9	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B, C, G	RI1; RI2; RI3
10	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> D	RI1; RI6
<b>Passage 2:</b> "The Zoos Go Wild" from <i>No More Dodos</i> by Nicholas Nirgiotis and Theodore Nirgiotis		
11	<b>Item Type:</b> EBSR <b>Part A:</b> D	RI1; L4

	<b>Part B: B</b>	
12	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B</b>	RI1; RI3
<b>Passage 1:</b> “The Stripes will Survive” by Jacqueline Adams and <b>Passage 2:</b> “The Zoos Go Wild” from <i>No More Dodos</i> by Nicholas Nirgiotis and Theodore Nirgiotis		
13	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: B, F</b>	RI1; RI2; RI9
<b>Passage 3:</b> from “Our Beautiful Macaws and Why They Need Enrichment” by Alicia Powers		
14	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RI1; RI4
<b>Passage 1:</b> “The Stripes will Survive” by Jacqueline Adams and <b>Passage 3:</b> from “Our Beautiful Macaws and Why They Need Enrichment” by Alicia Powers		
15	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A, E</b>	RI1; RI2; RI3
<b>Passage 3:</b> from “Our Beautiful Macaws and Why They Need Enrichment” by Alicia Powers		
16	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A</b>	RI1; RI6
<b>Passage 1:</b> “The Stripes Will Survive” by Jacqueline Adams, <b>Passage 2:</b> “The Zoos Go Wild” from <i>No More Dodos</i> by Nicholas Nirgiotis and Theodore Nirgiotis, and <b>Passage 3:</b> “Behind the Scenes at the National Zoo’s Lion Cub” (video)		
17	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	RI1; RI8; RI9; W2; W4-10
<b>Items 18-23</b>		
<b>Task:</b> Narrative (NWT)		
<b>Passage:</b> from <i>Magic Elizabeth</i> by Norma Kassirer		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
18	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B</b>	RL1; RL2
19	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RL1; RL5
20	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D and F</b>	RL1; RL3
21	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: A</b>	RL1; RL5
22	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RL1; RL5
23	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	W3-10



**Grade 6**  
English Language Arts/Literacy  
Practice Test

**A**

**Student Name** \_\_\_\_\_

**School Name** \_\_\_\_\_

**District Name/LEA** \_\_\_\_\_

**B**

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**School Use Only**

**F State Student Identifier**

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G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
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L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
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P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
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S	S	S	S	S	S	S	S	S	S
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**C**

Place the Student ID Label Here

**D Gender**

Female  Male

**E Date of Birth**

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**Directions:**

Today, you will be taking the Grade 6 English Language Arts/Literacy Practice Test.

Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your test booklet. Do not make any stray marks in the test booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as follows:

(A) ● (C) (D) (E) (F) (G)

To answer a question that asks you to pick more than one answer, fill in the circles as follows:

(A) ● (C) ● ● (F) (G)

Some questions will ask you to provide a written response to the passages you have read. You may plan your response using scratch paper. Be sure to write your response in the box provided in your test booklet. Crossed-out work, writing that falls outside of the box, or work on scratch paper will not be scored.

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

**Today, you will read and think about the passage from the novel titled *Boy’s Life* and the fable “Emancipation: A Life Fable.” As you read these texts, you will gather information and answer questions about comparing themes and topics so you can write an essay.**

Read the passage from the novel titled *Boy’s Life*. Then answer questions 1 through 3.

from *Boy’s Life*

by Robert McCammon

- 1 TICK . . . TICK . . . TICK.
- 2 In spite of what the calendar says, I have always counted the last day of school as the first day of summer. The sun had grown steadily hotter and hung longer in the sky, the earth had greened and the sky had cleared of all but the fleeci-est of clouds, the heat panted for attention like a dog who knows his day is coming, the baseball field had been mowed and white-lined and the swimming pool newly painted and filled, and as our homeroom teacher, Mrs. Selma Neville, intoned about what a good year this had been and how much we’d learned, we students who had passed through the ordeal of final exams sat with one eye fixed to the clock.
- 3 *Tick . . . tick . . . tick.*
- 4 Have mercy.
- 5 The world was out there, waiting beyond the square metal-rimmed windows. What adventures my friends and I would find this summer of 1964, I had no way of knowing, but I did know that summer’s days were long and lazy, and when the sun finally gave up its hold on the sky the cicadas sang and the lightning bugs whirled their dance and there was no homework to be done and oh, it was a wonderful time. I had passed my math exam, and escaped—with a C-minus average, if truth must be known—the snarling trap of summer school. . . .
- 6 *Tick . . . tick . . . tick.*
- 7 Time, the king of cruelty.
- 8 From the hallway we heard a stirring and rustling, followed by laughter and shouts of pure, bubbling joy. Some other teacher had decided to let her class

go early. My insides quaked at the injustice of it. Still, Mrs. Neville, who wore a hearing aid and had orange hair though she was at least sixty years old, talked on, as if there were no noise of escape beyond the door at all. It hit me, then; she didn't want to let us go. She wanted to hold us as long as she possibly could, not out of sheer teacher spite but maybe because she didn't have anybody to go home to, and summer alone is no summer at all.

9 "I hope you boys and girls remember to use the library during recess." Mrs. Neville was speaking in her kindly voice right now, but when she was upset she could spit sparks. . . . "You mustn't stop reading just because school is out. Your minds are made to be used. So don't forget how to think by the time September comes around a—"

10 *RINGGGGGGG!*

11 We all jumped up, like parts of the same squirming insect.

12 "One moment," Mrs. Neville said. "One moment. You're not excused yet."

13 Oh, this was torture! Mrs. Neville, I thought at that instant, must have had a secret life in which she tore the wings off flies.

14 "You will leave my room," she announced, "like young ladies and gentlemen. In single file, by rows. Mr. Alcott, you may lead the way."

15 Well, at least we were moving. But then, as the classroom emptied and I could hear the wild hollering echoing along the hallway, Mrs. Neville said, "Cory Mackenson? Step to my desk, please."

16 I did, under silent protest. Mrs. Neville offered me a smile from a mouth that looked like a red-rimmed string bag. "Now, aren't you glad you decided to apply yourself to your math?" she asked.

17 "Yes ma'am." . . .

18 The classroom was empty. I could hear the echoes fading. I smelled chalk dust, lunchroom chili, and pencil-sharpener shavings; the ghosts were already beginning to gather.

19 "You enjoy writing, don't you?" Mrs. Neville asked me, peering over her bifocals.

20 "I guess."

21 "You wrote the best essays in class and you made the highest grade in spelling. I was wondering if you were going to enter the contest this year."

22 "The contest?"



- 23 “The writing contest,” she said. “You know. The Arts Council sponsors it every August.”
- 24 I hadn’t thought about it. The Arts Council, headed by Mr. Grover Dean and Mrs. Evelyn Prathmore, sponsored an essay and story-writing contest. The winners got a plaque and were expected to read their entries during a luncheon at the library. I shrugged. Stories about ghosts, cowboys, detectives, and monsters from outer space didn’t seem much like contest-winning material; it was just something I did for me.
- 25 “You should consider it,” Mrs. Neville continued. “You have a way with words.”
- 26 I shrugged again. Having your teacher talk to you like a regular person is a disconcerting feeling.
- 27 “Have a good summer,” Mrs. Neville said, and I realized suddenly that I was free.
- 28 My heart was a frog leaping out of murky water into clear sunlight. I said, “Thanks!” and I ran for the door. Before I got out, though, I looked back at Mrs. Neville. She sat at a desk with no papers on it that needed grading, no books holding lessons that needed to be taught. . . . Mrs. Neville stared out at the room of empty desks, carved with the initials of generations who had passed through this place like a tide rolling into the future. Mrs. Neville suddenly looked awfully old.
- 29 “Have a good summer, Mrs. Neville!” I told her from the doorway.
- 30 “Good-bye,” she said, and she smiled.
- 31 I ran out along the corridor, my arms unencumbered by books, my mind unencumbered by facts and figures, quotations and dates. I ran out into the golden sunlight, and my summer had begun. . . .

Excerpt from *Boy’s Life* by Robert McCammon. Copyright © 1991 by The McCammon Corporation. Reprinted with the permission of Atria Publishing Group and Donald Maass Literary Agency. All rights reserved.

**1. Part A**

Read the sentence from paragraph 31 in the passage from *Boy's Life*.

I ran out along the corridor, my arms unencumbered by books, my mind unencumbered by facts and figures, quotations and dates.

What does the word **unencumbered** mean as it is used in the sentence?

- Ⓐ not burdened
- Ⓑ not excited
- Ⓒ not hurried
- Ⓓ not aged

**Part B**

Which sentence from the passage **best** supports the answer to Part A?

- Ⓐ "‘Have a good summer,’ Mrs. Neville said, and I realized suddenly that I was free."
- Ⓑ "Before I got out, though, I looked back at Mrs. Neville."
- Ⓒ "Mrs. Neville suddenly looked awfully old."
- Ⓓ "‘Have a good summer, Mrs. Neville!’ I told her from the doorway."

2. **Part A**

Read the sentence from paragraph 5 in the passage from *Boy's Life*.

The world was out there, waiting beyond the square metal-rimmed windows.

How does the sentence help develop the plot of the excerpt?

- Ⓐ It presents the climax.
- Ⓑ It represents the conflict.
- Ⓒ It indicates how the action changes.
- Ⓓ It establishes how the speaker learns a lesson.

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "The sun had grown steadily hotter . . . ."
- Ⓑ ". . . the baseball field had been mowed . . . ."
- Ⓒ ". . . and how much we'd learned . . ."
- Ⓓ ". . . sat with one eye fixed to the clock."

**3. Part A**

In the passage from *Boy's Life*, how does the narrator's attitude toward Mrs. Neville gradually change?

- Ⓐ from confused to angry
- Ⓑ from worried to comforted
- Ⓒ from pitying to discouraged
- Ⓓ from impatient to understanding

**Part B**

Which **two** sentences from the passage **best** support the gradual change in the answer to Part A?

- Ⓐ "In spite of what the calendar says, I have always counted the last day of school as the first day of summer."
- Ⓑ "From the hallway we heard a stirring and rustling, followed by laughter and shouts of pure, bubbling joy."
- Ⓒ "My insides quaked at the injustice of it."
- Ⓓ "She wanted to hold us as long as she possibly could, not out of sheer teacher spite but maybe because she didn't have anybody to go home to, and summer alone is no summer at all."
- Ⓔ "Having your teacher talk to you like a regular person is a disconcerting feeling."
- Ⓕ "She sat at a desk with no papers on it that needed grading, no books holding lessons that needed to be taught."

Read the fable titled “Emancipation: A Life Fable.” Then answer questions 4 through 6.

## Emancipation: A Life Fable

*by* Kate Chopin

- 1 There was once an animal born into this world, and opening his eyes upon Life, he saw above and about him confining walls, and before him were bars of iron through which came air and light from without; this animal was born in a cage.
- 2 Here he grew, and throve<sup>1</sup> in strength and beauty under care of an invisible protecting hand. Hungering, food was ever at hand. When he thirsted water was brought, and when he felt the need of rest, there was provided a bed of straw upon which to lie: and here he found it good, licking his handsome flanks, to bask in the sun beam that he thought existed but to lighten his home.
- 3 Awaking one day from his slothful rest, lo! the door of his cage stood open: accident had opened it. In the corner he crouched, wondering and fearfully. Then slowly did he approach the door, dreading the unaccustomed, and would have closed it, but for such a task his limbs were purposeless. So out the opening he thrust his head, to see the canopy of the sky grow broader, and the world waxing wider.
- 4 Back to his corner but not to rest, for the spell of the Unknown was over him, and again and again he goes to the open door, seeing each time more Light.
- 5 Then one time standing in the flood of it; a deep in-drawn breath—a bracing of strong limbs, and with a bound he was gone.
- 6 On he rushes, in his mad flight, heedless that he is wounding and tearing his sleek sides—seeing, smelling, touching of all things; even stopping to put his lips to the noxious<sup>2</sup> pool, thinking it may be sweet.
- 7 Hungering there is no food but such as he must seek and oftentimes fight for; and his limbs are weighted before he reaches the water that is good to his thirsting throat.

<sup>1</sup>throve—grew up well

<sup>2</sup>noxious—harmful

8 So does he live, seeking, finding, joying and suffering. The door which accident had opened is open still, but the cage remains forever empty!

Emancipation: A Life Fable by Kate Chopin circa 1892-1898.

**4. Part A**

As used in paragraph 1, what does the word **confining** suggest about the walls?

- Ⓐ The walls are small.
- Ⓑ The walls are limiting.
- Ⓒ The walls are helpful.
- Ⓓ The walls are reassuring.

**Part B**

Which detail from the fable **best** supports the answer to Part A?

- Ⓐ "There was once an animal born into this world . . . ."
- Ⓑ ". . . opening his eyes upon Life . . ."
- Ⓒ ". . . through which came air and light . . ."
- Ⓓ ". . . this animal was born in a cage."

**5. Part A**

Read this sentence from the passage.

Back to his corner but not to rest, for the spell of the Unknown was over him, and again and again he goes to the open door, seeing each time more Light.

Which statement **best** describes how this sentence contributes to the development of the plot?

- Ⓐ The sentence introduces new details about the setting that allow the reader to predict what will happen in the future.
- Ⓑ The sentence reflects the change in the animal's awareness that eventually leads to action.
- Ⓒ The sentence reveals background information that makes the problem clearer to the reader.
- Ⓓ The sentence provides an example of the many challenges that the animal faces in his changing surroundings.

**Part B**

Which sentence from the passage contributes to the plot in a similar way?

- Ⓐ "Here he grew, and throve in strength and beauty under care of an invisible protecting hand." (paragraph 2)
- Ⓑ "In the corner he crouched, wondering and fearingly." (paragraph 3)
- Ⓒ "Then slowly did he approach the door, dreading the unaccustomed, and would have closed it, but for such a task his limbs were purposeless." (paragraph 3)
- Ⓓ "So out the opening he thrust his head, to see the canopy of the sky grow broader, and the world waxing wider." (paragraph 3)



**6. Part A**

Which statement expresses a theme in “Emancipation: A Life Fable”?

- Ⓐ Independence is worth the possible hardships.
- Ⓑ Security is necessary for happiness.
- Ⓒ Confusion can lead to bad decisions.
- Ⓓ Nature can shelter and comfort wounded animals.

**Part B**

Which sentence from the fable **best** supports the answer to Part A?

- Ⓐ “Here he grew, and throve in strength and beauty under care of an invisible protecting hand.”
- Ⓑ “Awaking one day from his slothful rest, lo! the door of his cage stood open: accident had opened it.”
- Ⓒ “Then one time standing in the flood of it; a deep in-drawn breath—a bracing of strong limbs, and with a bound he was gone.”
- Ⓓ “So does he live, seeking, finding, joying and suffering.”









**Today you will research the impact zoos have on animals. You will read one passage titled “The Stripes Will Survive.” Then you will read a passage from “The Zoos Go Wild” and read another passage titled “Our Beautiful Macaws and Why They Need Enrichment.” As you review these sources, you will gather information and answer questions so you can write an essay on the impact zoos have on animals.**

Read the article titled “The Stripes Will Survive.” Then answer questions 8 through 10.

## The Stripes Will Survive

*by* Jacqueline Adams

- 1 Danya nips his mother’s furry back over and over, as if he’s trying to see how many times he can get away with it. It doesn’t seem like a very smart game, considering Mom is a Siberian tigress! But Danya and his twin sister, Dasha, know how special they are to their mother.
- 2 They’re also special to visitors who travel to Cleveland Metroparks Zoo in Ohio for a glimpse of these rare cubs. But if Siberian tigers weren’t so rare, Danya and Dasha would never have been born.
- 3 A hundred years ago, no one worried that the world might run out of tigers. One hundred thousand tigers belonging to eight different subspecies prowled the forests and jungles of the world. But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct. Fewer than 5,000 tigers roam the wild. Only about 400 of those are Siberian tigers, which are the largest, lightest-colored, and longest-furred tigers. And only 500 Siberian tigers live in zoos.
- 4 In 1981, the American Zoo and Aquarium Association (AZA) started the Species Survival Plan (SSP) to make sure that threatened and endangered animal species don’t disappear. The members of the Tiger SSP teach the public about the plight of tigers and do research. They keep a computerized family tree of zoo tigers that helps match males and females for breeding.
- 5 The Tiger SSP’s computer program matched four-year-old Gaia, from the Minnesota Zoo, with fifteen-year-old Tatja, from the Milwaukee Zoo. The tigers met at Cleveland Metroparks Zoo, and Danya and Dasha were born a few

months later. When the twins entered the world on April 4, 2001, each was a two-pound ball of woolly, striped fur.

- 6 Tiger fathers in the wild don't help care for their cubs and sometimes try to kill them. Tatja, whom zookeeper Steve Gove describes as "a mellow tiger," gets along well with Gaia and likes watching his cubs play. Although the zoo staff members keep Tatja in a separate area, they don't think he would hurt the cubs.
- 7 Gaia had never had cubs before, but Gove says, "She's been an absolutely perfect mother—tolerant, loving, and protective." In the wild, tiger mothers teach their cubs to hunt. Danya and Dasha won't need to hunt, but Gaia teaches them chasing and stalking techniques, as well as how to swim and groom themselves.
- 8 These lessons are pure fun for the twins. As soon as his sister's back is turned, Danya crouches, then pounces, and the two roll across the grass in a wrestling ball of stripes and teeth. But she'll get him back later, maybe when he's splashing in the pool during his swimming lesson or struggling to carry the piece of log he's turned into a toy. "They'll make a toy out of anything," says Gove.
- 9 Grooming lessons come in handy for playful cubs who can't resist rolling in the mud. Gove explains, "Sometimes they're so black you can hardly see their stripes when they come in at night, but they're completely clean by morning." Mom has taught them to wash their fur with their tongues, and swallowing a couple pounds of mud doesn't seem to bother them a bit.
- 10 If mud doesn't sound very tasty to you, how about raw horse meat? Tatja would tell you (if he could) that nothing's more delicious. On some nights he lets supper sit for a while, but on horse-meat night he cares about nothing else until he's eaten every bite. Danya crouches jealously over his slab of meat. If Mom or Sis wanders too close, he lets out a deep growl that sounds as if it should have come from his 500-pound father.
- 11 With supper over, everyone in the tiger building is content. "Gaia and the cubs are pretty friendly," says zoo-keeper Curt Gindlesperger. Proving him right, Gaia strolls to the fence and rubs against his hand like a 300-pound house cat.
- 12 The tiger family seems comfortable in Cleveland, where the weather is similar to that of their natural habitat in eastern Russia. But the time may come to move on. Tatja, who has cubs at two other zoos, will probably leave. The Tiger SSP may also transfer one or both cubs to zoos where they will raise their own

families. Then Danya and Dasha will help make sure Siberian tigers are around for a long, long time.

- 13 But what about the 400 Siberian tigers left in their natural habitat? How will they survive?
- 14 The World Wildlife Fund (WWF) and other organizations are working with the Russian government to set aside protected areas for these big cats. Rangers patrol for poachers, and educational programs help the local people understand the need to protect Siberian tigers. These efforts seem to be working. The WWF believes that the number of Siberian tigers in the wild has doubled since the antipoaching patrols began, bringing the tiger numbers from around 200 in 1994 to about 400 today.

The Stripes Will Survive by Jacqueline Adams from Spider Magazine's Vol. 11 No. 4 April 2004 issue, copyright © 2004 by Carus Publishing Company. Reprinted by permission of Spider Magazine.



**8. Part A**

What does the word **plight** mean as it is used in paragraph 4 of “The Stripes Will Survive”?

- Ⓐ desperate situation
- Ⓑ hiding place
- Ⓒ movement
- Ⓓ recovery

**Part B**

Which sentence from the article supports the answer to Part A?

- Ⓐ “One hundred thousand tigers belonging to eight different subspecies prowled the forests and jungles of the world.”
- Ⓑ “Fewer than 5,000 tigers roam the wild.”
- Ⓒ “The tigers met at Cleveland Metroparks Zoo, and Danya and Dasha were born a few months later.”
- Ⓓ “Although the zoo staff members keep Tatja in a separate area, they don’t think he would hurt the cubs.”

**9. Part A**

The author makes the claim that steps have been taken to help endangered tigers. Select the **main** strategy used throughout the article to develop the claim.

- Ⓐ The author explains a problem and then presents solutions.
- Ⓑ The author details the cause and effect of an event or action.
- Ⓒ The author shares important events or actions in their order of importance.
- Ⓓ The author presents a detailed list of problems.

**Part B**

Select **three** pieces of evidence that support the answer to Part A.

- Ⓐ "They're also special to visitors who travel to Cleveland Metroparks Zoo in Ohio for a glimpse of these rare cubs."
- Ⓑ "But today three subspecies—the Balinese, Caspian, and Javan tigers—are now extinct, and a fourth—the South China tiger—is almost extinct."
- Ⓒ "They keep a computerized family tree of zoo tigers that helps match males and females for breeding."
- Ⓓ "Tatja, whom zookeeper Steve Gove describes as 'a mellow tiger,' gets along well with Gaia and likes watching his cubs play."
- Ⓔ "Grooming lessons come in handy for playful cubs who can't resist rolling in the mud."
- Ⓕ "One hundred thousand tigers belonging to eight different subspecies prowled the forests and jungles of the world."
- Ⓖ "The World Wildlife Fund (WWF) and other organizations are working with the Russian government to set aside protected areas for these big cats."

**10. Part A**

What is the author’s **main** purpose in “The Stripes Will Survive”?

- Ⓐ to describe the different lessons Gaia teaches her cubs
- Ⓑ to explain recent changes in how zoos raise Siberian tigers
- Ⓒ to explain the efforts being made to preserve Siberian tigers
- Ⓓ to describe how Danya and Dasha interact with their parents

**Part B**

Which sentence from the article supports the answer to Part A?

- Ⓐ “It doesn’t seem like a very smart game, considering Mom is a Siberian tigress!”
- Ⓑ “Only about 400 of those are Siberian tigers, which are the largest, lightest-colored, and longest-furred tigers.”
- Ⓒ “And only 500 Siberian tigers live in zoos.”
- Ⓓ “Rangers patrol for poachers, and educational programs help the local people understand the need to protect Siberian tigers.”

Read this passage titled "The Zoos Go Wild," from the book *No More Dodos*. Then answer questions 11 and 12.

## The Zoos Go Wild from *No More Dodos*

by Nicholas Nirgiotis and Theodore Nirgiotis

- 1 The small lowland gorilla was just three years old when he was caught by poachers, people who illegally kill or capture wild animals. He was taken away from his mother and out of his African rainforest home. Few gorillas that age could survive such an ordeal, but this one was lucky. Soon after his capture in 1961, an animal trader sold him to Zoo Atlanta. He spent the next 27 years of his life alone in an indoor cage. Zoo personnel named him Willie B. after William B. Hartsfield, the mayor of Atlanta.
- 2 Willie's keepers wanted him to be happy. They hung an old tire from a wall of his cage and put a television set in one corner. They hoped these toys would keep Willie from being bored. But the tire and the television set were hardly the playthings a growing gorilla needed.
- 3 By age 12, Willie had grown into a magnificent 460-pound, 6-foot-tall silverback, a mature male with a distinguishing streak of silver hair on his back. His broad chest and powerful arms made people think of King Kong. They crowded in front of his cage to see him.
- 4 Gorillas are gentle, shy creatures, despite their size and fearsome appearance. But confinement in a cramped cage and lack of exercise had made Willie restless and bad-tempered. He grew fat and lazy, paced in his cage, and ignored visitors. His cage was a real prison, and Willie B. was a very unhappy gorilla.
- 5 A turning point in Willie's life came in 1988. That year Zoo Atlanta opened the Ford African Rainforest, a brand-new home for Willie and the zoo's other lowland gorillas. It was a large open-air enclosure designed to resemble the rainforest of Willie's native central Africa.

### The Way Willie Likes It

- 6 Willie's rainforest home is just one example of the far-reaching changes that have taken place in zoos in recent years. Zoos no longer feel their primary mission is simply to collect and display as many different species of animals from around the world as they possibly can. They no longer believe that the more unusual animals a zoo has, the better it is. Instead, zoos are changing

into conservation parks that cooperate to help save animals threatened with extinction. The first step toward this goal was to get rid of the cages and change the way zoo animals lived.

- 7 When Willie was let out of his cage into his new home, he found himself in a large grassy area leading to a gradually rising, rock-covered slope. All around the edges of the slope were trees and plants similar to those in his African home.
- 8 In no time, Willie acted like a different animal. He was no longer bored or easily angered. There were tree branches he could pull to test his strength or bend into a nest for his afternoon siesta<sup>1</sup>, and there was a rocky hillside he could climb. More important, he had company. He shared his new home with three females, and other groups of gorillas lived nearby. Willie could finally act like the silverback he was. He could have his own family and be the dominant male.
- 9 Willie had not lost the instinct for peaceful family life that gorillas live by in the wild. He watched over his family when it was feeding or resting, ever alert for danger. His companions could chase each other and wrestle, knowing he was there to protect them. Every so often, he would cup his hands and thump his chest to show the females and nearby rival males who was boss. Willie B. had finally become a real gorilla. In February 1994, he became a father as well.
- 10 Three other gorilla groups share Zoo Atlanta’s African Rainforest enclosure with Willie’s family. They are kept apart from each other by trees and small hills that mark their territories, just the way it would be in Africa. The gorillas spend their time looking for bamboo shoots and leaves to eat, grooming each other, napping between meals, or just resting.
- 11 Willie’s story has a happy ending. But the best part is that he is not alone in his good fortune. Thousands of other zoo animals throughout the world have been moved into new homes that replaced the old, cramped cages in which they lived before.

### Lessons from Germany

- 12 Housing animals in open-air, natural enclosures is not a new idea. The first to use such a setting was Karl Hagenbeck at the Hamburg Zoo, Germany, in 1907. He moved antelopes into a grassy, open area. To add a touch of drama, he placed a pride of lions just behind them. Visitors to the zoo were startled to

<sup>1</sup>siesta—nap

find lions living next to antelopes. They could not see the moat that separated the predators from their prey.

- 13 Hagenbeck's novel idea of allowing animals to move about freely in large open spaces caught on. He was asked to redesign the Detroit Zoo in the 1930s. His ideas were also used in New York's Bronx Zoo, Chicago's Brookfield Zoo, and the San Diego Zoo.
- 14 But large-scale redesigning of zoos didn't begin until the 1960s, when natural habitats of wild animals around the world began to shrink in size, and scores of species dwindled to the point of vanishing. Zoo designers traveled to the animals' natural habitats in faraway places to study not only what the habitats looked like but how the animals used the space and behaved in it. Housing animals in spaces that were as close to the animals' habitats as the designers could make them was an important step in the struggle to save endangered species.

Excerpt from *No More Dodos: How Zoos Help Endangered Wildlife* by Nicholas Nirgiotis and Theodore Nirgiotis, copyright © 1996 by Nicholas Nirgiotis and Theodore Nirgiotis. Used by permission of the authors.

**11. Part A**

Read the sentence from paragraph 14 of the passage “The Zoos Go Wild.”

Housing animals in spaces that were as close to the animals’ habitats as the designers could make them was an important step in the struggle to save endangered species.

What does the word **endangered** mean as it is used in the sentence?

- Ⓐ distant
- Ⓑ aggressive
- Ⓒ frightened
- Ⓓ threatened

**Part B**

Which detail from paragraph 14 of the passage supports the answer to Part A?

- Ⓐ “. . . large-scale redesigning of zoos didn’t begin until the 1960s . . . .”
- Ⓑ “. . . dwindled to the point of vanishing.”
- Ⓒ “Zoo designers traveled to the animals’ natural habitats in faraway places. . . .”
- Ⓓ “. . . how the animals used the space and behaved in it.”

**12. Part A**

Which detail from the passage “The Zoos Go Wild” supports the idea that Willie changed after being moved into his new home?

- Ⓐ the comparison of the grassy area to Willie’s African home
- Ⓑ the mention of Willie’s large size and magnificent appearance
- Ⓒ the description of Willie’s behavior with his companions
- Ⓓ the comparison of Willie to gorillas that live in the wild

**Part B**

Which paragraph from the passage **best** supports the answer to Part A?

- Ⓐ paragraph 7
- Ⓑ paragraph 9
- Ⓒ paragraph 10
- Ⓓ paragraph 11



Refer to the article titled “The Stripes Will Survive” and passage titled “The Zoos Go Wild.” Then answer question 13.

**13. Part A**

Choose a central idea that is developed in both “The Stripes Will Survive” and “The Zoos Go Wild.”

- Ⓐ Zoos are constantly changing exhibits to keep visitors interested in the animals.
- Ⓑ Zoos are sometimes responsible for caring for animals that people have abandoned.
- Ⓒ One responsibility of a zoo is to prevent the extinction of species by breeding them.
- Ⓓ Zoos are changing their approaches to caring for their animals.

**Part B**

Choose **one** detail from **each** passage that supports the answer to Part A.

- Ⓐ “But Danya and his twin sister, Dasha, know how special they are to their mother.” (“The Stripes Will Survive”)
- Ⓑ “In 1982, the American Zoo and Aquarium Association (AZA) started the Species Survival Plan (SSP) to make sure that threatened and endangered animal species don’t disappear.” (“The Stripes Will Survive”)
- Ⓒ “Gaia had never had cubs before, but Gove says, ‘She’s been an absolutely perfect mother—tolerant, loving and protective.’” (“The Stripes Will Survive”)
- Ⓓ “They hung an old tire from a wall of his cage and put a television set in one corner.” (“The Zoos Go Wild”)
- Ⓔ “His companions could chase each other and wrestle, knowing he was there to protect them.” (passage from “The Zoos Go Wild”)
- Ⓕ “Thousands of other zoo animals throughout the world have been moved into new homes that replaced the old, cramped cages in which they lived before.” (passage from “The Zoos Go Wild”)

Read the passage from the article “Our Beautiful Macaws and Why They Need Enrichment.” Then answer question 14.

## from “Our Beautiful Macaws and Why They Need Enrichment”

by Alicia Powers



© Alicia Powers, Oakland Zoo

- 1 Oakland Zoo’s Animal Care, Conservation, and Research team has the privilege and challenge of providing our animal residents with an enriching, well-balanced life and advocating for the conservation of their wild counterparts.
- 2 The zoo’s flock of Blue and Gold Macaws recently got a healthy dose of extra enrichment. The ACCR<sup>1</sup> team combed through a handful of creative ideas to give the Macaw Exhibit a new, fresh look. In addition to replacing some of the wood perching that had suffered significant wear-and-tear from years of the Macaws using them to keep their beaks sharp and strong, the team also added two twenty foot sections of rope. The rope is a novel perching surface in this

<sup>1</sup>ACCR—Animal Care, Conservation, and Research

exhibit. It will not only give our Blue and Gold Macaws something new and fun to play with, but it will also help keep their little feet healthy. With some resourceful alterations to the ends of the rope, the keepers are able to move the ropes to different angles whenever they please. This way the birds get a bit of a “different look” with their perching without the keepers having to make any permanent rearrangements.



© Alicia Powers, Oakland Zoo

- 3 The fun doesn't stop there though! The team recycled some cargo netting and stretched it out between some perching to support brand new bird baths. Just like the native songbirds that like to bathe in the little puddles in your yard, Macaws and other Parrots love to keep themselves clean too.
- 4 But one may wonder . . . why? Why do our Blue and Gold Macaws deserve this special treatment?
- 5 Macaws are smart. Macaws are REALLY smart and curious. It is this very characteristic that makes them coveted as pets. Ironically, it is also what makes them inappropriate as a pet. Meeting the behavioral and enrichment needs of these incredibly smart birds is difficult. A behaviorally unhealthy bird may become aggressive, destructive, or even sick.





6 Add to this the fact that Blue and Gold Macaws can live for over 60 years, and the bird often becomes an unbearable burden even for well-intentioned owners. In fact, the four Blue and Gold Macaws in the zoo's collection came from such circumstances. The keepers responsible for the daily care of our Macaws are tasked with keeping them behaviorally and medically sound. Having flexible and varied perching options will help immensely with this goal.

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**14. Part A**

What is the meaning of **novel** as it is used in paragraph 2?

- Ⓐ lengthy
- Ⓑ unique
- Ⓒ solid
- Ⓓ textured

**Part B**

Which phrase from paragraph 2 supports the answer to Part A?

- Ⓐ "wear and tear"
- Ⓑ "twenty foot sections"
- Ⓒ "new and fun"
- Ⓓ "little feet healthy"

Refer to the article titled “The Stripes Will Survive” and passage from the article “Our Beautiful Macaws and Why They Need Enrichment.” Then answer question 15.

**15. Part A**

Which sentence describes how central ideas are introduced in “The Stripes Will Survive” and “Our Beautiful Macaws and Why They Need Enrichment”?

- Ⓐ “The Stripes Will Survive” provides details about a particular zoo habitat, while “Our Beautiful Macaws and Why They Need Enrichment” describes the daily duties of zookeepers.
- Ⓑ “The Stripes Will Survive” explains one animal’s background, while “Our Beautiful Macaws and Why They Need Enrichment” details the research carried out at one zoo.
- Ⓒ “The Stripes Will Survive” tells an anecdote about a particular animal family, while “Our Beautiful Macaws and Why They Need Enrichment” describes the zookeepers’ role in updating the habitat for the birds.
- Ⓓ “The Stripes Will Survive” explains the importance of the American Zoo and Aquarium Association in protecting animals in zoos, while “Our Beautiful Macaws and Why They Need Enrichment” describes the beautiful colors of the birds in a particular zoo.

**Part B**

Select **one** detail from **each** passage that supports the answer to Part A.

- Ⓐ “Danya nips his mother’s furry back over and over . . . .” (paragraph 1, “The Stripes Will Survive”)
- Ⓑ “They’re also special to visitors who travel to Cleveland Metropark Zoo . . . .” (paragraph 2, “The Stripes Will Survive”)
- Ⓒ “A hundred years ago, no one would have thought that the world might run out of tigers.” (paragraph 3, “The Stripes Will Survive”)
- Ⓓ “The zoo’s flock of Blue and Gold Macaws recently got a healthy dose of enrichment.” (paragraph 2, “Our Beautiful Macaws and Why They Need Enrichment”)
- Ⓔ “With some resourceful alterations to the ends of the rope, the keepers are able to move the ropes to different angles . . . .” (paragraph 2, “Our Beautiful Macaws and Why They Need Enrichment”)
- Ⓕ “The keepers responsible for the daily care of our Macaws . . . .” (paragraph 6, “Our Beautiful Macaws and Why They Need Enrichment”)

Refer to the passage from the article "Our Beautiful Macaws and Why They Need Enrichment." Then answer question 16.

**16. Part A**

What is the author's **main** purpose in "Our Beautiful Macaws and Why They Need Enrichment"?

- Ⓐ to describe the different tasks zookeepers are required to perform
- Ⓑ to explain why some pet Macaws eventually live in zoos
- Ⓒ to explain how a zoo is providing a stimulating environment for Macaws
- Ⓓ to describe why zookeepers include specific equipment in new exhibits

**Part B**

Which sentence from the article **best** supports the answer to Part A?

- Ⓐ "The ACCR team combed through a handful of creative ideas to give the Macaw Exhibit a new, fresh look."
- Ⓑ "This way the birds get a bit of a 'different look' with their perching without the keepers having to make any permanent rearrangements."
- Ⓒ "A behaviorally unhealthy bird may become aggressive, destructive, or even sick."
- Ⓓ "Add to this the fact that Blue and Gold Macaws can live for over 60 years, and the bird often becomes an unbearable burden even for well-intentioned owners."











**Today you will read a passage from a story titled *Magic Elizabeth*. As you read and answer the questions, pay close attention to the characters to help prepare you to write a narrative story.**

Read the passage from *Magic Elizabeth*. Then answer questions 18 through 23.

from *Magic Elizabeth*

by Norma Kassirer

- 1 It all began one rainy night at the end of a summer.
- 2 “As if we didn’t have enough troubles!” groaned Mrs. Chipley. “There it goes and rains on us!”
- 3 Sally, clinging to Mrs. Chipley’s plump hand, was almost running to keep up with her. The bright feather on Mrs. Chipley’s black hat, which had started out so proudly erect, had gradually wilted, and now drooped sadly down the back of that lady’s stout neck. Sally’s red suitcase, its handle firmly gripped by Mrs. Chipley’s other hand, bumped in a steady rhythm against her right leg. But Mrs. Chipley strode purposefully on, as if she had no time to notice small discomforts.
- 4 The two of them had come all the way across the city on the bus, and during the ride the sky had darkened and the street lights had bloomed all at once. High-piling storm clouds snuffed out the light of the round orange moon. As they stepped off the bus, the branches of the tall trees rattled like bones in the wind.
- 5 And now it was raining—a nasty, cold, stinging rain, mixed with wet leaves torn from the groaning trees. It splashed and flew about them as they hurried along the gloomy street, as if the faster they went the more they stirred up the fury of the night. Their coattails snapped behind them. Rain flew into Sally’s eyes and even into her mouth, and it dribbled unpleasantly beneath the collar of her coat. Raindrops hitting a large mailbox echoed like drumbeats down the street. Sally’s long red hair, fluttering bannerlike behind her, gave their small procession a brave look. And yet Sally, at least, was not feeling brave at all. Quite the contrary.
- 6 “Troubles, troubles,” Mrs. Chipley went on, “but it’s a lucky thing your Aunt Sarah’s come back to town just now when we need her.”

- 7 "I don't remember her at all," panted Sally. "I was just a baby when she went away to California."
- 8 "Going back again too, pretty soon, your ma tells me," said Mrs. Chipley. "Only came back here to sell the house. But never you mind, honey," she went on, without slackening her furious pace at all, "she's your own kin, and the only one you have here in town. I'm sure I didn't know what else to do but call her, what with your mom and dad away on that business trip, and we don't want to spoil it for them, and it's not as if you'd have to stay with your aunt forever. A few days, and I'll have my daughter straightened around and come back. And it was your own ma left her name in case of an emergency."
- 9 "I wonder what she's like," Sally said. But Mrs. Chipley did not seem to hear her.

Excerpt from *Magic Elizabeth* by Norma Kassirer, copyright © 1966 by Norma Kassirer. Permission granted by The Estate of Norma Kassirer.

**18. Part A**

Which statement **best** states a theme in the passage?

- Ⓐ Difficult journeys are best taken with a friend.
- Ⓑ Nature can be appreciated despite being unpredictable.
- Ⓒ People have the ability to adapt to unpleasant situations.
- Ⓓ Adults may struggle to understand the challenge of being young.

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- Ⓐ "As if we didn't have enough troubles!" groaned Mrs. Chipley. "There it goes and rains on us!"
- Ⓑ "But Mrs. Chipley strode purposefully on, as if she had no time to notice small discomforts."
- Ⓒ "The two of them had come all the way across the city on the bus, and during the ride the sky had darkened and the street lights had bloomed all at once."
- Ⓓ "A few days, and I'll have my daughter straightened around and come back."

**19. Part A**

How does paragraph 4 contribute to the setting?

- Ⓐ It establishes a calm, relaxing setting.
- Ⓑ It establishes a dismal, eerie setting.
- Ⓒ It establishes a somber, quiet setting.
- Ⓓ It establishes a frantic, rushed setting.

**Part B**

Which other paragraph **best** contributes to the setting in the same way as the answer to Part A?

- Ⓐ paragraph 2
- Ⓑ paragraph 3
- Ⓒ paragraph 5
- Ⓓ paragraph 6

**20. Part A**

How does Sally's attitude change during the passage?

- Ⓐ At first she is unhappy, but then she becomes satisfied.
- Ⓑ At first she is distrustful, but then she becomes confident.
- Ⓒ At first she is scared, but then she becomes a little curious.
- Ⓓ At first she is angry, but then she becomes slightly daring.

**Part B**

Which **two** sentences from the passage, when taken together, **best** support the answer to Part A?

- Ⓐ "Sally, clinging to Mrs. Chipley's plump hand, was almost running to keep up with her."
- Ⓑ "As they stepped off the bus, the branches of the tall trees rattled like bones in the wind."
- Ⓒ "Rain flew into Sally's eyes and even into her mouth, and it dribbled unpleasantly beneath the collar of her coat."
- Ⓓ "And yet Sally, at least, was not feeling brave at all."
- Ⓔ "'And it was your own ma left her name in case of an emergency.'"
- Ⓕ "'I wonder what she's like,' Sally said."



**21. Part A**

How does the storm in paragraph 5 contribute to the passage?

- Ⓐ It develops the weather as a villain character type.
- Ⓑ It introduces Sally's concern about bad weather.
- Ⓒ It establishes a conflict between the characters.
- Ⓓ It represents Sally's fear of her changing situation.

**Part B**

Which sentence from paragraph 5 **best** supports the answer to Part A?

- Ⓐ "It splashed and flew about them as they hurried along the gloomy street, as if the faster they went the more they stirred up the fury of the night."
- Ⓑ "Their coattails snapped behind them."
- Ⓒ "Raindrops hitting a large mailbox echoed like drumbeats down the street."
- Ⓓ "Sally's long red hair, fluttering bannerlike behind her, gave their small procession a brave look."

**22. Part A**

Which option describes the **main** purpose of paragraph 8 in the passage?

- Ⓐ to give the reasons Mrs. Chipley and Sally are going to Aunt Sarah's house
- Ⓑ to reveal that Sally's Aunt Sarah will be in town only for a short time
- Ⓒ to show Sally's confusion about how to handle the situation
- Ⓓ to explain that Mrs. Chipley has a daughter who needs help

**Part B**

Which detail from paragraph 8 **best** supports the answer to Part A?

- Ⓐ "Going back again too, pretty soon, your ma tells me," said Mrs. Chipley."
- Ⓑ "Only came back here to sell the house."
- Ⓒ "But never you mind, honey," she went on, without slackening her furious pace at all. . . ."
- Ⓓ "I'm sure I didn't know what else to do but call her, what with your mom and dad away on that business trip, and we don't want to spoil it for them. . . ."











**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**







**6 - ELA**





**PARCC PBA Paper Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 7**

<b>Items 1-7</b>		
<b>Task:</b> Literary Analysis (LAT)		
<b>Passage 1:</b> from <i>The Count of Monte Cristo</i> by Alexandre Dumas		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> B	RL1; RL4
2	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> B	RL1; RL3
3	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> A	RL1; RL2
<b>Passage 2:</b> from <i>Blessings</i> by Mary Hall Surface		
4	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RL1; RL4
5	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C	RL1; RL5
6	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> E, F	RL1; RL5
<b>Passage 1:</b> from <i>The Count of Monte Cristo</i> by Alexandre Dumas and <b>Passage 2:</b> from <i>Blessings</i> by Mary Hall Surface		
7	<b>Item Type:</b> PCR Refer to Grade 4-11 Scoring Rubric	RL1; RL2; W2; W4-10
<b>Items 8-17</b>		
<b>Task:</b> Research Simulation (RST)		
<b>Passage 1:</b> from "Energy Story" by Editors		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
8	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> C	RST1; RST4
9	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RST1; RST5
10	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A	RST1; RST2
<b>Passage 2:</b> "Short Circuit"		

11	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RST1; RI4
12	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RST1; RST2
13	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RST1; RST3
14	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C, D, F</b>	RST1; RST2
<b>Passage 3: "Conducting Solutions"</b>		
15	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: B</b>	RST1; RI4
16	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RST1; RST6
<b>Passage 1:</b> from "Energy Story" by Editors; <b>Passage 2:</b> "Short Circuit"; <b>Passage 3:</b> "Conducting Solutions"		
17	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	RST1; RST6; W2; W4-10
<b>Items 18-23</b>		
<b>Task:</b> Narrative (NWT)		
<b>Passage:</b> from <i>The Fast and the Furriest</i> by Andy Behrens		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
18	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A</b>	RL1; RL3
19	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: D</b>	RL1; RL4
20	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D and F</b>	RL1; RL6
21	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A, E</b>	RL1; RL6
22	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RL1; RL2
23	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	W3-10





**Directions:**

Today, you will be taking the Grade 7 English Language Arts/Literacy Performance-Based Assessment Practice Test.

Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your test booklet. Do not make any stray marks in the test booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as follows:

(A) ● (C) (D) (E) (F) (G)

To answer a question that asks you to pick more than one answer, fill in the circles as follows:

(A) ● (C) ● ● (F) (G)

Some questions will ask you to provide a written response to the passages you have read. You may plan your response using scratch paper. Be sure to write your response in the box provided in your test booklet. Crossed-out work, writing that falls outside of the box, or work on scratch paper will not be scored.

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

**Today you will read a passage from *The Count of Monte Cristo* as well as a scene from the play *Blessings*. After you have read the selections and answered some questions, you will write an essay analyzing the themes presented in the two texts.**

Read the passage from *The Count of Monte Cristo*, in which Edmond Dantes has been imprisoned for over four years and has recently stopped eating the prison food. Then answer questions 1 through 3.

from *The Count of Monte Cristo*

by Alexandre Dumas

- 1 Suddenly, about nine o'clock in the evening, Edmond heard a hollow sound in the wall against which he was lying.
- 2 So many loathsome animals inhabited the prison, that their noise did not, in general, awake him; but whether abstinence<sup>1</sup> had quickened his faculties, or whether the noise was really louder than usual, Edmond raised his head and listened. It was a continual scratching, as if made by a huge claw, a powerful tooth, or some iron instrument attacking the stones.
- 3 Although weakened, the young man's brain instantly responded to the idea that haunts all prisoners—liberty! It seemed to him that heaven had at length taken pity on him, and had sent this noise to warn him on the very brink of the abyss.<sup>2</sup> Perhaps one of those beloved ones he had so often thought of was thinking of him, and striving to diminish the distance that separated them.
- 4 No, no, doubtless he was deceived, and it was but one of those dreams that forerun death!
- 5 Edmond still heard the sound. It lasted nearly three hours; he then heard a noise of something falling, and all was silent.
- 6 Some hours afterwards it began again, nearer and more distinct. Edmond was intensely interested. Suddenly the jailer entered.
- 7 For a week since he had resolved to die, and during the four days that he had been carrying out his purpose, Edmond had not spoken to the attendant, had not answered him when he inquired what was the matter with him, and turned his face to the wall when he looked too curiously at him; but now the jailer

<sup>1</sup>abstinence—self-denial from an action or practice

<sup>2</sup>abyss—bottomless pit

might hear the noise and put an end to it, and so destroy a ray of something like hope that soothed his last moments.

- 8 The jailer brought him his breakfast. Dantes raised himself up and began to talk about everything; about the bad quality of the food, about the coldness of his dungeon, grumbling and complaining, in order to have an excuse for speaking louder, and wearying the patience of his jailer, who out of kindness of heart had brought broth and white bread for his prisoner.
- 9 Fortunately, he fancied that Dantes was delirious; and placing the food on the rickety table, he withdrew. Edmond listened, and the sound became more and more distinct.
- 10 “There can be no doubt about it,” thought he; “it is some prisoner who is striving to obtain his freedom. Oh, if I were only there to help him!” Suddenly another idea took possession of his mind, so used to misfortune, that it was scarcely capable of hope—the idea that the noise was made by workmen the governor had ordered to repair the neighboring dungeon.
- 11 It was easy to ascertain this; but how could he risk the question? It was easy to call his jailer’s attention to the noise, and watch his countenance as he listened; but might he not by this means destroy hopes far more important than the short-lived satisfaction of his own curiosity? Unfortunately, Edmond’s brain was still so feeble that he could not bend his thoughts to anything in particular.
- 12 He saw but one means of restoring lucidity and clearness to his judgment. He turned his eyes towards the soup which the jailer had brought, rose, staggered towards it, raised the vessel to his lips, and drank off the contents with a feeling of indescribable pleasure. He had often heard that shipwrecked persons had died through having eagerly devoured too much food. Edmond replaced on the table the bread he was about to devour, and returned to his couch—he did not wish to die. He soon felt that his ideas became again collected—he could think, and strengthen his thoughts by reasoning. Then he said to himself, “I must put this to the test, but without compromising anybody. If it is a workman, I need but knock against the wall, and he will cease to work, in order to find out who is knocking, and why he does so; but as his occupation is sanctioned by the governor, he will soon resume it. If, on the contrary, it is a prisoner, the noise I make will alarm him, he will cease, and not begin again until he thinks everyone is asleep.”
- 13 Edmond rose again, but this time his legs did not tremble, and his sight was clear; he went to a corner of his dungeon, detached a stone, and with it



knocked against the wall where the sound came. He struck thrice. At the first blow the sound ceased, as if by magic.

14 Edmond listened intently; an hour passed, two hours passed, and no sound was heard from the wall—all was silent there.

15 Full of hope, Edmond swallowed a few mouthfuls of bread and water, and, thanks to the vigor of his constitution, found himself well-nigh recovered.

16 The day passed away in utter silence—night came without recurrence of the noise.

17 “It is a prisoner,” said Edmond joyfully. The night passed in perfect silence. Edmond did not close his eyes.

From THE COUNT OF MONTE CRISTO by Alexandre Dumas—Public Domain

**1. Part A**

What is the meaning of **recurrence** as it is used in paragraph 16 of *The Count of Monte Cristo*?

- Ⓐ a desire for something hard to obtain
- Ⓑ an instance of something happening again
- Ⓒ a way of thinking about something important
- Ⓓ an understanding of something previously unknown

**Part B**

Which evidence from *The Count of Monte Cristo* supports the correct answer in Part A?

- Ⓐ “. . . I need but knock against the wall, and he will cease to work . . . .” (paragraph 12)
- Ⓑ “. . . he will soon resume it.” (paragraph 12)
- Ⓒ “Full of hope, Edmond swallowed a few mouthfuls of bread and water . . . .” (paragraph 15)
- Ⓓ “Edmond did not close his eyes.” (paragraph 17)

**2. Part A**

In *The Count of Monte Cristo*, how does the noise in the wall affect Edmond Dantes?

- Ⓐ It causes him to summon the jailer.
- Ⓑ It gives him a sense of hope.
- Ⓒ It frightens him into behaving foolishly.
- Ⓓ It proves that he will escape.

**Part B**

Which evidence from *The Count of Monte Cristo* supports the answer to Part A?

- Ⓐ "So many loathsome animals inhabited the prison, that their noise did not, in general, awake him . . . ." (paragraph 2)
- Ⓑ "It seemed to him that heaven had at length taken pity on him . . . ." (paragraph 3)
- Ⓒ "No, no, doubtless he was deceived, and it was but one of those dreams that forerun death!" (paragraph 4)
- Ⓓ "Suddenly the jailer entered." (paragraph 6)

**3. Part A**

What is a central idea of *The Count of Monte Cristo*?

- Ⓐ Poor conditions cause a man to imagine sounds in his cell.
- Ⓑ A jailer takes pity on a hungry man and offers him food.
- Ⓒ The lack of company causes a man to befriend his jailer.
- Ⓓ A confined man is energized by the possibility of escape.

**Part B**

Which evidence from *The Count of Monte Cristo* **best** supports the answer to Part A?

- Ⓐ "Dantes raised himself up and began to talk about everything; about the bad quality of the food, about the coldness of his dungeon, grumbling and complaining, in order to have an excuse for speaking louder, and wearying the patience of his jailer, who out of kindness of heart had brought broth and white bread for his prisoner." (paragraph 8)
- Ⓑ "Fortunately, he fancied that Dantes was delirious; and placing the food on the rickety table, he withdrew." (paragraph 9)
- Ⓒ "'There can be no doubt about it,' thought he; 'it is some prisoner who is striving to obtain his freedom. Oh, if I were only there to help him!'" (paragraph 10)
- Ⓓ "Unfortunately, Edmond's brain was still so feeble that he could not bend his thoughts to anything in particular." (paragraph 11)

Read the scene from *Blessings*. Then answer questions 4 through 6.

from *Blessings*

by Mary Hall Surface

LIGHTS UP on the “looking spot,” an outcropping of rock on the peak of a ridge, high above the valley below. JESSE is leading the way. They are just arriving.

1 **JESSE.** (*Entering.*) It gets cooler, brighter, right at the bend. See?

2 **RENE.** (*Entering.*) And thinner. The air feels thinner.

3 **JESSE.** Cause it is.

(*RENE reaches the top. She looks out for the first time.*)

4 **RENE.** Oh my *gosh*.

5 **JESSE.** Like it?

6 **RENE.** I didn’t know sunsets came like this! How high *are* we?

7 **JESSE.** High as you can get without ropes. See that ridge? Sheer rock-face. I scale that once a year. Since I was twelve. It’s my test.

8 **RENE.** Are those little color specks houses?

9 **JESSE.** Ben Lomand. And that way, if the fog’s up, you can see the ocean and the lighthouse from Seal Rock, flickering, kinda like a heartbeat.

10 **RENE.** How’d you find this?

11 **JESSE.** Sniffed it out. (*RENE laughs.*) All right. Review. First turn?

12 **RENE.** When you smell the (*Proud of remembering.*) “eucalyptus,” follow the smell.

13 **JESSE.** Good. Next turn.

14 **RENE.** At the tallest redwood with the . . . uh . . .

15 **JESSE.** Burl. Think curl. Wood curling.

16 **RENE.** *Burl* that looks like a big bump on a giant nose. Then follow the nose.

17 **JESSE.** Until—

18 **RENE.** You see the blue-gray rock. Then straight up the trail, carpeted with “golden orange-brown” needles, sniffing the air cool. Watch the trees for bright, then Tah-dah!

19 **JESSE.** Great map, huh?

- 20 **RENE**. The best! (*RENE crosses to have a seat near the edge.*) Jeez!!
- 21 **JESSE**. Careful. There's no map for gettin' you back up if you fall.
- 22 **RENE**. Sorry.
- (*They settle into sitting.*)
- 23 **RENE**. Man, I've got to bring my paints up here.
- 24 **JESSE**. You paint?
- 25 **RENE**. Watercolor.
- 26 **JESSE**. What of?
- 27 **RENE**. Maps. Picture maps. Of places. Uncle Randy says *you* make amazing mirrors. From redwood.
- 28 **JESSE**. Don't know how amazing they are. But I make 'em. And sell 'em. So people can see themselves in the—through the wood.
- 29 **RENE**. What else do you do?
- 30 **JESSE**. Like to cook. Like poems. Ever written a poem?
- 31 **RENE**. I don't do poems. Too many words. Is that a river?
- 32 **JESSE**. Runs all the way to the ocean. I hike the whole length of it. Ever seen where a river and the ocean meet?
- 33 **RENE**. I'm not sure.
- 34 **JESSE**. Down at Sunset Beach. You can see it flow clear down the mountain 'til it forms a riverbed right on the beach, in the sand. The water looks real clear. Light. Not like the ocean at all. Like it's not really supposed to be there, but it is. Then the waves just lap up and catch it, little bit at a time. Then it all changes.
- 35 **RENE**. What's it like having Uncle Randy live in your house?
- (*JESSE looks right at RENE, surprised by her directness.*)
- 36 **RENE**. Do you wish he'd go away? That it could be all yours again?
- 37 **JESSE**. Don't know how I'm supposed to answer that.
- (*RENE waits for an answer.*)
- 38 **JESSE**. Rene, I've spent a lot of days, nights, too, wishin' that things weren't the way they are. But yeah. I wish I'd never had to sell the cabin and all you people had stayed back in San Francisco—
- 39 **RENE**. San Raphael.

- 40 **JESSE.** Takes away the pattern. New rhythm—gets me off beat.
- 41 **RENE.** (*Getting up.*) I should head back now.
- 42 **JESSE.** Rene—
- 43 **RENE.** I just do the map backwards, right?
- 44 **JESSE.** Rene, wait. Please don't think . . . I'm not used to lots of new people. I'm not . . . wanting to be a . . . I don't know.
- 45 **RENE.** (*Enjoying repeating what he said to her.*) A what?
- 46 **JESSE.** (*Enjoying it, too.*) I don't know.
- 47 **RENE.** You've got stranger-invasion.
- 48 **JESSE.** (*Laughs.*) Will it kill me?
- 49 **RENE.** I don't like them either. Strangers.
- 50 **JESSE.** What *do* you like?
- 51 **RENE.** Being by myself. I understand me when everybody else is lost. (*JESSE laughs.*) Let's go back.
- 52 **JESSE.** Rene, first, would you read this? (*JESSE takes a piece of paper out of his shirt pocket. He hands it to RENE.*) It's a poem. Real short. I wrote it about this place.
- 53 **RENE.** (*Glancing at the page.*) It's nice.
- 54 **JESSE.** No, aloud. I need to hear it.
- 55 **RENE.** I . . . I'll read it later, Jesse. After dinner. You're gonna eat with us, aren't you?  
(*JESSE nods*)
- 56 **RENE.** Great! Now, sniffin' for that needle carpet.
- 57 **JESSE.** (*As they exit, playfully.*) They're "yellow" orange-brown, you know.
- 58 **RENE.** Golden orange-brown!
- 59 **JESSE.** (*Laughing.*) Whatever!

(RENE and JESSE exit. LIGHTS OUT. Music transition.)

CURTAIN

END OF PLAY

BLESSINGS by Mary Hall Surface, © 1999 by Mary Hall Surface. Used by permission of the author. All rights reserved.

**4. Part A**

What is the meaning of **scale** as it is used in speech 7 of the scene from *Blessings*?

- Ⓐ to remove in layers
- Ⓑ to increase or reduce in size
- Ⓒ to climb up or over something
- Ⓓ to create according to certain proportions

**Part B**

Which phrase from the scene from *Blessings* **best** helps the reader to understand the meaning of **scale**?

- Ⓐ "And thinner. The air feels thinner." (speech 2)
- Ⓑ "High as you can get without ropes." (speech 7)
- Ⓒ "See that ridge? Sheer rock-face." (speech 7)
- Ⓓ "But I make `em. And sell `em." (speech 28)



**5. Part A**

How does the author of *Blessings* use stage directions to reveal that the two characters are learning more about each other?

- Ⓐ by describing their reactions
- Ⓑ by describing their activities
- Ⓒ by describing their relationship
- Ⓓ by describing their accomplishments

**Part B**

Which evidence from the scene from *Blessings* supports the correct answer in Part A?

- Ⓐ "(RENE reaches the top. She looks out for the first time.)"  
(before speech 4)
- Ⓑ "(Proud of remembering.)" (speech 12)
- Ⓒ "(JESSE looks right at RENE, surprised by her directness.)"  
(before speech 36)
- Ⓓ "(RENE waits for an answer.)" (before speech 38)

**6. Part A**

What is **one** way the stage directions help contribute meaning to the scene?

- Ⓐ by establishing a lighthearted mood
- Ⓑ by foreshadowing the play's conflict
- Ⓒ by summarizing the plot of the play
- Ⓓ by comparing the characters' points of view

**Part B**

Which **two** pieces of evidence support the answer to Part A?

- Ⓐ "*(RENE reaches the top. She looks out for the first time.)*"  
(before speech 4)
- Ⓑ "*(Proud of remembering.)*" (speech 12)
- Ⓒ "*(RENE crosses to have a seat near the edge.)*" (speech 20)
- Ⓓ "*(JESSE looks right at RENE, surprised by her directness.)*"  
(before speech 36)
- Ⓔ "*(Enjoying repeating what he said to her.)*" (speech 45)
- Ⓕ "*(As they exit, playfully.)*" (speech 57)







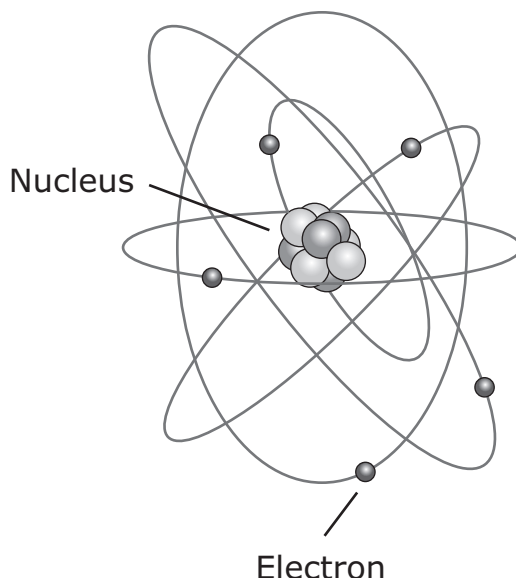


**Today you will research electricity and consider some of the methods used in science texts to support different purposes. First, you will read a passage that explains some general principles of electricity. Then you will read an article about what causes a short circuit. Finally, you will read an article that explains how different materials conduct electricity. As you review these sources, think about the purpose of each and the role that explanations, examples, and descriptions play in communicating that purpose. At the end of the task, you will be asked to write an essay.**

Read the passage titled "Energy Story." Then answer questions 8 through 10.

## Energy Story

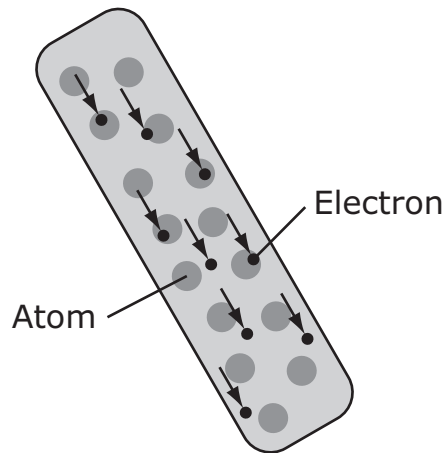
- 1 Electricity figures everywhere in our lives. Electricity lights up our homes, cooks our food, powers our computers, television sets, and other electronic devices. Electricity from batteries keeps our cars running and makes our flashlights shine in the dark.
- 2 Here's something you can do to see the importance of electricity. Take a walk through your school, house or apartment and write down all the different appliances, devices and machines that use electricity. You'll be amazed at how many things we use each and every day that depend on electricity.
- 3 But what is electricity? Where does it come from? How does it work? Before we understand all that, we need to know a little bit about atoms and their structure.



- 4 All matter is made up of atoms, and atoms are made up of smaller particles. The three main particles making up an atom are the proton, the neutron and the electron.
- 5 Electrons spin around the center, or nucleus, of atoms, in the same way the moon spins around the earth. The nucleus is made up of neutrons and protons.
- 6 Electrons contain a negative charge, protons a positive charge. Neutrons are neutral—they have neither a positive nor a negative charge.
- 7 There are many different kinds of atoms, one for each type of element. An atom is a single part that makes up an element. There are 118 different known elements that make up every thing! Some elements like oxygen we breathe are essential to life.
- 8 Each atom has a specific number of electrons, protons and neutrons. But no matter how many particles an atom has, the number of electrons usually needs to be the same as the number of protons. If the numbers are the same, the atom is called balanced, and it is very stable.
- 9 So, if an atom had six protons, it should also have six electrons. The element with six protons and six electrons is called carbon. Carbon is found in abundance in the sun, stars, comets, atmospheres of most planets, and the food we eat. Coal is made of carbon; so are diamonds.
- 10 Some kinds of atoms have loosely attached electrons. An atom that loses electrons has more protons than electrons and is positively charged. An atom that gains electrons has more negative particles and is negatively charged. A "charged" atom is called an "ion."



- 11 Electrons can be made to move from one atom to another. When those electrons move between the atoms, a current of electricity is created. The electrons move from one atom to another in a “flow.” One electron is attached and another electron is lost.
- 12 This chain is similar to the fire fighter’s bucket brigades in olden times. But instead of passing one bucket from the start of the line of people to the other end, each person would have a bucket of water to pour from one bucket to another. The result was a lot of spilled water and not enough water to douse the fire. It is a situation that’s very similar to electricity passing along a wire and a circuit. The charge is passed from atom to atom when electricity is “passed.”
- 13 Scientists and engineers have learned many ways to move electrons off of atoms. That means that when you add up the electrons and protons, you would wind up with one more proton instead of being balanced.
- 14 Since all atoms want to be balanced, the atom that has been “unbalanced” will look for a free electron to fill the place of the missing one. We say that this unbalanced atom has a “positive charge” (+) because it has too many protons.
- 15 Since it got kicked off, the free electron moves around waiting for an unbalanced atom to give it a home. The free electron charge is negative, and has no proton to balance it out, so we say that it has a “negative charge” (-).
- 16 So what do positive and negative charges have to do with electricity?
- 17 Scientists and engineers have found several ways to create large numbers of positive atoms and free negative electrons. Since positive atoms want negative electrons so they can be balanced, they have a strong attraction for the electrons. The electrons also want to be part of a balanced atom, so they have a strong attraction to the positive atoms. So, the positive attracts the negative to balance out.
- 18 The more positive atoms or negative electrons you have, the stronger the attraction for the other. Since we have both positive and negative charged groups attracted to each other, we call the total attraction “charge.”
- 19 Energy also can be measured in joules. Joules sounds exactly like the word jewels, as in diamonds and emeralds. A thousand joules is equal to a British thermal unit.
- 20 When electrons move among the atoms of matter, a current of electricity is created. This is what happens in a piece of wire. The electrons are passed from atom to atom, creating an electrical current from one end to the other, just like in the picture.



- 21 Electricity is conducted through some things better than others. Its resistance measures how well something conducts electricity. Some things hold their electrons very tightly. Electrons do not move through them very well. These things are called insulators. Rubber, plastic, cloth, glass and dry air are good insulators and have very high resistance.
- 22 Other materials have some loosely held electrons, which move through them very easily. These are called conductors. Most metals—like copper, aluminum or steel—are good conductors.

“Energy Story” from <http://energyquest.ca.gov/story/index.html>—Public Domain/California Energy Commission

**8. Part A**

In paragraph 12 of “Energy Story,” what does the word **circuit** mean?

- Ⓐ a conductor
- Ⓑ a balance
- Ⓒ a charge
- Ⓓ a path

**Part B**

Which sentence from “Energy Story” **best** supports the answer in Part A?

- Ⓐ “Each atom has a specific number of electrons, protons and neutrons.”
- Ⓑ “So, if an atom had six protons, it should also have six electrons.”
- Ⓒ “The charge is passed from atom to atom when electricity is ‘passed.’”
- Ⓓ “Most metals—like copper, aluminum or steel—are good conductors.”

**9. Part A**

Why does the author **most likely** place the information in paragraphs 1–2 at the beginning of “Energy Story”?

- Ⓐ to encourage the reader to learn how electronic devices are made
- Ⓑ to show the reader how different machines can improve our lives
- Ⓒ to draw the reader in by showing how electricity affects everyone
- Ⓓ to teach the reader how to use electricity in different settings

**Part B**

Which detail from “Energy Story” **best** supports the answer in Part A?

- Ⓐ “. . . walk through your school, house or apartment . . .”
- Ⓑ “. . . how many things we use each and every day that depend on electricity.”
- Ⓒ “. . . in the same way the moon spins around the earth.”
- Ⓓ “. . . each person would have a bucket of water to pour from one bucket to another.”

**10. Part A**

Which sentence **best** states the central idea of paragraphs 21–22 in “Energy Story”?

- Ⓐ Materials that are insulators and conductors have a high resistance to electricity.
- Ⓑ It is more difficult for electricity to pass through insulators than conductors.
- Ⓒ Insulators and conductors are able to generate a high amount of electricity.
- Ⓓ Electrons move through rubber easier than they move through metal.

**Part B**

Which sentence from “Energy Story” **best** supports the answer in Part A?

- Ⓐ “Electricity is conducted through some things better than others.”
- Ⓑ “Its resistance measures how well something conducts electricity.”
- Ⓒ “Some things hold their electrons very tightly.”
- Ⓓ “Other materials have some loosely held electrons, which move through them very easily.”

Read the article "Short Circuit." Then answer questions 11 through 14.

## Short Circuit

What happens when you blow a fuse?

**Current flowing through a wire heats the wire. The length of a wire affects its resistance, which determines how much current flows in the wire and how hot the wire gets.**

### Materials

- **A fresh 6-volt or 12-volt lantern battery.**
- **A length of copper wire** with alligator clips attached to each end (or a test lead) from any electronics supply store.
- **A strand of very fine iron wire**, about 5 to 6 inches (13 to 15 cm) long. (You can get this by unbraiding a short length of picture-hanging wire or any braided iron wire.)
- **Adult help**

### Assembly

(5 minutes or less)

- 1 Attach one end of the clip lead to one of the battery terminals. Attach one end of the fine iron wire to the other terminal. Attach the other end of the clip lead to the other end of the iron wire, placing the clip as far from the terminal as possible.



**To Do and Notice**

(15 minutes or more)

- 2 Observe what happens to the iron wire after you connect the clip. Move the clip on the iron wire a little closer to the battery and watch what happens. Keep moving the lead closer until you see the final dramatic result. (*CAUTION*: The wire gets very hot!)

**What's Going On?**

- 3 The thin iron wire is a good conductor of electricity, but not as good as the copper wire, which is deliberately chosen to have very low resistance. Thus, most of the resistance of the circuit is in the iron wire. When you connect the clip to the iron wire, the voltage of the battery pushes electrons through the circuit against the resistance of the iron wire, causing the iron wire to heat up. As you move the clip closer to the battery, the resistance of the iron wire decreases. Because the same voltage is applied across a lower resistance, more current flows, and the wire heats up more. Eventually, when you make the iron wire short enough, so much current flows that it melts the wire. Even the copper wire becomes warm.
- 4 In a normal electric circuit, an electric current powers an appliance, such as a refrigerator or TV. Every such appliance has a certain amount of resistance to the current flow, which keeps the current from reaching very large values. A *short circuit* occurs when the current finds a way to bypass the appliance on a path that has little or no resistance—for example, where frayed insulation bares a wire and allows it to touch the frame of the appliance, so the current can flow straight to the ground. In this situation, a very large current can occur, producing a lot of heat and a fire hazard.
- 5 Although houses today often contain circuit breakers rather than fuses, fuses are still around. A fuse contains a thin strip of wire, somewhat like the thin iron wire in our experiment. The current that goes to appliances must also pass through this strip of wire. If a short circuit occurs—or even if too many appliances get hooked up to one wire, so that too much current flows—the wire in the fuse heats up quickly and melts, breaking the circuit and preventing a fire from breaking out.

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**11. Part A**

Which phrase is closest in meaning to the word **deliberately** as it is used in paragraph 3 of "Short Circuit"?

- Ⓐ for the most part
- Ⓑ by general agreement
- Ⓒ with short notice
- Ⓓ with careful consideration

**Part B**

Which detail from "Short Circuit" provides the **best** clue to the meaning of the word **deliberately**?

- Ⓐ "good conductor"
- Ⓑ "not as good"
- Ⓒ "chosen to"
- Ⓓ "very low"



**12. Part A**

Which sentence **best** states a central idea of “Short Circuit”?

- Ⓐ Appliances can be destroyed by a heavy flow of electrons.
- Ⓑ The flow of electrons follows a path of least resistance.
- Ⓒ Fuses are an important means to keep homes safe from electrical hazards.
- Ⓓ Circuit breakers are a tool to control the flow of electricity in homes.

**Part B**

Which detail from the article provides the **best** example of the central idea in Part A?

- Ⓐ “In a normal electric circuit, an electric current powers an appliance, such as a refrigerator or TV.”
- Ⓑ “Every such appliance has a certain amount of resistance to the current flow, which keeps the current from reaching very large values.”
- Ⓒ “Although houses today often contain circuit breakers rather than fuses, fuses are still around.”
- Ⓓ “. . . the wire in the fuse heats up quickly and melts, breaking the circuit and preventing a fire from breaking out.”

**13. Part A**

Which step of the experiment is repeated multiple times in “Short Circuit”?

- Ⓐ Use an alligator clip to attach a copper wire to a battery terminal.
- Ⓑ Attach one end of an iron wire to the other battery terminal.
- Ⓒ Use a second alligator clip to attach the other end of the copper wire to the iron wire.
- Ⓓ Shorten the distance between the second alligator clip and the battery.

**Part B**

A result occurs when the step is repeated in the experiment. Which phrase from “Short Circuit” shows the result of the repeated step that is the answer to Part A?

- Ⓐ “. . . deliberately chosen to have very low resistance.”
- Ⓑ “. . . voltage of the battery pushes electrons through the circuit . . .”
- Ⓒ “. . . more current flows . . .”
- Ⓓ “. . . which keeps the current from reaching very large values.”

**14. Part A**

Which paragraph **best** summarizes the conclusions of the experiment in "Short Circuit"?

- Ⓐ paragraph 2
- Ⓑ paragraph 3
- Ⓒ paragraph 4
- Ⓓ paragraph 5

**Part B**

Identify **three** details from "Short Circuit" that provide the **best** summary of the conclusions in the experiment.

- Ⓐ Most houses have circuit breakers.
- Ⓑ Frayed wires can touch appliances.
- Ⓒ Iron wire is a good conductor of electricity.
- Ⓓ The length of a wire affects its resistance.
- Ⓔ Electric current powers appliances.
- Ⓕ A short circuit occurs when there is a high flow of current with low resistance.
- Ⓖ Appliances can short-circuit, creating a fire hazard.

Read the article titled "Conducting Solutions." Then answer questions 15 and 16.

## Conducting Solutions

*by Rodney Schreiner*

- 1 An electric current is a flow of electrical charge. When a metal conducts electricity, the charge is carried by electrons moving through the metal. Electrons are subatomic particles with a negative electrical charge. When a solution conducts electricity, the charge is carried by ions moving through the solution. Ions are atoms or small groups of atoms that have an electrical charge. Some ions have a negative charge and some have a positive charge.
- 2 Pure water contains very few ions, so it does not conduct electricity very well. When table salt is dissolved in water, the solution conducts very well, because the solution contains ions. The ions come from the table salt, whose chemical name is sodium chloride. Sodium chloride contains sodium ions, which have a positive charge, and chloride ions, which have a negative charge. Because sodium chloride is made up of ions, it is called an ionic substance.
- 3 Not all substances are made up of ions. Some are made of uncharged particles called molecules. Sugar is such a substance. When sugar is dissolved in water, the solution does not conduct electricity, because there are no ions in the solution.
- 4 Some substances that are made of molecules form solutions that do conduct electricity. Ammonia is such a substance. When ammonia dissolves in water, it reacts with the water and forms a few ions. This is why laundry ammonia, which is a solution of ammonia in water, conducts electricity, but not very well.
- 5 Sometimes, when two different solutions are mixed, the substances they contain react with each other and form ions. This is what happens when ammonia and vinegar are mixed. An ammonia solution contains only a few ions, and it conducts electricity only poorly. A vinegar solution also contains only a few ions and conducts only a little electricity. But when these solutions are mixed, the ammonia reacts with the acid in vinegar (acetic acid), and they form a lot of ions. This is why the mixture of ammonia and vinegar conducts electricity very well.

"Conducting Solutions" by Rodney Schreiner, from Science Is Fun (scifun.org). Copyright © 2011 by Wisconsin Initiative for Science Literacy. Reprinted by permission of WISL.

**15. Part A**

As it is used in the passage, what does the word **solution** mean?

- Ⓐ an ability to combine smaller parts
- Ⓑ an answer to a problem
- Ⓒ a capacity to carry a stronger charge
- Ⓓ a liquid mixture

**Part B**

Which detail from “Conducting Solutions” provides the **best** clue to the meaning of the word **solution**?

- Ⓐ “conducts electricity”
- Ⓑ “dissolved in water”
- Ⓒ “are no ions”
- Ⓓ “made of molecules”

**16. Part A**

In "Conducting Solutions," why does the author **most likely** include the information in paragraph 5?

- Ⓐ to explain how solutions that contain ions conduct electricity
- Ⓑ to show how some solutions low in ions can conduct electricity
- Ⓒ to describe several ways to use solutions that conduct electricity
- Ⓓ to list several solutions that are effective conductors of electricity

**Part B**

Which detail from paragraph 5 of "Conducting Solutions" **best** supports the answer in Part A?

- Ⓐ "This is what happens when ammonia and vinegar are mixed."
- Ⓑ "An ammonia solution contains only a few ions, and it conducts electricity only poorly."
- Ⓒ "A vinegar solution also contains only a few ions and conducts only a little electricity."
- Ⓓ "But when these solutions are mixed, the ammonia reacts with the acid in vinegar (acetic acid), and they form a lot of ions."











**Today you will read a passage from a novel. As you read, you will gather information to prepare for writing an original story.**

Kevin Pugh’s dog, Cromwell, has boundless energy and potential talent. Zach is Kevin’s good friend. Read the passage from *The Fast and the Furriest*. Then answer questions 18 through 23.

from *The Fast and the Furriest*

by Andy Behrens

- 1 In the days that followed, it became perfectly clear that Cromwell was obsessed with agility. It was not merely a phase, but an addiction. He dropped his leash at Kevin’s feet constantly. He ran phantom courses in the backyard. He lodged himself in the tire swing daily. It was mid-June and oppressively hot, but not even a series of 100-degree days could stop the dog. At times, Kevin would simply sit in a lawn chair, spraying himself with the hose, while Cromwell made run after failed run at the tire swing. Zach accompanied them on what Kevin felt were murderously long walks. At Montrose Beach, Cromwell ran through obstacle courses that Kevin constructed from abandoned tin pails and shovels; in Horner Park, the dog routinely broke free of his leash and tore through picnics and volleyball games; on the lakefront path, he chased bikes and terrorized pigeons. (Or maybe he just amused them. Tough to tell with pigeons.) He was an entirely new—and an unrelentingly active—Cromwell Pugh.
- 2 Kevin knew that they should really commit to Paw Patch. If they were going to keep up the dog agility nonsense, Cromwell needed more direction than Kevin alone could provide. All that remained was to convince his parents, who, Kevin figured, had always wanted him to be sportier anyway.
- 3 But Howie was a skeptic.
- 4 “Okay, just so I’m clear,” he said over breakfast on Sunday morning, “you want me and your mother to pay for a class for Cromwell . . .”
- 5 “And me,” said Kevin. “I’m in the class, too.”
- 6 “Sorry. And you,” acknowledged his dad. “We pay for a class where Cromwell and you get trained. But it’s not sit-stay-fetch-roll over training? Or clean-your-room training? It’s jump-through-a-hoop-and-leap-over-tiny-fences training?”

- 7 Howie, chewing, stared at his son across a plate of waffles. Each square on each waffle was filled with an equal volume of syrup.
- 8 “Yup,” Kevin said.
- 9 “Cromwell’s not going to start fetching things, though?” Howie continued, a waffle fleck flying from his mouth. “This is like dog show training?”
- 10 “Um, no.” Kevin cleared his throat. “No, we won’t be competing or anything. But it would make Cromwell happier.”
- 11 “He’s been depressed?” Howie asked before putting a perfect square bite into his mouth.
- 12 Cromwell was sniffing the floor for breakfast droppings, wagging his tail and occasionally pouncing on a speck of something.
- 13 “Well, no. Not depressed. But he hasn’t really moved for the last few years. Now he’s like a brand-new dog.” Kevin could sense that his argument was getting thinner.
- 14 “And without a single class.” Howie spoke and chewed simultaneously. “Why can’t you two just keep up the walks? Let the dog keep whackin’ himself in the head with the tire in the backyard or whatever.”
- 15 Kevin folded his arms across his Cubs jersey. “If Izzy wants to sign up for soccer in Malaysia, it’s no problem. We’ll get vaccinated against six diseases and book a flight. I want to sign up for dog training in Wrigleyville and you’re like, ‘No way.’”
- 16 “Listen, I didn’t say ‘No way.’” Howie paused. “You know I’m happy to pay for anything you’re into—but you, not the dog.” He speared a strawberry, swirled it in whipped cream, and then scooped up a waffle chunk and rammed the fork in his mouth. “And c’mon. You can’t compare Cromwell jumping over stuff to Izzy’s soccer.”
- 17 “Why can’t I?” Kevin insisted.
- 18 “Because soccer’s a sport—not a particularly American sport, I’ll grant you. It doesn’t involve much scoring or violence,” Kevin’s dad continued. “But there is *some* scoring, and there’s fake violence. More importantly, it has a ball.”
- 19 Kevin’s eyes widened. “*What?*”
- 20 “Soccer is played with a ball, Kevin,” Howie explained. “All sports involve balls. They can be kicked or thrown, doesn’t matter.”
- 21 Kevin stared at his dad for a moment, dumbfounded.

- 22 "So," he said at last, "surfing is not a sport?"
- 23 "Negatory, Kev. It's an exhibition," Howie declared.
- 24 "How about fencing? Or bull-riding? Or iceskating?"
- 25 "Nope, nope, and heck no. Ice-skating? C'mon, Kev. You're gonna make me ill over here." Kevin's dad made wet smacking sounds as he chewed.
- 26 "What about hockey?" Kevin asked. "That has a puck."
- 27 "Pucks are like the metric equivalent of balls. So yeah, that's a sport."
- 28 "How 'bout bingo? That involves balls."
- 29 Howie lifted his head from his plate and spoke deliberately, as though explaining a fine point of law. "While all sports involve balls," he said, "*not* all things involving balls are sports. Like with juggling and pinball and so forth. That's an important distinction."
- 30 Kevin pressed on, unsure why he was prolonging the argument. "What about fishing? That's on ESPN all the time."
- 31 "If one of the two sides doesn't know it's playing," said Howie, "then it's not a sport. And the fishes definitely don't know what's up. So no, not a sport." More chewing.
- 32 Kevin stared at his father's ruddy face. "So that's it?" he finally said. "No interest in classes for Cromwell?"
- 33 His dad shrugged. "You're not makin' a good case here, Kev."

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**18. Part A**

In paragraph 1, what information does the setting **mainly** suggest about Cromwell?

- Ⓐ how irritating Cromwell is to Kevin
- Ⓑ how distracted Cromwell is by Zach
- Ⓒ how determined Cromwell is to stay active
- Ⓓ how upset Cromwell is about being a family pet

**Part B**

Which detail from paragraph 1 **best** supports the answer to Part A?

- Ⓐ “. . . not even a series of 100-degree days could stop the dog.”
- Ⓑ “At times, Kevin would simply sit in a lawn chair . . . .”
- Ⓒ “. . . what Kevin felt were murderously long walks.”
- Ⓓ “. . . the dog routinely broke free of his leash . . . .”

**19. Part A**

Which sentence explains what the word **skeptic** in paragraph 3 suggests about Howie?

- Ⓐ He is confused by Kevin’s decision to have Cromwell trained.
- Ⓑ He is surprised by Kevin’s offer to take responsibility for Cromwell.
- Ⓒ He hopes that Kevin’s solution can keep Cromwell an agile dog.
- Ⓓ He does not see the value of Kevin’s plan for Cromwell.

**Part B**

Which detail from the passage provides the **best** clue to the meaning of the word in Part A?

- Ⓐ “Okay, just so I’m clear . . . .” (paragraph 4)
- Ⓑ “Howie, chewing, stared at his son . . . .” (paragraph 7)
- Ⓒ “This is like dog show training?” (paragraph 9)
- Ⓓ “And without a single class.” (paragraph 14)

**20. Part A**

Based on the passage, what is the **main** reason the author includes Howie as a character in the story?

- Ⓐ to lighten Kevin’s seriousness
- Ⓑ to call attention to Izzy’s enthusiasm
- Ⓒ to create a conflict that challenges Kevin
- Ⓓ to introduce a surprise for Cromwell

**Part B**

Which **two** details **best** support the answer to Part A?

- Ⓐ “Howie continued, a waffle fleck flying from his mouth.” (paragraph 9)
- Ⓑ “Cromwell was sniffing the floor for breakfast droppings, wagging his tail . . . .” (paragraph 12)
- Ⓒ “Well, no. Not depressed.” (paragraph 13)
- Ⓓ “If Izzy wants to sign up for soccer in Malaysia, it’s no problem.” (paragraph 15)
- Ⓔ “You know I’m happy to pay for anything you’re into . . . .” (paragraph 16)
- Ⓕ “You’re not makin’ a good case here, Kev.” (paragraph 33)



**21. Part A**

What do Kevin’s and Howie’s sarcastic questions **mainly** reveal about their different points of view during their conversation?

- Ⓐ The questions show each character’s disrespect for the other’s position.
- Ⓑ The questions emphasize the weaknesses each character finds in the other’s argument.
- Ⓒ The questions express the disappointment each character feels as a result of the other’s decision.
- Ⓓ The questions provide each character with information missing from the other’s explanation.

**Part B**

Which **two** questions from the passage **best** support **each** character’s point of view? Choose **one** question for **each** character.

- Ⓐ Howie’s question, “Or clean-your-room training?” (paragraph 6)
- Ⓑ Howie’s question, “This is like dog show training?” (paragraph 9)
- Ⓒ Howie’s question, “Why can’t you two just keep up the walks?” (paragraph 14)
- Ⓓ Kevin’s question, “Why can’t I?” (paragraph 17)
- Ⓔ Kevin’s question, “How ‘bout bingo?” (paragraph 28)
- Ⓕ Kevin’s question, “No interest in classes for Cromwell?” (paragraph 32)

**22. Part A**

Which sentence describes a central idea of the passage?

- Ⓐ Cromwell has become much more energetic than he was before.
- Ⓑ Kevin and Howie have different ideas about what activities are worthwhile.
- Ⓒ Cromwell enjoys exercising on the beach more than playing at the park.
- Ⓓ Howie wants Cromwell to participate in different types of dog competitions.

**Part B**

Which detail from the passage supports the answer to Part A?

- Ⓐ "At Montrose Beach, Cromwell ran through obstacle courses that Kevin constructed from abandoned tin pails and shovels . . . ." (paragraph 1)
- Ⓑ "All that remained was to convince his parents, who, Kevin figured, had always wanted him to be sportier anyway." (paragraph 2)
- Ⓒ "'Cromwell's not going to start fetching things, though?'" (paragraph 9)
- Ⓓ "'But it would make Cromwell happier.'" (paragraph 10)











**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**







**7 - ELA**





**PARCC PBA Paper Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 8**

<b>Items 1-7</b>		
<b>Task:</b> Literary Analysis (LAT)		
<b>Passage 1:</b> from <i>Confetti Girl</i> by Diana Lopez		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RL1; RL4
2	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> C	RL1; RL3
<b>Passage 2:</b> from <i>Tortilla Sun</i> by Jennifer Cervantes		
3	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> C	RL1; RL4
4	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> C, F, G	RL1; RL2
<b>Passage 1:</b> from <i>Confetti Girl</i> by Diana Lopez and <b>Passage 2:</b> from <i>Tortilla Sun</i> by Jennifer Cervantes		
5	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> D	RL1; RL3
6	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> A	RL1; RL3; RL5
7	<b>Item Type:</b> PCR Refer to Grade 6-11 Scoring Rubric	RL1; RL6; W2; W4-10 (or 3)
<b>Items 8-17</b>		
<b>Task:</b> Research Simulation (RST)		
<b>Passage 1:</b> “Elephants Can Lend a Helping Trunk” by Virginia Morell		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
8	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> A	RST1; RST4
9	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> C	RST1; RST5
10	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RST1; RST7
<b>Passage 2:</b> from “Elephants Know When They Need a Helping Trunk in a Cooperative Task” by Joshua M. Plotnik		
11	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B	RST1; RST4
12	<b>Item Type:</b> EBSR	RI1; RST6

	<b>Part A:</b> A <b>Part B:</b> C	
13	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RST1; RST7
<b>Passage 3:</b> “Elephants Console Each Other”		
14	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B	RST1; RST4
15	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> C	RST1; RST2
16	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B	RST1; RST5
<b>Passage 1:</b> “Elephants Can Lend a Helping Trunk” by Virginia Morell; <b>Passage 2:</b> from “Elephants Know When They Need a Helping Trunk in a Cooperative Task” by Joshua M. Plotnik; <b>Passage 3:</b> “Elephants Console Each Other”		
17	<b>Item Type:</b> PCR Refer to Grade 6-11 Scoring Rubric	RST1; RST6; RST9; W2; W4-10
<b>Items 18-23</b>		
<b>Task:</b> Narrative (NWT)		
<b>Passage:</b> from <i>The Seven Keys of Balabad</i> by Paul Haven		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
18	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RL1; RL2
19	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RL1; RL3
20	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B and C	RL1; RL3
21	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> C	RL1; RL2
22	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A, E	RL1; RL2
23	<b>Item Type:</b> PCR Refer to Grade 6-11 Scoring Rubric	W3-10



**Grade 8**  
English Language Arts/Literacy  
Practice Test

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**F State Student Identifier**

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**Directions:**

Today, you will be taking the Grade 8 English Language Arts/Literacy Practice Test.

Read each passage and all questions carefully. Some questions will ask you to choose one correct answer, while others will ask you to choose more than one correct answer. You may look back at the passage or passages as often as necessary.

Mark your answers by filling in the circles in your test booklet. Do not make any stray marks in the test booklet. If you need to change an answer, be sure to erase your first answer completely.

To answer a question that asks you to pick one answer, fill in the circle as follows:

(A) ● (C) (D) (E) (F) (G)

To answer a question that asks you to pick more than one answer, fill in the circles as follows:

(A) ● (C) ● ● (F) (G)

Some questions will ask you to provide a written response to the passages you have read. You may plan your response using scratch paper. Be sure to write your response in the box provided in your test booklet. Crossed-out work, writing that falls outside of the box, or work on scratch paper will not be scored.

If you do not know the answer to a question, you may skip it and go on. If you finish the test early, you may review your answers and any questions you may have skipped.

**Today you will analyze passages from two novels. As you read these texts, you will gather information and answer questions about the characters and points of view so you can write an analytical essay.**

Read the passage from the novel *Confetti Girl*. Then answer questions 1 and 2.

from *Confetti Girl*

by Diana López

- 1 Mom always had after-school projects waiting for me. “Can you help decorate cookies?” she’d say. Or, “Go outside and pick some flowers.” Or, “Fix my nails, please.” She loved to paint them, but since she wasn’t coordinated with her left hand, her right-hand nails looked like a preschooler’s coloring page.
- 2 I guess these projects were chores, but they were fun, too. Now when I come home, I’ve got to sweep, fold towels, or scrub the bathroom sink. Dad helps, but sometimes he makes a big mess.
- 3 Like today. He’s got flour, potato skins, and crumpled napkins on the counter. The pot boils over with brown scum. And I don’t want to talk to him because I’m still mad about the volleyball game, but I have to know what he’s up to.
- 4 “What are you doing, Dad?”
- 5 “Making dinner. Thought I’d give you a break.”
- 6 Except for game nights, dinner’s my responsibility. I cook while Dad cleans—that’s our rule. And even though I don’t cook as well as Mom did, Dad never complains.
- 7 “What are you going to make?” I ask.
- 8 “*Carne guisada* and *papas fritas*.”
- 9 “You need a recipe for that?”
- 10 “Are you kidding? I need a recipe for peanut butter sandwiches.”
- 11 How mad can a girl be at a man who makes fun of himself and wears a green frog apron that says KISS THE COOK and tube socks over his hands for potholders?

- 12 We clear space on the table. Dinner’s served. The beef’s tough and the *papas* are mushy, but who cares? I pretend it’s delicious because my dad lets me blabber about the Halloween carnival. He laughs out loud when I describe Vanessa’s potato baby and Ms. Cantu’s creative *cascarones*<sup>1</sup>, so I don’t complain when I notice he served ranch-style beans straight from the can instead of heating them up first.
- 13 Everything’s great until he asks about my English class.
- 14 “Any new vocabulary words?” he wants to know.
- 15 “I guess. Maybe. Super . . . super . . . super something. Can’t remember.”
- 16 “Was it *supersede*?” he asks. “*Supercilious*? *Superfluous*?”
- 17 “I don’t remember, Dad. It could have been *super-duper* or *super-loop* for all I care.”
- 18 He gets sarcasm from his students all the time so he’s good at ignoring it.
- 19 “Remember that *super* is a prefix that means ‘above and beyond,’” he says. “So no matter what the word is, you can get its meaning if you take it apart.”
- 20 “Okay, Dad. I get it. So did I tell you we’re having a book sale for our next fundraiser?”
- 21 “What else are you doing in English?” he asks. “Reading any novels?”
- 22 I sigh, bored, but he doesn’t get the hint. He just waits for my answer. “Yes,” I finally say. “I don’t remember the title, but it’s got a rabbit on the cover.”
- 23 “Is it *Watership Down*? It’s got to be *Watership Down*.”
- 24 “Yes, that’s it. But I left it in my locker. I guess I can’t do my homework.”
- 25 “Nonsense. I’ve got a copy somewhere. Let me look.”
- 26 He leaves the table to scan the bookshelves, and all of the sudden, I *care* about the tough beef, the mushy potatoes, and the cold beans. Why should I eat when my own father has abandoned his food? Nothing’s more important than his books and vocabulary words. He might say I matter, but when he goes on a scavenger hunt for a book, I realize that I really don’t.
- 27 I take my plate to the kitchen, grab my half-finished soda, and head to my room. When I walk past him, he’s kneeling to search the lower shelves. He’s got a paper towel and wipes it lovingly over the titles as if polishing a sports car. He doesn’t hear my angry, stomping footsteps. I catch the last part of his sentence.

<sup>1</sup>cascarones—hollow eggs filled with confetti or toys



- 28 “. . . a classic epic journey,” he says as if he were in class with a bunch of students. I can’t stand it. I just can’t stand it. I’d rather have Vanessa’s crazy mom.
- 29 Later, just as I write *I love Luís* for the three-hundredth time, my dad peeks through my bedroom door.
- 30 “Found my copy of *Watership Down*,” he says, handing me a paperback whose spine’s been taped a dozen times. “How far do you have to read tonight?”
- 31 “The first four chapters,” I say.
- 32 “That’s a lot. You better get busy.”
- 33 “Sure, Dad. I’ll start reading right away.”
- 34 But I don’t. As soon as he leaves, I put the book on my nightstand and use it as a coaster. The condensation from my soda makes a big, wet circle on the cover.

From: CONFETTI GIRL by Diana Lopez. Copyright © 2009 by Diana Lopez. By permission of Little, Brown, and Company.

**1. Part A**

What is the meaning of the word **sarcasm** as it is used in paragraph 18 of *Confetti Girl*?

- Ⓐ a remark indicating mockery and annoyance
- Ⓑ a response that is meant to be taken literally
- Ⓒ an answer that indicates confusion or skepticism
- Ⓓ an observation that is silly and childish

**Part B**

Which words from the passage help clarify the meaning of **sarcasm**?

- Ⓐ "Super . . . super . . . super something. Can't remember."  
(paragraph 15)
- Ⓑ "It could have been *super-duper* or *super-loop* for all I care."  
(paragraph 17)
- Ⓒ "So did I tell you we're having a book sale for our next fundraiser?"  
(paragraph 20)
- Ⓓ "Yes, that's it. But I left it in my locker. I guess I can't do my homework."  
(paragraph 24)

2. **Part A**

What attitude does the narrator of *Confetti Girl* reveal when she uses the book as a coaster in paragraph 34?

- Ⓐ worry about being able to finish her schoolwork
- Ⓑ dishonesty in lying to her father about her homework
- Ⓒ carelessness when it comes to doing household chores
- Ⓓ resentment of her father’s efforts to impose his interests on her

**Part B**

Which quotation from the passage **best** shows additional evidence of the attitude in Part A?

- Ⓐ “Dad helps, but sometimes he makes a big mess.” (paragraph 2)
- Ⓑ “And I don’t want to talk to him because I’m still mad about the volleyball game . . . .” (paragraph 3)
- Ⓒ “Nothing’s more important than his books and vocabulary words. He might say I matter, but when he goes on a scavenger hunt for a book, I realize that I really don’t.” (paragraph 26)
- Ⓓ “Later, just as I write *I love Luis* for the three-hundredth time, my dad peeks through my bedroom door.” (paragraph 29)

Read the passage from *Tortilla Sun*. Then answer questions 3 and 4.

from *Tortilla Sun*

by Jennifer Cervantes

- 1 *Clang cla-clang, clang clang.* The next morning, I found Mom in the kitchen with a chisel and hammer, chipping away at the kitchen counter. Little flecks of white flew through the air like ceramic snow, landing softly on her olive-colored cheeks.
- 2 I ducked as a piece of tile flew at me. "Hey!"
- 3 She turned toward me with a look of surprise. "Morning, Izzy. I didn't see you standing there."
- 4 "Wha . . . what are you doing?" I asked.
- 5 She stepped back and surveyed the half-demolished counter the way someone stands back to study a newly hung photograph. Wiping her cheek with the back of her hand she said, "There was this"—she searched the mess on the floor—"this one broken tile poking out and I thought I should fix it and . . ."
- 6 I pushed past her to get the broom but she grabbed me by the elbow. A feeling of nervousness swelled inside me.
- 7 "Izzy, wait. I have something to tell you."
- 8 There it was. My heart buckled in my chest. Something was wrong.
- 9 Mom leaned back against the counter and sucked in a great gulp of air. "It's strange actually. I wasn't expecting it, but then at the last minute the funding came through." She folded her arms across her waist. "I'm going to Costa Rica to finish my research."
- 10 Her words buzzed around me like a swarm of confused bees. "When? For how long?"
- 11 "I'll be gone for most of the summer. I leave Tuesday."
- 12 Mom wouldn't leave me. We'd go together. Right? "But that's only three days away." I stepped away from Mom and the shards of tile.
- 13 "I don't have a choice."
- 14 "But what am I supposed to do? That's three whole months."

- 15 "Two. I'll be home at the end of July. And after this I can finally graduate. Our lives will change then." She reached over and stroked my hair. "For the better."
- 16 I rolled those three words around in my mind:*for the better*.
- 17 Suddenly last night's phone call made perfect sense. I inched closer and pushed at the broken tile with my toes.
- 18 "Are you sending me to Nana's?" I asked. "In New Mexico?"
- 19 A flash of surprise crossed Mom's face. Like she knew I had heard her phone conversation. "She's so excited to have you and . . ."
- 20 "What happened to all your talk about you guys not seeing eye to eye?" I asked.
- 21 "It's not that we don't see eye to eye. We just don't see the world the same way."
- 22 "Why can't I go with you?" I said.
- 23 "Izzy . . ."
- 24 "New Mexico is worlds away from California. And what am I going to do for two whole months with someone I haven't seen since I was six? That was half my life ago. She's a stranger!" I felt a sudden urge to bolt for the front door and run.
- 25 Mom rolled her eyes. "Oh, Izzy. She's hardly a stranger. She's family. I already have your ticket. You leave Monday." Mom opened the refrigerator and took out a diet soda, pressing the cold can against her face before opening it.
- 26 I stared at the mess on the floor. "Why can't I stay here? Alone." My voice quivered.
- 27 Mom took a swig of her soda, then closed her eyes and took a deep breath. When she opened them, she spoke slowly and deliberately.
- 28 "You're going to New Mexico and that's final."
- 29 I swallowed hard and tried not to cry. "Why do you always get to decide everything? We just unpacked and I—I had plans."
- 30 She raised her eyebrows, surprised. "Plans?"
- 31 Mom was always bugging me to make friends, which I didn't see the point of, considering we moved every few months. And we moved for all sorts of reasons: closer to the university for her, better school for me, quieter, prettier, bigger, smaller.

- 32 "I was going to try and find some girls my age here in the complex so I wouldn't have to be the new kid in school *again*," I said, trying to sound believable.
- 33 "Honey, you can make friends at your new school in the fall. Besides, this is a wonderful opportunity for you."
- 34 "Opportunity? For me? Or for you?"
- 35 I stormed off to my room and threw myself onto my bed. I ached inside. Like the feeling you get watching a lost balloon float far into the sky until it becomes an invisible nothing.
- 36 I reached for a story card and scribbled:
- 37 Gypsy was sent to prison for stealing the magic ball. And when she was tossed into the dungeon below the castle she found the word "opportunity" written across the stone wall.
- 38 Staring at the card, I wondered what should happen next. Maybe a daring escape or a sorceress could rescue her. When nothing came to me, I scratched out the word *opportunity* until it was a big blob of blue ink and tossed the card on the floor.
- 39 I heard Mom's footsteps coming toward my closed bedroom door. I held my breath, hoping she wouldn't knock.
- 40 *Tap. Tap.*
- 41 Silence.
- 42 "Izzy?" she spoke quietly.
- 43 My hands wandered beneath my pillow and gripped the baseball I had hidden there. I squeezed my eyes closed and whispered, "I wish I didn't have to go. I wish I didn't have to go."
- 44 "I've brought your suitcase." She stood outside my door for what seemed like forever. I pictured her on the other side, arms crossed, head down.
- 45 "I think you're going to like the village." Her voice became a little muffled now, like her mouth was pressed right up against the door. "It's strange and beautiful at the same time and a perfect place to explore. You just might be surprised what you find there." She paused for a moment then continued. "Would you please talk to me?"

- 46 I burrowed my head under the pillow with the baseball. A tiny piece of me felt guilty for stealing it, but it belonged to my dad and that made it special. That made it a part of me.
- 47 "I'll just leave the suitcase here for you," she said. Her bare feet slapped against the tile and carried her away.

A passage from *Tortilla Sun* by Jennifer Cervantes. Copyright © 2010 by Jennifer Cervantes. Reprinted by permission of Chronicle Books LLC, San Francisco.

**3. Part A**

How do the phrases **stormed off**, **float far**, and **invisible nothing** in paragraph 35 contribute to the tone of the passage?

- Ⓐ They call attention to the narrator's feelings of guilt and disappointment.
- Ⓑ They emphasize the narrator's growing sense of hopelessness.
- Ⓒ They reflect the narrator's escape into comforting daydreams.
- Ⓓ They highlight the narrator's strong sense of independence.

**Part B**

Which paragraph **most** directly reinforces the tone created in paragraph 35?

- Ⓐ paragraph 32
- Ⓑ paragraph 37
- Ⓒ paragraph 38
- Ⓓ paragraph 39



**4. Part A**

Which statement provides an objective summary of the passage?

- Ⓐ A mother chooses to neglect her daughter’s interest in favor of completing her degree. She informs her daughter of this decision, and the daughter rightly points out the mother’s selfishness.
- Ⓑ A mother decides it would be best for her daughter if they both moved to another country. The daughter complains that this will disrupt her life, but the mother holds firm to her decision.
- Ⓒ A girl learns that she and her mother are moving in with their grandmother. The girl believes her mother is trying to take the easy way out. In response, the girl states that her father is a better parent.
- Ⓓ A girl finds out her mother is going to leave her for the summer. She believes her mother is being selfish. In response, she becomes negative and withdrawn.

**Part B**

Select the **three** paragraphs that are **most** relevant to providing an objective summary of the passage.

- Ⓐ paragraph 1
- Ⓑ paragraph 5
- Ⓒ paragraph 9
- Ⓓ paragraph 17
- Ⓔ paragraph 28
- Ⓕ paragraph 34
- Ⓖ paragraph 45

Refer to the passages from *Confetti Girl* and *Tortilla Sun*. Then answer questions 5 through 7.

**5. Part A**

In both passages, what causes the conflict between the narrator and her parent?

- Ⓐ The narrator does something to disappoint her parent.
- Ⓑ The narrator misunderstands her parent's intentions.
- Ⓒ The parent acts in a way that neglects the narrator's interests.
- Ⓓ The parent makes a mess that the narrator will have to clean up.

**Part B**

Which paragraphs from the two passages **best** support the answer to Part A?

- Ⓐ *Confetti Girl* : paragraph 3 *Tortilla Sun* : paragraph 1
- Ⓑ *Confetti Girl* : paragraph 12 *Tortilla Sun* : paragraph 5
- Ⓒ *Confetti Girl* : paragraph 19 *Tortilla Sun* : paragraph 6
- Ⓓ *Confetti Girl* : paragraph 26 *Tortilla Sun* : paragraph 9

**6. Part A**

The passage from *Confetti Girl* begins with the narrator's memories of her mother (paragraph 1). The passage from *Tortilla Sun* ends with Izzy's thoughts about the baseball that belonged to her father (paragraph 46). How do these paragraphs contribute to an understanding of both narrators?

- Ⓐ The paragraphs reveal that the narrators have little reason to feel upset about their present situations.
- Ⓑ The paragraphs suggest the efforts the narrators will go to so that they may please their parents.
- Ⓒ The paragraphs emphasize the fact that the narrators may not be reporting events truthfully.
- Ⓓ The paragraphs highlight the narrators' strong desire to regain a sense of closeness.

**Part B**

What additional similarity between the narrators builds on the same idea?

- Ⓐ They both have trouble connecting with their remaining parent.
- Ⓑ They both have an active and rich imaginary life.
- Ⓒ They both feel as if there is no point in making friends.
- Ⓓ They both have parents who value education above all else.









**Today you will read about two studies involving elephants. First you will read an article about the experiment. Then you will read a passage from the study. Finally you will read about a different study of elephant behavior. As you review these sources, you will gather information and answer questions about the purposes and points of view of the authors and researchers. Then you will write an analytical essay.**

Read the article “Elephants Can Lend a Helping Trunk.” Then answer questions 8 through 10.

## Elephants Can Lend a Helping Trunk

by Virginia Morell

- 1 Elephants know when they need a helping hand—or rather, trunk. That’s the conclusion of a new study that tested the cooperative skills of Asian elephants (*Elephas maximus*) in Thailand and showed that the pachyderms understand that they will fail at a task without a partner’s assistance. The ability to recognize that you sometimes need a little help from your friends is a sign of higher social cognition, psychologists say, and is rarely found in other species. Elephants now join an elite club of social cooperators: chimpanzees, hyenas, rooks, and humans.
- 2 To test the elephants’ cooperation skills, a team of scientists modified a classic experiment first administered to chimpanzees in the 1930s, which requires two animals work together to earn a treat. If they don’t cooperate, neither gets the reward. For the elephants, the researchers used a sliding table with a single rope threaded around it. Two bowls of corn were attached to the table, but the elephants could reach them only by pulling two ends of the rope simultaneously. Working with mahout—Asian elephant trainers—trained elephants at the Thai Elephant Conservation Center in Lampang, the researchers first taught individual animals to pull the rope with their trunks. The 12 elephants were then divided into six pairs, and each pair was released to walk to their waiting ropes. If one animal pulled the rope before the other, the rope would slip out, leaving the table—and treats—in place. “That taught them to pull together,” says Joshua Plotnik, a postdoc in experimental psychology at the University of Cambridge in the United Kingdom and the lead author of the study, which appears online this week in the *Proceedings of the National Academy of Sciences*.



- 3 To find out if the elephants understood that they needed one another's assistance, the researchers upped the challenge by releasing the elephants at different times. Thus, one elephant would arrive at the table before the other and would have to wait for a partner to show up before pulling the rope. "They learned to do this faster than the chimpanzees," says Plotnik. "They would stand there holding their end of the rope, just waiting." In another experiment, the partner's rope was placed out of reach. "When the partner couldn't do anything, the other one would just give up," Plotnik says. That shows the elephants understood why the partner was needed, he adds.
- 4 "These are clever experiments," says Karen McComb, a behavioral ecologist at the University of Sussex in the United Kingdom who studies social cognition in wild elephants. The findings are consistent with observations in nature, she says. For instance, in East Africa biologists have seen elephants work together to lift a fallen companion with their tusks. "It's particularly striking that the elephants were able to inhibit pulling" longer than chimpanzees do, says comparative psychologist Nicola Clayton of the University of Cambridge in the United Kingdom. She and her team showed that rooks, too, could pass a similar dual-rope exam, although they failed to wait. The study "adds to the growing body of evidence that elephants show some impressive cognitive abilities."



AP Photo/Joshua M. Plotnik

Elephants Can Lend a Helping Trunk by Virginia Morell, from *Science*, March 2011 issue. Copyright © 2011 by American Association for the Advancement of Science. Reprinted by permission of AAAS.

**8. Part A**

The key terms **cognition** and **cognitive** are used in paragraphs 1 and 4 of the article "Elephants Can Lend a Helping Trunk." What elephant trait do these key terms refer to?

- Ⓐ physical strength
- Ⓑ emotional expression
- Ⓒ mental awareness
- Ⓓ visual sensitivity

**Part B**

Which phrases from the article help the reader understand the meaning of **cognition** and **cognitive**?

- Ⓐ "Elephants know," "pachyderms understand," and "ability to recognize" (paragraph 1)
- Ⓑ "they will fail," "partner's assistance," and "a little help from your friends" (paragraph 1)
- Ⓒ "clever experiments," "observations in nature," and "body of evidence" (paragraph 4)
- Ⓓ "work together to lift a fallen companion," "inhibit pulling," and "dual-rope exam" (paragraph 4)

**9. Part A**

How does paragraph 4 of “Elephants Can Lend a Helping Trunk” contribute to the topic?

- Ⓐ The brief summary of other scientists’ research on animal cooperation suggests that the elephant experiment has not revealed many new insights.
- Ⓑ The quotations from the researchers’ fellow scientists emphasize the fact that these findings about elephants are original and important.
- Ⓒ Statements from scientists who are more familiar with elephant behavior in the wild question the researchers’ assertion that elephants cooperate.
- Ⓓ The scientists’ descriptions of similar experiments on rooks and chimpanzees show that the elephant study challenged similar research.

**Part B**

What detail from the article supports the answer to Part A?

- Ⓐ The ability to recognize the need for cooperation requires higher-level intelligence.
- Ⓑ Other species like chimpanzees, hyenas, rooks, and humans also cooperate with each other.
- Ⓒ The study on elephants appeared in the *Proceedings of the National Academy of Sciences*.
- Ⓓ The elephants learned to wait for a partner even faster than chimpanzees did.

**10. Part A**

How does the photograph help readers understand technical information presented in the article?

- Ⓐ by illustrating a pair of elephants waiting for their partners
- Ⓑ by demonstrating how elephants behave in a natural setting
- Ⓒ by clarifying how the objects in the experiment were set up
- Ⓓ by showing how the rope might slip out and leave the table out of reach

**Part B**

Which paragraph from the article supports the same understanding as the answer to Part A?

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

Read the passage from the study on elephants. Then answer questions 11 through 13.

## from “Elephants Know When They Need a Helping Trunk in a Cooperative Task”

by Joshua M. Plotnik

General Setup of the Experimental Apparatus.

- 1 The table apparatus was comprised of two pieces of plywood painted and bolted to a rectangular PVC pipe frame 3.3 m wide and 1.2 m deep. The table was placed 4 m beyond two trees, and three wooden planks set in the ground ensured smooth movement of the table. A 7-m-wide volleyball net was strung between the two trees, anchored by two strong, taut wire ropes, forming a transparent but impassable barrier between the elephants and the table. In training trials, a single piece of rope,  $\approx 6$  m in length, was clipped to the front of the table and fed through a metal ring set in the ground beneath the net. Elephants could approach this rope and pull, drawing the table toward them. A wooden post embedded in the ground (replete with rubber shock absorber made from old tires) served as a stopper that prevented the table from advancing past the net. To keep the table centered as it was pulled in, a  $\approx 2.5$ -cm-thick wire rope—running perpendicular to the volleyball net—was strung from the buried table stopper, through the central PVC pipe of the table’s frame, and then fixed to a tree on the central axis beyond the table. This rigid guide cable prevented any skewing of the table and thus eliminated incongruities in food availability. Two red food bowls were attached to wooden boards, 50 cm in length, one on each side of the table; as the table reached the stop point, the two bowls became available to the elephant just under the net. In test trials, a single piece of 16.5-m-long, 1-cm-thick hemp rope was threaded through guides and around the back and two sides of the PVC frame so that the loose ends appeared out of two openings on either side of the front of the table. Each side’s rope end was then threaded through a metal ring set in the ground underneath the net, leaving 1.6 m of rope available to each elephant upon approach.
- 2 To demarcate the test area, from each of the two central trees was strung a single, flagged green rope  $\approx 1.5$  m above the ground and reaching back 10 m behind the net to the release point. During testing and control trials, a third flagged rope was strung down the center of the test area, dividing it into two equally wide lanes (3.5 m); thus, each elephant was released into a single lane

and had access only to a single rope end. These two lanes are similar to the separation between subjects in some previous studies (6), but not others, in which subjects were allowed to move around (e.g., refs. 5, 7, and 11). Because of the sheer size of the elephants and their regular, free-contact interaction with the experimenters and mahouts between trials, these lanes were necessary for safety reasons, whereas they did not prevent the elephants from reaching over to their partner or their partner's food bowl. The lanes did not seem to compromise the elephant's ability to learn the experimental task contingencies.

- 3 All data were coded from two video cameras. A Panasonic PV-GS500 miniDV camera was fixed to a metal mount on a 7-m-long bamboo ladder, which was hoisted on pulleys between the two trees to a height  $\approx 8$  m above the ground. This camera's view was monitored on the ground via closed-circuit television. A second camera, a Canon HV20, was placed on a tripod beyond the table, providing a heads-on view of the elephants.

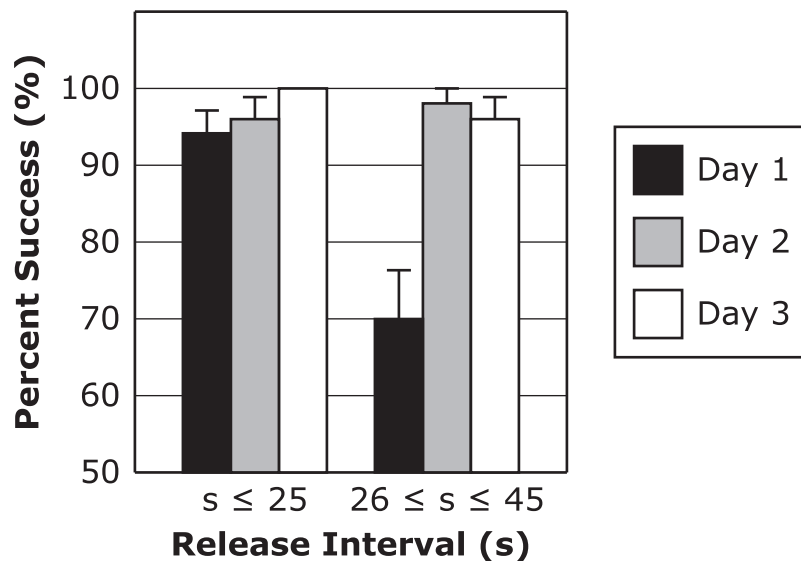
Procedure.

- 4 In training trials, a mahout<sup>1</sup> would walk with his elephant to the single available rope end and train his animal to pick up and pull the rope by using vocal commands. Rope-pulling strategies were ultimately at the discretion of the elephant, but all elephants had earlier, as part of the facility's routine, been trained to pull chains. In testing trials, the two mahouts stood at the release point with their elephants and restrained them by touching the ear or front leg. When signaled by the experimenters—who were positioned 10 m to the side and back from the setup—elephants were released down their respective lanes. Upon release, mahouts turned away from the elephants and remained silent to minimize chances for cuing, and in position behind the elephants for safety. Trials began when the mahouts gave release commands—they released their hold on the elephant and gave a single word, "go" command once so that it was up to the elephant whether to proceed—and ended when the rope became unthreaded from the drawer, or when all of the food had been eaten (at which point a simple "stop" command was given by the experimenters and the elephants were recalled). During simultaneous and delayed release trials, each of the two food bowls on the table contained two halves of a full ear of corn, a highly desirable but rarely used food reward at the elephant facility. During the final tolerance condition, two trials each of the following were randomized over six trials: (*i*) each bowl was baited as in test trials, with two half-ears of corn,

<sup>1</sup>mahout—the keeper or driver of an elephant

(ii) one (or the other) bowl was baited with six half-ears of corn. In between all trials, mahouts gave elephants pieces of banana and sugarcane to ensure they remained relaxed. Commands were never given during trials, and mahouts were cued to release their elephants with a hand signal that was not visible to the subjects. The interval between trials was 30 s, and elephant pairs never received >30 trials a day. Testing occurred between January and May 2009. Depending on prior obligations at the facility, elephants were tested in the early morning or early afternoon and were often hosed down with water on exceptionally hot days.

Success rate per day of delayed release testing in previously trained ( $\leq 25$  s) and untrained ( $26 \leq s \leq 45$ ) delay intervals. Elephants were given 10 trials of each type per day randomized across the session.



A passage from Elephants know when they need a helping trunk in a cooperative task by Joshua M. Plotnik. From Proceedings of the National Academy of Sciences, February 3, 2011 edition. Copyright © 2011 by Joshua M. Plotnik. Reprinted by permission of Proceedings of the National Academy of Sciences.

**11. Part A**

What does the word **restrained** mean as it is used in paragraph 4?

- Ⓐ encouraged
- Ⓑ given instruction
- Ⓒ rewarded
- Ⓓ held back

**Part B**

Which word from paragraph 4 has the opposite meaning of **restrained**?

- Ⓐ positioned
- Ⓑ released
- Ⓒ delayed
- Ⓓ randomized



**12. Part A**

In the explanation of the procedure, the author includes the information that the elephants were released after the mahouts were given a hand signal that the elephants could not see. Why was this step included in the procedure?

- Ⓐ to guarantee the elephants were making their own choices rather than following direction
- Ⓑ to keep the elephants calm and make sure they would not be startled by sudden movements
- Ⓒ to prevent the elephants from misunderstanding the commands they were being given
- Ⓓ to protect the mahouts and the researchers during their close contact with the elephants

**Part B**

What other step in the procedure serves the same purpose?

- Ⓐ "In training trials, a mahout would walk with his elephant to the single available rope end and train his animal to pick up and pull the rope by using vocal commands."
- Ⓑ "In testing trials, the two mahouts stood at the release point with their elephants and restrained them by touching the ear or front leg."
- Ⓒ "Upon release, mahouts turned away from the elephants and remained silent to minimize chances for cuing, and in position behind the elephants for safety."
- Ⓓ "In between all trials, mahouts gave elephants pieces of banana and sugarcane to ensure they remained relaxed."

**13. Part A**

How does the chart build on information provided in the passage?

- Ⓐ It provides more specific information about the length of time between the release of the first elephant and the release of the second, and whether the pair was successful in the test.
- Ⓑ It confirms that the length of time between tests for each pair of elephants was never more than 30 seconds and that no elephant pair had more than 30 trials in a day.
- Ⓒ It shows the length of the rope in each trial and the distance that the pairs of elephants had to pull the table in order to get the corn close enough to eat.
- Ⓓ It records the distance that the mahouts stood away from the elephants in each trial and whether the elephant pairs were successful in retrieving the treats.

**Part B**

The chart provides further details for which paragraph in the excerpt?

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

Read the article “Elephants Console Each Other.” Then answer questions 14 through 16.

## Elephants Console Each Other

- 1 Elephants, both African and Asian, have long been considered empathetic animals. They help baby elephants stuck in mud holes, use their trunks to lift other elephants that are injured or dying, and even reportedly reassure distressed individual elephants with a gentle touch of their trunk. But it’s one thing to witness something that looks like consolation, and another to prove that this is what elephants are doing. Now, scientists have shown that Asian elephants do indeed get distressed when they see others in trouble, and they reach out to console them—just as we do when we see someone suffering. Elephants, thus, join a short list of other animals, including great apes, canines, and some birds, that scientists have shown to reassure others.
- 2 The study “is the first to investigate responses to distress by Asian elephants,” which “is inherently difficult to assess because one has to wait for opportunities to arise spontaneously,” says Shermin de Silva, a behavioral ecologist at the Uda Walawe Elephant Research Project in Sri Lanka. It would not be ethical to intentionally create stressful situations for the animals as a test, she notes—which is why, until now, researchers have had to rely on well-documented but anecdotal observations of wild and captive elephants to back up claims that they reassure each other.
- 3 Joshua Plotnik, a behavioral ecologist at Mahidol University, Kanchanaburi, in Thailand, and Frans de Waal, a primatologist at Emory University in Atlanta, got around this problem by comparing Asian elephants’ behaviors during times of stress to periods when little upset them. For 1 to 2 weeks every month for nearly a year, Plotnik spent 30 to 180 minutes daily watching and recording 26 captive Asian elephants. The animals ranged in age from 3 to 60 years old and lived within a 30-acre area of Elephant Nature Park in northern Thailand. Most of the elephants, aside from mother-juvenile pairs, were unrelated and did not live in family groups as wild elephants do. Instead, the park’s Mahouts, or keepers, organized them into six groups which they then guided through a daily routine—bathing and feeding them in the morning, and tethering them at night. But during the day, the elephants were left alone to roam and graze at will.
- 4 Plotnik watched the elephants during their free periods and recorded their reactions to stressful events, such as a dog walking nearby, a snake rustling in

the grass, or the presence of an unfriendly elephant. Other researchers have previously shown that when upset, an elephant flares its ears and erects its tail; it may also trumpet or roar, or make a low rumble to show its distress. When elephants in the park saw another elephant behaving in this manner, the observers typically responded by “adopting the same emotion,” Plotnik says, “just as we do when watching a scary movie together. If an actor is frightened, our hearts race, and we reach for each other’s hands”—a reaction known as “emotional contagion.”

- 5 For example, in one event recorded on video, the female Mae Perm rushes to the side of another adult female, Jokia, who was upset after hearing the roar of a captive bull elephant in another nearby park. Both elephants push their ears forward and raise their tails—but Mae Perm does so only after seeing Jokia’s distress. Mae Perm also makes loud chirps, which are known to be reassuring calls, and then caresses Jokia with her trunk, finally placing it in Jokia’s mouth—an act which “might send a signal, ‘I’m here to help you, not hurt you,’ ” Plotnik says. Jokia, in turn, places her trunk in Mae Perm’s mouth—a gesture which is probably like a hug, the researchers say.
- 6 Sometimes several elephants were present when one was spooked by something. These bystanders typically reacted the same way, adopting the agitated behavior of the victim, as Plotnik calls the distressed individual, raising their tails, flaring their ears, and sometimes urinating and defecating while chirping. In some cases, they also formed a protective circle around the victim.
- 7 Plotnik recorded 84 such stressful incidents, noting where each occurred, the time of day, weather, and what other elephants were present—and how these individuals reacted. For a control, he compared these incidents with periods with as many matching variables as possible, but when nothing stressful occurred. The researchers’ subsequent analysis—reported today in *PeerJ*—showed that the elephants’ emotional contagion and distinctive, reassuring behaviors happened almost exclusively in response to some stressful trigger.
- 8 Most significantly, the elephants seemed capable of recognizing distress in their fellows, a behavior that may require empathy. “It’s that ability to put yourself emotionally into another’s shoes,” Plotnik says.
- 9 But proving that is what elephants are doing will take more studies, he and others say, and preferably in wild, not captive, populations. “What is unclear is whether this reassurance primarily benefits the distressed animal, or the responders,” de Silva says.
- 10 Nevertheless, the study “provides a very interesting first exploration” into the “post-distress behavior of elephants,” says Graeme Shannon, a behavioral

ecologist at Colorado State University, Fort Collins, adding that the findings are “intriguing because they parallel what has been observed in captive and wild non-human primates, further underlining the complex cognitive abilities of elephants.”

- 11 Some think the work may aid conservation efforts. “Any good science that supports the idea that elephants are sentient<sup>1</sup> beings capable of empathy is important,” adds Cynthia Moss, an ethologist and director of the Amboseli Elephant Research Project in Kenya, who has observed “reassurance behaviors” daily among the elephants there for more than 40 years.

<sup>1</sup>sentient—capable of feeling

From “Elephants Console Each Other” by Virginia Morell, 18 February 2014. Web. 21 July 2014. (<http://news.sciencemag.org/plants-animals/2014/02/elephants-console-each-other>). Reprinted with permission.

**14. Part A**

What does the phrase **anecdotal observations** mean as it is used in paragraph 2?

- Ⓐ a method of recording an event using special processes
- Ⓑ a perspective on a subject area that reveals its inner significance
- Ⓒ a description of an event that lacks seriousness and seeks to entertain through humor
- Ⓓ a report that is somewhat unreliable because it is based on a personal account

**Part B**

Which sentence from paragraph 1 provides the **best** evidence for the answer to Part A?

- Ⓐ "Elephants, both African and Asian, have long been considered empathetic animals."
- Ⓑ "But it's one thing to witness something that looks like consolation, and another to prove that this is what elephants are doing."
- Ⓒ "Now, scientists have shown that Asian elephants do indeed get distressed when they see others in trouble, and they reach out to console them—just as we do when we see someone suffering."
- Ⓓ "Elephants, thus, join a short list of other animals, including great apes, canines, and some birds, that scientists have shown to reassure others."

**15. Part A**

Which statement **best** expresses the central idea in the article?

- Ⓐ Science plays an important role in educating people about elephants, which may help protect elephants in the wild.
- Ⓑ Science has provided new support for long-held beliefs that elephants possess advanced social characteristics.
- Ⓒ Researchers believe that many gestures made by elephants are similar to human hugs.
- Ⓓ Researchers have used creative methods to design successful studies of elephants.

**Part B**

Which quotation **best** expresses the central idea in the answer to Part A?

- Ⓐ "Instead, the park's Mahouts, or keepers, organized them into six groups which they then guided through a daily routine—bathing and feeding them in the morning, and tethering them at night." (paragraph 3)
- Ⓑ "What is unclear is whether this reassurance primarily benefits the distressed animal, or the responders' . . ." (paragraph 9)
- Ⓒ ". . . the findings are 'intriguing because they parallel what has been observed in captive and wild non-human primates, further underlining the complex cognitive abilities of elephants.'" (paragraph 10)
- Ⓓ "Some think the work may aid conservation efforts." (paragraph 11)

**16. Part A**

What is the purpose of paragraph 2 of the passage?

- Ⓐ to give a broad overview of the scientific study before describing the study in greater detail
- Ⓑ to introduce the perspective of an expert whose opinion differs from that of the other scientists described in the article
- Ⓒ to suggest that some aspects of elephant behavior are more important to study than others, even though that has only recently been recognized
- Ⓓ to establish that some elephant behaviors have proved difficult to study, in order to reinforce the importance of the study described in the article

**Part B**

Which sentence from the passage provides the **best** support for the answer to Part A?

- Ⓐ "Elephants, thus, join a short list of other animals, including great apes, canines, and some birds, that scientists have shown to reassure others." (paragraph 1)
- Ⓑ "Joshua Plotnik, a behavioral ecologist at Mahidol University, Kanchanaburi, in Thailand, and Frans de Waal, a primatologist at Emory University in Atlanta, got around this problem by comparing Asian elephants' behaviors during times of stress to periods when little upset them." (paragraph 3)
- Ⓒ "Most of the elephants, aside from mother-juvenile pairs, were unrelated and did not live in family groups as wild elephants do." (paragraph 3)
- Ⓓ "Other researchers have previously shown that when upset, an elephant flares its ears and erects its tail; it may also trumpet or roar, or make a low rumble to show its distress." (paragraph 4)











**Today you will read and answer questions on a story about a man seeking to complete an important mission. When you have finished reading and answering questions, you will write a narrative story using details from your reading.**

Read the passage from *The Seven Keys of Balabad*. Then answer questions 18 through 23.

from *The Seven Keys of Balabad*

by Paul Haven

- 1 Bahauddin Shah stumbled through the darkened passageway, gripping the cold stone wall for balance and keeping his head low to avoid the rocky ceiling. The sound of his footsteps echoed back at him through the gloom, and his heart thumped beneath his loose-fitting shirt.
- 2 The old man wore a heavy iron key chain around his belt, and it weighed down on him in more ways than one.
- 3 There was so little time!
- 4 Bahauddin held a small lantern in his right hand that threw his shadow onto the dark red wall above him, making his face seem impossibly long and his beard even thicker than it really was, which was pretty thick indeed. The shadow would have scared the living daylights out of anyone who'd seen it, except there was no daylight down there, and certainly nobody living to be scared of it.
- 5 The tunnel twisted and turned. Every once in a while smaller passageways veered off at odd angles into the darkness. Sometimes Bahauddin came out into vast open rooms that rose up into shapeless voids. There were even enormous darkened ponds, wretched and foul-smelling, like the stink of rotten eggs.
- 6 Bahauddin covered his nose with a piece of old cloth and tried to stay focused. A man could easily get lost in the Salt Caverns.
- 7 In fact, that was the whole idea.
- 8 But Bahauddin would not get lost. He knew every corner of this underground world, and his old body pulled him toward the exit like a falcon returning to his master's arm.

- 9 Bahauddin had just turned into a wet, narrow passage and was examining some black marking on the wall when the thud of cannon fire above him jolted him to the ground. Debris rained down from the ceiling as he knelt on the floor, catching his breath.
- 10 His hand groped for the key chain, and he smiled when his fingers felt the cold iron.
- 11 They were all there. All seven of them.
- 12 The blast that had knocked Bahauddin to the ground could not have been more than twenty feet above him. He was nearly at the surface.
- 13 For the first time, Bahauddin allowed himself to think what he would find up there, twelve hours after he had set off on the most important mission of his life. What would be left of his city, his family, the palace?
- 14 "It does not matter," the old man reassured himself, brushing his clothes off in the darkness. "Baladis are survivors. We will rebuild. It just might take some time."
- 15 The outsiders would eventually lose interest, just like all the other outsiders who had come before them, Bahauddin thought.
- 16 Balabad's great defense was that it was impossible to hold on to, and any rational outsider eventually came to the same conclusion. There were vast deserts in the south, impossibly tall mountain ranges in the east, endless plains in the west, and ten thousand feuding tribes in the north, all angry about some long-ago slight, and all willing to drag a foreigner into their squabbles.
- 17 Of course, it usually took a decade or so before the invaders would see that it was not worth sticking around, for invaders do not easily give up.
- 18 Bahauddin reached the end of the narrow passageway and held his lantern above his head. A small shaft ran straight up from the stone ceiling, about the size of a chimney and just big enough for a man to climb through. You would never have seen it had you not known where to look.

"The Seven Keys of Arachosia (Chapter 1)" from THE SEVEN KEYS OF BALABAD by Paul Haven, text copyright © 2009 by Paul Haven. Used by permission of Random House Children's Books, a division of Random House LLC. All rights reserved.

**18. Part A**

Which sentence states a central idea of the passage?

- Ⓐ Bahauddin Shah is lost in a vast underground cave, and he is frightened.
- Ⓑ Bahauddin Shah is the guardian of an important secret that will allow the people of his city to survive after a destructive attack.
- Ⓒ The Salt Caverns are a secret underground hiding place for the citizens of the city, and Bahauddin Shah is the only one who can open the caverns.
- Ⓓ Outsiders who come to conquer Bahauddin Shah’s city soon realize they are in very hostile territory.

**Part B**

Which detail from the passage **best** states the central idea?

- Ⓐ “The sound of his footsteps echoed back at him through the gloom, and his heart thumped beneath his loose-fitting shirt.” (paragraph 1)
- Ⓑ “Baladis are survivors. We will rebuild. It just might take some time.” (paragraph 14)
- Ⓒ “Balabad’s great defense was that it was impossible to hold on to, and any rational outsider eventually came to the same conclusion.” (paragraph 16)
- Ⓓ “You would never have seen it had you not known where to look.” (paragraph 18)

**19. Part A**

How does paragraph 1 help to develop the plot of the passage?

- Ⓐ The paragraph creates admiration for Bahauddin Shah by describing his determination.
- Ⓑ The paragraph establishes the conflict by explaining the reason Bahauddin Shah is alone in the dark.
- Ⓒ The paragraph creates suspense by providing sensory details in the scene.
- Ⓓ The paragraph foreshadows later events in the excerpt by describing the rising action.

**Part B**

Which additional quotation from the passage helps to develop the plot in the same way as paragraph 1?

- Ⓐ "He knew every corner of this underground world, and his old body pulled him toward the exit like a falcon returning to his master's arm."  
(paragraph 8)
- Ⓑ "Bahauddin had just turned into a wet, narrow passage and was examining some black marking on the wall when the thud of cannon fire above him jolted him to the ground." (paragraph 9)
- Ⓒ ". . .ten thousand feuding tribes in the north, all angry about some long-ago slight, and all willing to drag a foreigner into their squabbles."  
(paragraph 16)
- Ⓓ "Bahauddin reached the end of the narrow passageway and held his lantern above his head." (paragraph 18)



**20. Part A**

What aspect of Bahauddin Shah’s character is revealed throughout the passage?

- Ⓐ He does not give up when faced with difficult circumstances.
- Ⓑ He takes his position in Balabad seriously.
- Ⓒ He is concerned about the well-being of his fellow citizens of Balabad.
- Ⓓ He has confidence that the city will remain untouched.

**Part B**

Which **two** details from the passage provide evidence to support the answer to Part A?

- Ⓐ “Sometimes Bahauddin came out into vast open rooms that rose up into shapeless voids.” (paragraph 5)
- Ⓑ “But Bahauddin would not get lost.” (paragraph 8)
- Ⓒ “. . . his old body pulled him toward the exit like a falcon returning to his master’s arm.” (paragraph 8)
- Ⓓ “‘It does not matter,’ the old man reassured himself . . . .” (paragraph 14)
- Ⓔ “The outsiders would eventually lose interest, just like all the other outsiders who had come before them, Bahauddin thought.” (paragraph 15)
- Ⓕ “Bahauddin reached the end of the narrow passageway and held his lantern above his head.” (paragraph 18)

**21. Part A**

Why is the description of the Salt Caverns important in the passage?

- Ⓐ It reveals that the caverns are a good place to conceal something of great importance.
- Ⓑ It emphasizes how unpleasant and uncomfortable the caverns are for the people who must travel through them.
- Ⓒ It illustrates that the caverns may provide an escape route for the citizens of Balabad during attack and siege from outsiders.
- Ⓓ It explains how the caverns are used to store vast amounts of grain and water.

**Part B**

Which theme is supported by the answer to Part A?

- Ⓐ Sometimes the best place to hide something valuable is in plain sight.
- Ⓑ A person should not venture into an unknown place for fear of becoming lost.
- Ⓒ An individual must use the advantages available to protect the people and their country from harm.
- Ⓓ Sometimes the best way to defend oneself is to hide until the danger has passed.

**22. Part A**

Which inference can the reader make about Bahauddin Shah from the information in paragraph 2?

- Ⓐ Bahauddin Shah was too weak to carry the key chain further.
- Ⓑ Bahauddin Shah felt a great responsibility to his fellow citizens for keeping the keys safe.
- Ⓒ Bahauddin Shah was worried that the key chain would keep him from accomplishing his task.
- Ⓓ Bahauddin Shah felt that the keys were a symbol of his authority over others.

**Part B**

Which **two** sentences from the passage support the answer to Part A?

- Ⓐ "The old man wore a heavy iron key chain around his belt, and it weighed down on him in more ways than one." (paragraph 2)
- Ⓑ "But Bahauddin would not get lost." (paragraph 8)
- Ⓒ "His hand groped for the key chain, and he smiled when his fingers felt the cold iron." (paragraph 10)
- Ⓓ "He was nearly at the surface." (paragraph 12)
- Ⓔ "What would be left of his city, his family, the palace?" (paragraph 13)
- Ⓕ "You would never have seen it had you not known where to look." (paragraph 18)











**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**





**8 - ELA**





# Practice Test Answer and Alignment Document

## Mathematics - Grade 3

### Performance Based Assessment - Paper

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding (reviewing sets of real student work).
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key	Evidence Statement Key/ Content Scope
1	C	3.OA.3-1
2	B, D, E	3.OA.7-1
3	Part A: 880 Part B: 32	3.OA.8
4	A, C, E	3.NF.1
5	B	3.NF.2
6	Part A: see rubric Part B: see rubric	3.C.4-2/3.OA.6
7	See rubric	3.C.6-1/3.NF.2b
8	Part A: see rubric Part B: see rubric	3.C.1-3/3.MD.7
9	See rubric	3.D.1/3.OA.8
10	6	3.OA.3-3
11	C	3.OA.6
12	Part A: B Part B: C	3.OA.8
13	B	3.MD.2-1
14	C	3.MD.6
15	Part A: see rubric Part B: 197 Part C: see rubric	3.D.2/2.OA.1
16	Part A: D Part B: see rubric	3.C.4-7/2.NBT.1 and 2.NBT.4
17	Part A: see rubric Part B: B, F	3.D.1/3.OA.3 and 3.NF.1

#6 Part A	
Score	Description
1	Reasoning component: The student correctly identifies the error in Cindy’s error. For example: “Cindy thought addition was the opposite of division.”
0	Student response is incorrect or irrelevant.
#6 Part B	
Score	Description
2	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Reasoning component: The student explains that multiplication is the opposite of division. For example: “To find the quotient of <math>27 \div 9</math>, I need to know what number when multiplied by 9 has a product of 27.</li> <li>• Computation component: <math>27 \div 9 = 3</math>.</li> </ul> <p>Notes:</p> <ul style="list-style-type: none"> <li>○ The student does not need to use the term “unknown factor” in his or her explanation.</li> <li>○ The equation does not have to be provided to receive credit as long as the student shows clear understanding of using an unknown factor problem to find the answer to a division problem.</li> <li>○ The student may provide only the equation for the computation part.</li> <li>○ The student may earn credit for another valid explanation, such as repeated addition or subtraction.</li> <li>○ The computation may be embedded within the reasoning.</li> </ul>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#7	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: States that Point P represents <math>\frac{5}{6}</math></li> <li>• Reasoning component: Correct explanation for what the denominator represents</li> <li>• Reasoning component: Correct explanation for what the numerator represents</li> </ul> <p>Sample Student Response:</p> <p>Point P is at <math>\frac{5}{6}</math> on the number line. The denominator represents the total number of equal parts between 0 and 1. There are six equal segments between 0 and 1 so each segment is <math>\frac{1}{6}</math>.</p> <p>The numerator represents the number of segments that the number is to the right of 0. So, if you count 5 segments of <math>\frac{1}{6}</math>, you end up at <math>\frac{5}{6}</math>.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

<b>#8 Part A</b>	
<b>Score</b>	<b>Description</b>
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: The student identifies Table B and Table D as having the same area.</li> <li>• Reasoning component: The student explains that the areas are the same because <math>3 \times 4 = 4 \times 3</math>.</li> </ul> <p>Notes:</p> <ul style="list-style-type: none"> <li>○ Use of the term "commutative property" is not required.</li> <li>○ Full credit for both computation and reasoning is awarded if student states "Tables B and D are both <math>4 \times 3 = 12</math> square feet."</li> </ul>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.
<b>#8 Part B</b>	
<b>Score</b>	<b>Description</b>
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: The student indicates that the total area of the combined tabletop is 18 square feet.</li> <li>• Reasoning component: The student explains why both expressions are correct, such as, "The diagram shows you can either find the area of each table and add them together, <math>(3 \times 2) + (3 \times 4)</math>, or since they both have the same length, you can just add the 2 widths together and then multiply by the length, <math>3 \times (2 + 4)</math>."</li> </ul> <p>Note: Use of the term "distributive property" is not required.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#9	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: Identifies the correct area of 103 square meters.</li> <li>• Modeling component: Provides equations showing how to find the areas of the two sections of the playground.</li> <li>• Modeling component: Provides an equation to find the total area of the playground.</li> </ul> <p>Sample student response:</p> <p style="padding-left: 40px;">The total area is 103 square meters.</p> <p style="padding-left: 40px;">The area is divided into two rectangles. If you add the area of the two rectangles, you will find the area of the whole playground.</p> <p style="padding-left: 40px;"><math>(7 \times 7) + (9 \times 6) = 49 + 54</math> <math>49 + 54 = 103</math></p> <p>Notes:</p> <ul style="list-style-type: none"> <li>○ Labeling the answer with square meters is not required. However, if the student provides a label which is incorrect, the student cannot earn the top score of 3.</li> <li>○ The student receives full credit for the modeling components for writing a single equation if the equation shows how to find the areas of the two sections and the total area of the playground, e.g. <math>(7 \times 7) + (9 \times 6) = 49 + 54 = 103</math>.</li> </ul>
<b>2</b>	<p>Student response includes 2 of the 3 elements. Or, the student does not compute the correct total area due to a computational error, but provides a valid strategy and valid equations, such as:</p> <p style="padding-left: 40px;"><math>(7 \times 7) + (9 \times 6) = 49 + 56</math> <math>49 + 56 = 105</math></p>
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#15 Part A	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: 85 pennies</li> <li>• Modeling component: shows correct use of addition</li> <li>• Modeling component: shows correct use of subtraction</li> </ul> <p>Sample Solution 1:</p> <p style="padding-left: 40px;">Addition of pennies in two jars (<math>16 + 94 = 110</math>) and then subtraction of pencil price from that sum (<math>110 - 25 = 85</math>).</p> <p>Sample Solution 2:</p> <p style="padding-left: 40px;">Subtraction of pencil price from pennies in one jar (<math>94 - 25 = 69</math>) and then addition of the pennies in the other jar to the difference (<math>69 + 16 = 85</math>).</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>○ Student can get credit for both parts with a single equation such as <math>16 + 94 - 25 = 85</math>.</li> <li>○ Student does not need to show an equation, but if an equation is used, the equation must be correct. (e.g., <math>16 + 94 = 110 - 25 = 85</math> is considered a nonsense equation and is NOT acceptable.)</li> </ul>
<b>2</b>	Student response includes 2 of the 3 elements. Or, the student has a computation error, but provides a valid strategy.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

# Practice Test Answer and Alignment Document

## Mathematics - Grade 3

### Performance Based Assessment - Paper

#15 Part B	
Score	Description
1	Computation component: 197
0	Student response is incorrect.
#15 Part C	
Score	Description
2	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: 115 pennies</li> <li>• Modeling component: The student shows a valid strategy to find the total number of pennies. For example, the student shows the equation <math>18 + 40 + 32 + 25 = 115</math>.</li> </ul>
1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
0	Student response is incorrect or irrelevant.



#16 Part A	
Score	Description
<b>1</b>	Computation component: Student selects choice D.
<b>0</b>	Student response is incorrect.
#16 Part B	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Reasoning component: Correct explanation of Daniel’s error</li> <li>• Computation component: Correctly identifies the greatest number as 765</li> <li>• Reasoning component: Correct explanation of answer given</li> </ul> <p>Sample Student Response:</p> <p>Daniel’s answer is not correct because 7 is not in the place with the greatest value. It’s in the place with the least value.</p> <p>The greatest number is 765.</p> <p>You have to put the digits in order from greatest to least to make the largest number. The greatest digit, 7, is in the hundreds place and has the greatest value. The next-greatest digit, 6, is in the tens place and has the next-greatest value. The least digit, 5, is in the ones place and has the least value.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#17 Part A	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: Correctly finds the cost of each can of paint, \$9.</li> <li>• Modeling component: Shows valid work or offers a valid explanation for finding the cost.</li> </ul> <p>Sample Student Response:</p> <p>To find the money spent on the paint, I multiplied the number of brushes by \$5. I then subtracted that number from \$94. The remaining amount is spent on paint. Since there are 6 sections, I divide \$54 by 6. So the cost of each can of paint is \$9.</p> <p>OR</p> $8 \times 5 = 40$ $94 - 40 = 54$ $54 \div 6 = 9$ <p>So the cost for each small can of paint is \$9.</p>
<b>1</b>	Student response includes 1 of the 2 elements. Or, the student has a computation error, but gives a valid explanation or shows a valid process.
<b>0</b>	Student response is incorrect or irrelevant.
#17 Part B	
Score	Description
<b>1</b>	Student selects both B and F.
<b>0</b>	Student response is incorrect.



**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name/LEA \_\_\_\_\_

**Grade 3**  
**Mathematics**  
**Performance Based Assessment**  
**Practice Test**

**B**

Last Name										First Name										MI
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B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
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Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

**School Use Only**

**F State Student Identifier**

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C	C	C	C	C	C	C	C	C	C
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W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**C**

Place the Student ID Label Here

**D Gender**

Female  Male

**E Date of Birth**

Day	Month	Year
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	Jan	0
2	Feb	1
3	Mar	2
4	Apr	3
5	May	4
6	Jun	5
7	Jul	6
8	Aug	7
9	Sep	8
<input type="radio"/>	Oct	9
<input type="radio"/>	Nov	<input type="radio"/>
<input type="radio"/>	Dec	<input type="radio"/>



**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
  - Print your answer starting with the first digit in the left box.
  - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and **ONLY** one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer 632 in a question, fill in the answer grid as follows:

6	3	2			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	<input checked="" type="radio"/>	2	2	2
3	<input checked="" type="radio"/>	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
<input checked="" type="radio"/>	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

To answer .75 in a question, fill in the answer grid as follows:

.	7	5			
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	<input checked="" type="radio"/>	5	5	5
6	6	6	6	6	6
7	<input checked="" type="radio"/>	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



Use the information provided to answer Part A and Part B for question 3.

Third-grade students took a total of 1,000 pictures for the yearbook during the school year.

- Ted took 72 pictures.
- Mary took 48 pictures.

**3. Part A**

What is the total number of pictures taken by the rest of the third-grade students during the school year?

Enter your answer in the box.

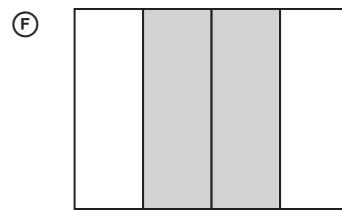
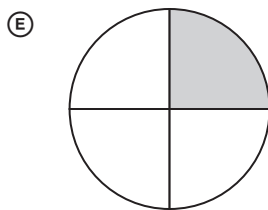
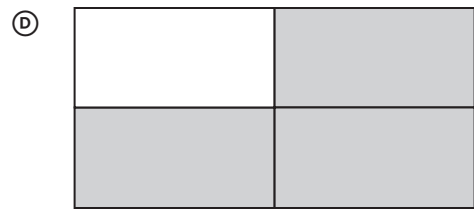
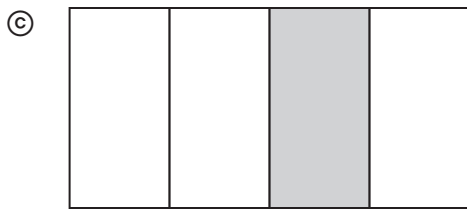
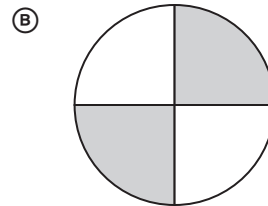
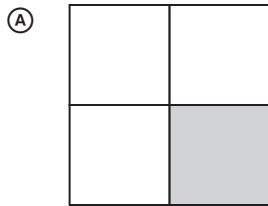
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9





4. Each model equals one whole divided into equal parts. Which models show  $\frac{1}{4}$  shaded?

Select the **three** correct answers.





Use the information provided to answer Part A and Part B for question 6.

Cindy is finding the quotient for  $27 \div 9$ . She says, "The answer is 18 because addition is the opposite of division and  $9 + 18 = 27$ ."

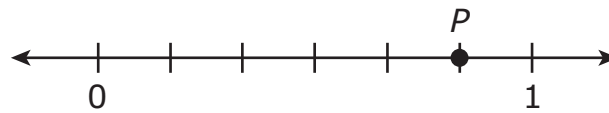
**6. Part A**

Identify the incorrect reasoning in Cindy's statement.

Enter your explanation in the space provided.



7. Mia placed point  $P$  on the number line.



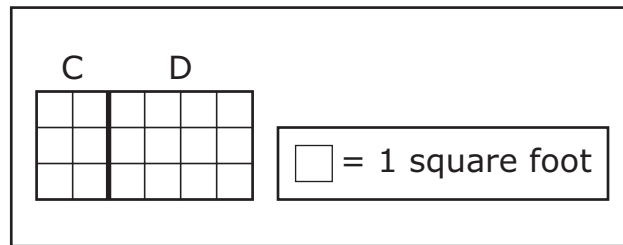
- Give the value of the number  $P$  as a fraction.
- What does the denominator of your fraction represent on the number line?
- What does the numerator of your fraction represent on the number line?

Enter your answer and your explanation in the space provided.



**Part B**

The grid shows Table C and Table D placed end to end to make a new, larger tabletop.



Tori uses the expression  $3 \times (2 + 4)$  to find the total area of the new, larger tabletop.

Leo uses the expression  $(3 \times 2) + (3 \times 4)$  to find the total area of the new, larger tabletop.

- Find the total area, in square feet, of the new, larger tabletop.
- Use the grid to explain why both Tori's expression and Leo's expression are correct.

Enter your answer and your explanation in the space provided.







Use the information provided to answer Part A and Part B for question 12.

Mr. Kahn has a total of 148 balloons. He has 112 white balloons and equal numbers of red, blue, green, and yellow balloons.

**12. Part A**

How many red balloons does Mr. Kahn have?

- Ⓐ 8
- Ⓑ 9
- Ⓒ 32
- Ⓓ 36


**Part B**

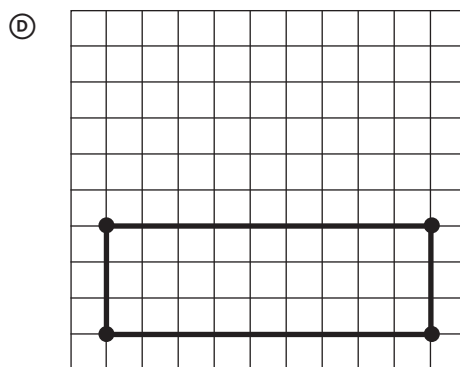
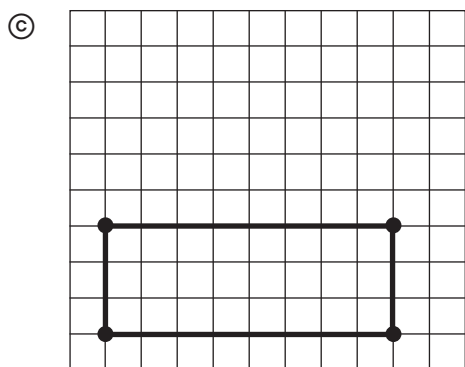
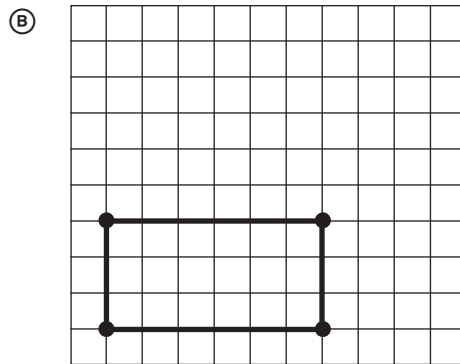
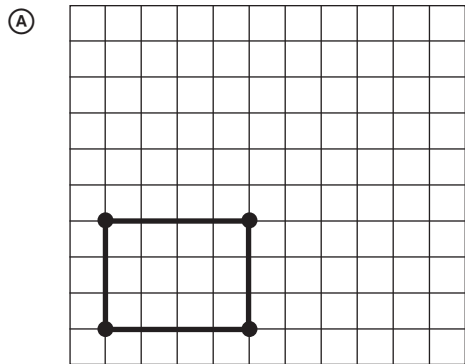
Mr. Kahn gave away 8 blue balloons and 6 red balloons. He gave away 3 times the number of white balloons as red balloons. What was the total number of balloons Mr. Kahn gave away?

- Ⓐ 17
- Ⓑ 23
- Ⓒ 32
- Ⓓ 42



14. Which rectangle has an area of 24 square units?

 = 1 square unit





**Part B**

Nolan saves some more pennies and now has 187 pennies all in one jar. He finds 10 more pennies in his pocket.

What is the total number of pennies Nolan has after he adds the 10 pennies from his pocket to the jar?

Enter your answer in the box.

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



16. Part A

What is the number with the **least** value that can be made with the digits 6, 7, and 5 using all the digits only once?

- Ⓐ 576
- Ⓑ 657
- Ⓒ 675
- Ⓓ 567

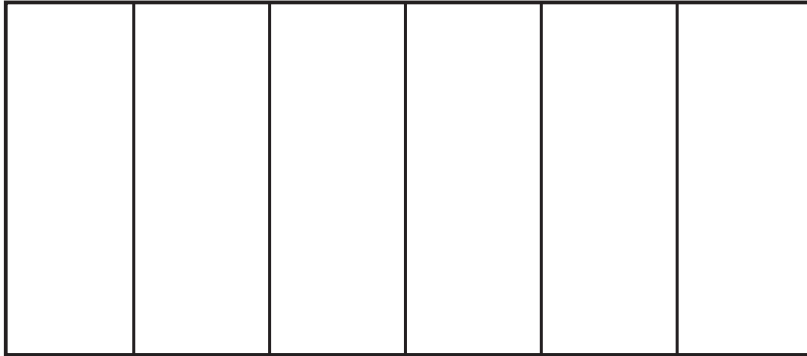




Use the information provided to answer Part A and Part B for question 17.

An artist plans to paint a wall in a room. The wall is divided into 6 equal parts so that each part can be painted a different color.

**Artist's Wall**



**17. Part A**

The artist goes to the store to buy brushes and small cans of paint. He pays a total of \$94.

- He buys 8 brushes that cost \$5 each.
- The rest of the money is used for the 6 cans of paint. Each can of paint costs the same amount.

How much does each can of paint cost? Show your work or explain your answer.

Enter your answer and your work or explanation in the space provided.





**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**







**Grade 3  
Mathematics  
Test Booklet**

*Performance Based Assessment  
Practice Test*



# Practice Test Answer and Alignment Document

## Mathematics - Grade 4

### Performance Based Assessment - Paper

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding (reviewing sets of real student work).
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key	Evidence Statement Key/ Content Scope
1	A	4.NBT.1
2	C	4.OA.1-2
3	Part A: D Part B: A	4.OA.3-2
4	D	4.NF.1-2
5	C	4.NF.3b-1
6	A, D	4.NF.2-1
7	Part A: C Part B: C	4.NF.A.Int.1
8	Part A: see rubric Part B: see rubric	4.C.5-1/4.OA.3
9	Part A: D Part B: see rubric	4.D.1/4.NF.3d and 4.NF.4c
10	Part A: 5 Part B: see rubric	4.C.5-5/4.NF.7
11	D	4.OA.2
12	B, E	4.NBT.2
13	C	4.NF.4b-2
14	Part A: see rubric Part B: see rubric	4.C.4-1/4.NF.1
15	Part A: 20 Part B: see rubric Part C: see rubric	4.D.2/3.MD.3
16	Part A: see rubric Part B: see rubric	4.C.5-6/3.NF.2b and 3.NF.3a
17	See rubric	4.D.1/4.OA.2

# Practice Test Answer and Alignment Document

## Mathematics - Grade 4

### Performance Based Assessment - Paper

#8 Part A	
Score	Description
<b>1</b>	<p>Reasoning component: The student explains the error made. For example: “Jian rounded the quotient up, but that won’t work because the remainder of 3 means there are only 3 ounces of honey left, and that isn’t enough to fill the last jar.”</p> <p>Note: A variety of explanations are possible. As long as the explanation shows a clear understanding of the error made, credit should be awarded.</p>
<b>0</b>	Student response is incorrect or irrelevant.
#8 Part B	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: 551 (6-ounce) jars and \$4,408</li> <li>• Reasoning component: The student explains the steps needed to solve the problem, including correctly interpreting the remainder. For example: “I would divide 3,311 by 6 and get a quotient of 551, with a remainder of 5. This means they could completely fill 551 jars, but the leftover honey wouldn’t be enough to fill another jar. I multiplied <math>551 \times \\$8</math> and got \$4,408. ”</li> </ul>
<b>1</b>	Student response includes 1 of the 2 elements. If a computation mistake is made, credit cannot be given for the computation component, but points can be given for valid reasoning.
<b>0</b>	Student response is incorrect or irrelevant.



#9 Part A	
Score	Description
<b>1</b>	Computation component: Student selects D.
#9 Part B	
<b>2</b>	<p>Student response includes the following element:</p> <ul style="list-style-type: none"> <li>Modeling component: Valid work or explanation with an answer of 9 is provided.</li> </ul> <p>Sample Student Response:</p> <p>First I added to find the total number of cups of yogurt and ice.</p> $\frac{4}{8} + 1 = 1\frac{4}{8}$ <p>Then I multiplied by 6 drinks.</p> $6 \times \frac{12}{8} = \frac{72}{8} = 9$ <p>She uses a total of 9 cups of yogurt and ice.</p> <p>Note: Other explanations are valid. For example, the student might multiply <math>\frac{4}{8}</math> by 6 and 1 by 6 and then find the sum of the products.</p>
<b>1</b>	Student response provides a correct answer of 9; however, an insufficient explanation or insufficient work is shown to support the answer. Or, a valid explanation or valid work is shown; however, a computation error is made which results in an incorrect answer.
<b>0</b>	Student response is incorrect or irrelevant.

# Practice Test Answer and Alignment Document

## Mathematics - Grade 4

### Performance Based Assessment - Paper

#10 Part A	
Score	Description
<b>1</b>	Computation component: Student enters 5.
#10 Part B	
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Reasoning component: Student identifies Christy's incorrect reasoning.</li> <li>• Reasoning component: Student gives a valid explanation of how to correct the reasoning and provides a correct comparison.</li> </ul> <p>Sample student responses:</p> <p>Christy found the correct total distance of her runs, but her comparison is wrong. 0.5 is <math>\frac{5}{10}</math> which equals <math>\frac{50}{100}</math> so she should compare 47 to 50, not 5.</p> <p>50 is greater than 47, so <math>\frac{5}{10} &gt; \frac{47}{100}</math>.</p> <p>OR</p> <p>Christy's distance <math>\frac{47}{100} = 0.47</math> and Alex ran 0.5 mile, so she should compare 0.5 to 0.47. The 5 in tenths place in 0.5 has a greater value than the 4 in the tenths place in 0.47.</p> <p>Note: Other valid explanations are acceptable.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#14 Part A	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: <math>\frac{4}{12}</math> or any equivalent fraction except <math>\frac{1}{3}</math></li> <li>• Reasoning component: Student explains how to use the model to represent the fraction, such as, “There are 3 rows, so <math>\frac{1}{3}</math> is one row. There are 4 pieces in each row and 12 pieces in all, so <math>\frac{4}{12}</math> would be equal to <math>\frac{1}{3}</math>.”</li> </ul> <p>Note: A variety of explanations are valid, as long as it is clear that the student understands how to use the model to represent the fraction.</p>
<b>1</b>	Student response includes 1 of the 2 elements. If a computation mistake is made, credit cannot be given for the computation component, but 1 point can be given for a correct explanation.
<b>0</b>	Student response is incorrect or irrelevant.
#14 Part B	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Reasoning component: <math>\frac{1}{3} &lt; \frac{6}{12}</math> or <math>\frac{6}{12} &gt; \frac{1}{3}</math></li> <li>• Reasoning component: Student explains how to use the model to compare the fractions, such as, “<math>\frac{1}{3}</math> was 4 out of 12 pieces, and <math>\frac{6}{12}</math> is 6 out of 12 pieces. 4 pieces is less than 6 pieces, so <math>\frac{1}{3}</math> is less than <math>\frac{6}{12}</math>.”</li> </ul> <p>Note: A variety of explanations are valid, as long as it is clear that the student understands how to use the model to compare the fractions.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

# Practice Test Answer and Alignment Document

## Mathematics - Grade 4

### Performance Based Assessment - Paper

#15 Part A	
Score	Description
<b>1</b>	Computation component: Student enters 20.
#15 Part B	
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: 5 students</li> <li>• Modeling component: Student explains how to use the bar graph to determine how many more students have 1 pet than 3 pets.</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">I looked at the height of the bar to find the number of students with one pet and saw it was 35. Then I looked at the height of the bar to find the number of students with 3 pets and saw it was 30. I subtracted <math>35 - 30</math> and got 5. So, there are 5 more students who have 1 pet than 3 pets.</p> <p>Note: A variety of explanations are valid, as long as it is clear that the student understands how to use the bar graph to answer the question.</p>
<b>1</b>	Student response includes 1 of the 2 elements. If a computation mistake is made, credit cannot be given for the computation component, but 1 point can be given for stating a correct process in the explanation.
<b>0</b>	Student response is incorrect or irrelevant.

#15 Part C	
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: 201</li> <li>• Modeling component: Student explains how to use the bar graph to solve the problem.</li> <li>• Modeling component: Students shows work using equations.</li> </ul> <p>Sample Student Response:</p> <p>I read the height of each bar to know how many students had 1 pet, 2 pets, 3 pets, or 4 pets. I determined how many pets each bar shows by multiplying the number of students by the number of pets for each bar. Adding the numbers of pets for all the bars gives the total.</p> <p>35 students have 1 pet    <math>1 \times 35 = 35</math> pets  20 students have 2 pets    <math>2 \times 20 = 40</math> pets  30 students have 3 pets    <math>3 \times 30 = 90</math> pets  9 students have 4 pets    <math>4 \times 9 = 36</math> pets  <math>35 + 40 + 90 + 36 = 201</math> total pets</p> <p>Note: A variety of explanations are valid as long as it is clear that the student understands how to use the bar graph to answer the question and shows work using equations.</p>
<b>2</b>	Student response includes 2 of the 3 elements. If a computation mistake is made, credit cannot be given for the computation component, but points can be given for modeling.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#16 Part A	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Reasoning component: Explanation of why Shaun’s reasoning is incorrect</li> <li>• Reasoning component: Explanation on how to use the number line to determine the fraction that Shaun’s point represents</li> <li>• Computation component: <math>\frac{3}{6}</math></li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">Shaun’s reasoning is incorrect because he drew 5 lines between 0 and 1 and said that this divided the line into fifths. This actually divides the line into sixths because there are six equal sections between 0 and 1. Shaun’s point represents the fraction <math>\frac{3}{6}</math> because each mark on the number line is <math>\frac{1}{6}</math>. So, the third mark is the point <math>\frac{3}{6}</math>.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.
#16 Part B	
Score	Description
<b>1</b>	<p>Student response includes the following element:</p> <ul style="list-style-type: none"> <li>• Reasoning component: Describes a process to find a fraction equivalent to <math>\frac{2}{3}</math></li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">I can find a fraction equivalent to <math>\frac{2}{3}</math> by multiplying the numerator (2) and denominator (3) by the same number.</p> <p>Note: Other strategies are valid such as showing that another fraction is the same position on a number line.</p>
<b>0</b>	Student response is incorrect or irrelevant.

#17	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: Rico had 1276 more yards than Ed after the first three games.</li> <li>• Modeling component: Student shows work or explains how to determine the number of yards that Ed had and Rico had after the 3 games.</li> <li>• Modeling component: Student shows work or explains how to determine how many more yards Rico had than Ed.</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">I found that Ed had 638 yards by adding <math>157 + 309 + 172</math>. Rico had 3 times the number of yards as Ed, so <math>638 \times 3 = 1914</math>. To find how many more yards Rico had than Ed, I subtracted <math>1914 - 638</math> and got 1276.</p> <p>Note: A variety of explanations are valid as long as the student uses a mathematically correct approach to solving the problem.</p>
<b>2</b>	Student response includes 2 of the 3 elements. If a computation mistake is made, credit cannot be given for the computation component, but points can be given for modeling.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.



**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name/LEA \_\_\_\_\_

**Grade 4**  
**Mathematics**  
**Performance Based Assessment**  
**Practice Test**

**B**

Last Name										First Name										MI
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

**School Use Only**

**F State Student Identifier**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**C**

Place the Student ID Label Here

**D Gender**

Female  Male

**E Date of Birth**

Day	Month	Year
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	Jan	0
2	Feb	1
3	Mar	2
4	Apr	3
5	May	4
6	Jun	5
7	Jul	6
8	Aug	7
9	Sep	8
<input type="radio"/>	Oct	9
<input type="radio"/>	Nov	<input type="radio"/>
<input type="radio"/>	Dec	<input type="radio"/>





**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
  - Print your answer starting with the first digit in the left box.
  - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and **ONLY** one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer 632 in a question, fill in the answer grid as follows:

6	3	2			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	<input checked="" type="radio"/>	2	2	2
3	<input checked="" type="radio"/>	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
<input checked="" type="radio"/>	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

To answer .75 in a question, fill in the answer grid as follows:

.	7	5			
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	<input checked="" type="radio"/>	5	5	5
6	6	6	6	6	6
7	<input checked="" type="radio"/>	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



Use the information provided to answer Part A and Part B for question 3.

The number of science fair projects entered for each grade in a city-wide science fair is shown.

**City-Wide Science Fair**

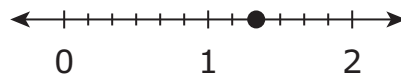
Grade	Number of Science Fair Projects
3	462
4	759
5	891



4. Which pair of fractions is equivalent?

- (A)  $\frac{1}{3}$  and  $\frac{3}{5}$
- (B)  $\frac{2}{4}$  and  $\frac{3}{5}$
- (C)  $\frac{6}{10}$  and  $\frac{4}{8}$
- (D)  $\frac{6}{10}$  and  $\frac{3}{5}$

5. The point on the number line shows the value of the sum of two fractions.



Which expression has the same sum?

- (A)  $\frac{4}{3} + \frac{4}{3}$
- (B)  $\frac{6}{4} + \frac{2}{4}$
- (C)  $\frac{5}{6} + \frac{3}{6}$
- (D)  $\frac{2}{12} + \frac{6}{12}$



Use the information provided to answer Part A and Part B for question 7.

Jake and each of his two brothers choose a fraction between 0 and 1. Jake chooses  $\frac{3}{4}$ , Aaron chooses  $\frac{9}{10}$ , and Simon chooses  $\frac{4}{12}$ .

**7. Part A**

Which comparison is correct?

- Ⓐ  $\frac{9}{10} < \frac{4}{12}$
- Ⓑ  $\frac{4}{12} = \frac{3}{4}$
- Ⓒ  $\frac{3}{4} < \frac{9}{10}$
- Ⓓ  $\frac{4}{12} > \frac{3}{4}$

**Part B**

Select a group of fractions that includes an equivalent fraction for each of the fractions  $\frac{3}{4}$ ,  $\frac{9}{10}$ , and  $\frac{4}{12}$ .

- Ⓐ  $\frac{3}{8}, \frac{9}{100}, \frac{1}{4}$
- Ⓑ  $\frac{3}{8}, \frac{90}{100}, \frac{1}{3}$
- Ⓒ  $\frac{9}{12}, \frac{90}{100}, \frac{1}{3}$
- Ⓓ  $\frac{9}{12}, \frac{90}{100}, \frac{1}{4}$





**Part B**

Explain how to determine the money Jian's family could make if they use only 6-ounce jars. Include the total amount of money and the total number of 6-ounce jars in your explanation.

Enter your answers and your explanation in the space provided.



**9. Part A**

Camille wants to make 6 drinks for her friends. How many total cups of blueberries and banana slices will she use to make the 6 drinks?

(A)  $\frac{7}{8}$

(B)  $\frac{12}{8}$

(C)  $\frac{30}{8}$

(D)  $\frac{42}{8}$

**Part B**

Next Camille will add the yogurt and ice. How many total cups of yogurt and ice will she use to make the 6 drinks? Show your work or explain your answer.

Enter your answer and work or explanation in the space provided.





11. A basketball team scored a total of 747 points for the season. This was 9 times the number of points scored in the first game. How many points were scored during the first game?

- (A) 73
- (B) 75
- (C) 82
- (D) 83

12. Which numbers make the comparison true?

$$27,768 < \square$$

Select the **two** correct answers.

- (A) 27,759
- (B) 28,744
- (C) 26,773
- (D) 27,568
- (E) 27,836

13. What is the value of  $6 \times \frac{3}{8}$ ?

- (A)  $\frac{2}{8}$
- (B)  $\frac{9}{8}$
- (C)  $\frac{18}{8}$
- (D)  $\frac{51}{8}$





**Part B**

Martin gave  $\frac{6}{12}$  of the corn bread to his teacher.

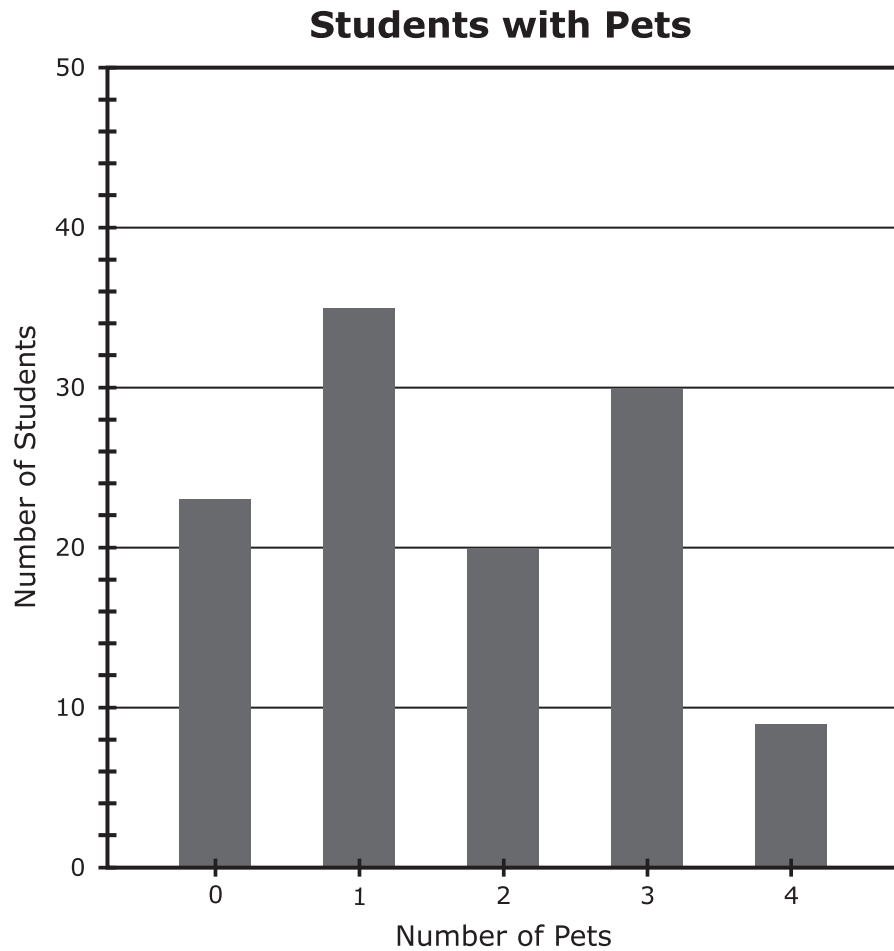
Write a comparison using  $<$ ,  $>$ , or  $=$  to compare the fractions  $\frac{1}{3}$  and  $\frac{6}{12}$ .

Explain how the model can be used to compare these fractions.

Enter your comparison and your explanation in the space provided.

Use the information provided to answer Part A through Part C for question 15.

Ms. Sloan asked 117 fourth-grade students the question, "How many pets do you have?" She displayed the data she collected in the bar graph shown.



PLEASE DO NOT WRITE IN THIS AREA



**SERIAL #**

15. Part A

How many of the students that responded have 2 pets?

Enter your answer in the box.

•	•	•	•	•	•
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

**Part B**

How many more students have 1 pet than students who have 3 pets?  
Explain your answer.

Enter your answer and explanation in the space provided.

PLEASE DO NOT WRITE IN THIS AREA



**SERIAL #**

**Part C**

Find the total number of pets the fourth-grade students have.

- Explain how you used the bar graph to solve the problem.
- Show your work using equations.

Enter your explanation, your work, and the total number of pets in the space provided.



**Part B**

Shaun wants to write a fraction that is equivalent to the fraction  $\frac{2}{3}$ .

Describe how Shaun can find a fraction that is equivalent to  $\frac{2}{3}$ .

Enter your description in the space provided.

17. The table shows the number of yards Ed ran in each of the first three football games of the season.

**Ed's Running Yards**

Game	Yards
1	157
2	309
3	172

After the first three games of the season, Rico had exactly 3 times the total number of running yards that Ed had.

How many **more** total running yards did Rico have than Ed after the first three games of the season? Show your work or explain how you got your answer.

Enter your answer and your work or explanation in the space provided.







**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**







**Grade 4  
Mathematics  
Test Booklet**

*Performance Based Assessment  
Practice Test*



# Practice Test Answer and Alignment Document

## Mathematics - Grade 5

### Performance Based Assessment - Paper

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding (reviewing sets of real student work).
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key	Evidence Statement Key/ Content Scope
1	60	5.MD.3
2	D, E	5.NBT.3a
3	A, B	5.NBT.3b
4	Part A: D Part B: A	5.NF.2-1
5	Part A: D Part B: B	5.NF.3-2
6	C, F	5.NF.1-1
7	See rubric	5.D.1/5.NF.4 and 5.NF.6
8	Part A: see rubric Part B: see rubric	5.C.7-4/4.NF.2
9	See rubric	5.C.5-1/5.NF.2
10	A	5.NF.4a-2
11	D	5.NF.3-1
12	Part A: A, C Part B: A, C	5.NBT.Int.1
13	See rubric	5.C.1-3/5.MD.5a
14	Part A: see rubric Part B; see rubric Part C: see rubric	5.D.2/4.MD.3
15	See rubric	5.C.4-3/5.NBT.6
16	See rubric	5.D.1/5.NBT.5

#7	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Computation: Number cartons: 44, 176, 44; 3256</li> <li>• Modeling component: Correct work or explanation shown for determining the number of cartons of each size needed.</li> <li>• Modeling component: Correct work or explanation shown for determining the total number of eggs needed to fill the 264 cartons.</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">There are <math>264 \times \frac{1}{6} = \frac{264}{6} = 44</math> cartons that hold 8 eggs. There are <math>264 \times \frac{2}{3} = \frac{528}{3} = 176</math> cartons that hold 12 eggs. There are <math>264 - 44 - 176 = 44</math> cartons that hold 18 eggs. The total number of eggs needed to fill all 264 cartons is <math>44 \times 8 + 176 \times 12 + 44 \times 18 = 3,256</math>.</p>
<b>2</b>	Student response includes 2 of the 3 elements. Or, the student has a computation error, but provides a complete and valid explanation or process.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#8 Part A	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: The student provides the inequalities “<math>\frac{3}{8} &lt; \frac{1}{2}</math>” AND “<math>\frac{5}{8} &gt; \frac{1}{2}</math>” OR other inequalities that are equivalent to these.</li> <li>• Reasoning component: Reasoning component: The student explains that Nick’s reasoning is not correct as he should have found a common denominator to compare <math>\frac{1}{2}</math> to <math>\frac{3}{8}</math> and <math>\frac{1}{2}</math> to <math>\frac{5}{8}</math>. For example: "To compare the fractions, Nick should have changed <math>\frac{1}{2}</math> to <math>\frac{4}{8}</math>."</li> </ul> <p>Notes:</p> <ul style="list-style-type: none"> <li>○ A variety of explanations are valid. As long as it is clear that the student understands that only comparing the sizes of the numerators doesn’t work when the denominators are different, credit should be awarded.</li> <li>○ The student does not need to use the terms <i>denominator</i> or <i>numerator</i> as long as the explanation is clear as to which portion of the fraction the student is referencing.</li> </ul>
<b>1</b>	Student response includes 1 of the 2 elements. Or, the student has an incorrect comparison(s), but provides a correct strategy.
<b>0</b>	Student response is incorrect or irrelevant.

#8 Part B	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: The student indicates that the difference between the distances jumped by the two crickets is <math>1\frac{3}{4}</math> feet.</li> <li>• Reasoning component: The student explains why Nick's reasoning is incorrect. For example, "Nick was supposed to subtract <math>\frac{3}{4}</math> from <math>\frac{2}{4}</math> which means he needed to change the numbers to <math>\frac{7}{4}</math> and <math>\frac{14}{4}</math> to be able to do that.</li> </ul> <p style="text-align: center;">OR</p> <p>The student explains that Nick could use the relationship between addition and subtraction, such as, "Since addition is the opposite of subtraction, he can count up from <math>1\frac{3}{4}</math> to get to <math>3\frac{2}{4}</math> by counting up by fourths."</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#9	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Reasoning component: Valid explanation of why the Craig’s answer is not reasonable</li> <li>• Computation component: Correct number of miles Craig rode is <math>\frac{9}{8}</math></li> <li>• Reasoning component: Valid explanation using number line to show why answer is correct</li> </ul> <p>Sample Student Response:</p> <p>Craig’s answer is not reasonable because <math>\frac{5}{8}</math> is more than <math>\frac{1}{2}</math> and he is adding <math>\frac{1}{2}</math> to a number that is more than <math>\frac{1}{2}</math> so his answer should be more than 1.</p> <p>Craig rode <math>\frac{5}{8} + \frac{1}{2} = \frac{5}{8} + \frac{4}{8} = \frac{9}{8}</math> miles.</p> <p>Since <math>\frac{4}{8} = \frac{1}{2}</math>, I start at <math>\frac{5}{8}</math> on the number line and move over 4 more <math>\frac{1}{8}</math>s to add <math>\frac{5}{8} + \frac{4}{8}</math>.</p> <p>Now I am at the number <math>\frac{9}{8}</math> so I know my answer is correct.</p>
<b>2</b>	Student response includes 2 of the 3 elements. If a computation error is made, the student may still get points for reasoning.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.



#13	
Score	Description
<b>3</b>	<p>Student response contains the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: Correct volume of the prism, 60 cubic units.</li> <li>• Reasoning component: Valid explanation to support the volume of the prism.</li> <li>• Reasoning component: Provides new dimensions and a valid explanation of how the new dimensions were determined.</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">The volume of the prism is 60 cubic units because <math>4 \times 5 \times 3 = 60</math>.</p> <p style="padding-left: 40px;">The dimensions of a new right rectangular prism that has 20 fewer unit cubes than the original prism could be 4 units wide by 5 units tall by 2 units deep. I determined these dimensions by recognizing that each layer of the original prism that is 4 units wide by 5 units tall by 1 unit deep has a volume of 20 cubic units. So I took one of these layers away from the original prism. (Or other valid explanation.)</p>
<b>2</b>	Student response contains 2 of the 3 elements.
<b>1</b>	Student response contains 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#14 Part A	
Score	Description
2	Student response includes each of the following 2 elements: <ul style="list-style-type: none"> <li>• Computation component: 486 square feet</li> <li>• Modeling component: <math>18 \times 27 = g</math></li> </ul>
1	Student response contains 1 of the 2 elements.
0	Student response is incorrect.
#14 Part B	
Score	Description
3	Student response includes each of the following 3 elements: <ul style="list-style-type: none"> <li>• Modeling component: The student provides an expression to represent the total cost of the fence and gate. For example: “<math>43 \times (18 + 18 + 27 + 27 - 3) + 128</math>” OR other valid expression.</li> <li>• Modeling component: The student explains that the expression in parentheses (<math>18 + 18 + 27 + 27 - 3</math>) is needed to find the perimeter of the lawn minus the gate to find the length of fence needed.</li> <li>• Modeling component: The student explains that the length of fence determined has to be multiplied by the cost of the fence and then the cost of the gate has to be added to the result.</li> </ul> <p>Note: The term <i>perimeter</i> does not have to be used.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.
#14 Part C	
1	Computation component: \$3869 Note: A student who correctly evaluates an incorrect expression for finding the total cost of the fence and gate will receive the computation point.

#15	
Score	Description
<b>4</b>	<p>Student response contains the following 4 elements:</p> <ul style="list-style-type: none"> <li>• Computation component: Correct numbers for each letter in the model</li> <li>• Reasoning component: Valid explanation for finding the numbers in the model</li> <li>• Computation Component: Correct value for quotient, 873 remainder 2</li> <li>• Reasoning component: Valid explanation or work to show multiplication check</li> </ul> <p>Sample Student Response:</p> <p>The value of <math>M</math> is 6,400 because <math>8 \times 800 = 6,400</math>. The value of <math>N</math> is 70 because <math>8 \times 70 = 560</math>. Then <math>6,400 + 560 = 6,960</math>. So there are 26 left. Since <math>8 \times 3 = 24</math>, the value of <math>P</math> is 3 and the value of <math>Q</math> is 24. There are 2 left over, so <math>R</math> is 2.</p> <p>The value of <math>6,986 \div 8</math> is 873 with remainder 2.</p> <p>To check by multiplication, first multiply 873 by 8. Then add 2 to the product.</p> $873 \times 8 = 6,984$ $6,984 + 2 = 6,986$
<b>3</b>	Student response includes 3 of the 4 elements. If a student has a computation error, points can still be awarded for correct reasoning.
<b>2</b>	Student response includes 2 of the 4 elements. If a student has a computation error, points can still be awarded for correct reasoning.
<b>1</b>	Student response includes 1 of the 4 elements. If a student has a computation error, points can still be awarded for correct reasoning.
<b>0</b>	Student response is incorrect or irrelevant.

#16	
Score	Description
<b>3</b>	<p>Student response contains the following 3 elements:</p> <ul style="list-style-type: none"> <li>● Computation component: 63 cases of water.</li> <li>● Modeling component: The student models or shows how to calculate the total number of water bottles needed.</li> <li>● Modeling component: The student models or shows how to calculate the total number of cases of water bottles needed.</li> </ul> <p>Student Sample Response:</p> <p>I need to multiply to find the number of bottles the athletes, coaches, and judges will get each day.</p> <ul style="list-style-type: none"> <li>▪ Each athlete will get 4 bottles, and there are 117 athletes, and <math>117 \times 4 = 468</math>, so the athletes need a total of 468 bottles each day.</li> <li>▪ Each coach will get 3 bottles, and there are 7 coaches, and <math>7 \times 3 = 21</math>, so the coaches will need a total of 21 bottles each day.</li> <li>▪ Each judge will get 2 bottles, and there are 4 judges, and <math>4 \times 2 = 8</math>, so the judges will need a total of 8 bottles each day.</li> <li>▪ To find the number of bottles needed for one day, I need to add <math>468 + 21 + 8 = 497</math>.</li> <li>▪ The track meet lasts 3 days. To find the total number of bottles I need to multiply <math>497 \times 3</math> which is 1,491 total bottles.</li> </ul> <p>Greg needs to provide 1,491 bottles of water. There are 24 bottles in each case, so I need to divide. Since <math>1,491 \div 24 = 62</math> remainder 3, Greg needs to provide a minimum of 63 cases of water to have 1,491 bottles in all.</p>
<b>2</b>	Student response includes 2 of the 3 elements. Or, the student has a computation error, but gives valid explanations or work shows a valid process.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect.



**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name/LEA \_\_\_\_\_

**Grade 5**  
**Mathematics**  
**Performance Based Assessment**  
**Practice Test**

**B**

Last Name										First Name										MI
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

**School Use Only**

**F State Student Identifier**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
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Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**C**

Place the Student ID Label Here

**D Gender**

Female  Male

**E Date of Birth**

Day	Month	Year
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	Jan	0
2	Feb	1
3	Mar	2
4	Apr	3
5	May	4
6	Jun	5
7	Jul	6
8	Aug	7
9	Sep	8
<input type="radio"/>	Oct	9
<input type="radio"/>	Nov	<input type="radio"/>
<input type="radio"/>	Dec	<input type="radio"/>



**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
  - Print your answer starting with the first digit in the left box.
  - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and **ONLY** one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer 632 in a question, fill in the answer grid as follows:

6	3	2			
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	<input checked="" type="radio"/>	2	2	2
3	<input checked="" type="radio"/>	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
<input checked="" type="radio"/>	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

To answer .75 in a question, fill in the answer grid as follows:

.	7	5			
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	<input checked="" type="radio"/>	5	5	5
6	6	6	6	6	6
7	<input checked="" type="radio"/>	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9





2. Which of these are equal to 83.041?

Select the **two** correct answers.

- (A) eighty-three and forty-one tenths
- (B)  $8 \times 10 + 3 \times 1 + 4 \times \frac{1}{10} + 1 \times \frac{1}{100}$
- (C) eighty-three and forty-one hundredths
- (D)  $8 \times 10 + 3 \times 1 + 4 \times \frac{1}{100} + 1 \times \frac{1}{1,000}$
- (E) eighty-three and forty-one thousandths

3. Select the **two** comparisons that are correct.

- (A) thirty-eight tenths  $>$  3.78
- (B) five and sixty-nine thousandths  $<$  5.69
- (C)  $6 \times 10 + 25 \times \frac{1}{100} + 8 \times \frac{1}{1,000} >$  60.342
- (D)  $4.802 >$   $4 + 7 \times \frac{1}{10} + 13 \times \frac{1}{100} + 2 \times \frac{1}{1,000}$
- (E)  $3 \times 10 + 5 \times \frac{1}{10} + 12 \times \frac{1}{1,000} <$  thirty and five hundred nine thousandths



Use the information provided to answer Part A and Part B for question 5.

For a family gathering, Brittany made 5 meat loaves using 9 pounds of ground beef. She also made 14 hamburgers using 4 pounds of ground beef.

**5. Part A**

Each meat loaf was made with the same amount of ground beef.

Which of these is closest to the amount of ground beef in each meat loaf?

- Ⓐ  $\frac{1}{2}$  pound
- Ⓑ 1 pound
- Ⓒ  $1\frac{1}{2}$  pounds
- Ⓓ 2 pounds

**Part B**

Each hamburger was made with the same amount of ground beef.

Which of these is closest to the amount of ground beef in each hamburger?

- Ⓐ  $\frac{1}{2}$  pound
- Ⓑ  $\frac{1}{4}$  pound
- Ⓒ  $\frac{3}{4}$  pound
- Ⓓ 1 pound



7. An egg farm packages 264 total cartons of eggs each month. The farm has 3 different sizes of cartons.

- The small carton holds 8 eggs, and  $\frac{1}{6}$  of the total cartons are small.
- The medium carton holds 12 eggs, and  $\frac{2}{3}$  of the total cartons are medium.
- The large carton holds 18 eggs, and the rest of the total cartons are large.

Determine how many of each size of carton is needed each month. Then determine how many eggs are needed to fill the 264 cartons. Show your work or explain your answers.

Enter your answers and your work or explanations in the space provided.



**Part B**

Nick recorded the distance each cricket jumped.

- Distance for cricket A:  $1\frac{3}{4}$  feet
- Distance for cricket B:  $3\frac{2}{4}$  feet

Nick claims that cricket B jumped  $2\frac{1}{4}$  feet farther than cricket A because the difference between the whole numbers is 2 and the difference between the numerators is 1.

- Explain why Nick's reasoning is incorrect.
- What is the correct difference, in feet, between the distance cricket A jumped and the distance cricket B jumped?

Enter your explanation and your answer in the space provided.







**12. Part A**

Select the **two** equations that are correct when the number 20 is entered in the box.

(A)  $\square \times 85 = 1,700$

(B)  $\square \div 4 = 50$

(C)  $1,500 \div \square = 75$

(D)  $120 \times 6 = \square$

(E)  $\square \times 50 = 100$

**Part B**

Select the **two** equations that are correct when the number 200 is entered in the box.

(A)  $\square \times 85 = 17,000$

(B)  $\square \div 40 = 50$

(C)  $15,000 \div \square = 75$

(D)  $1,200 \times 6 = \square$

(E)  $\square \times 50 = 1,000$



Use the information provided to answer Part A through Part C for question 14.

Shannon is building a rectangular garden that is 18 feet wide and 27 feet long.

**14. Part A**

Write an equation that represents the area of Shannon's garden. In your equation, let  $g$  represent the area of Shannon's garden. Then solve your equation.

Enter your equation and your solution in the space provided.



**Part C**

Use your expression from Part B to find the total cost, in dollars, of the fence and the gate.

Enter your answer in the space provided.



16. Greg is volunteering at a track meet. He is in charge of providing the bottled water. Greg knows these facts:

- The track meet will last 3 days.
- There will be 117 athletes, 7 coaches, and 4 judges attending the track meet.
- One case of bottled water contains 24 bottles.

The table shows the number of bottles of water each athlete, coach, and judge will get for each day of the track meet.

**Bottled Water for Track Meet**

Person Attending	Number of Bottles
Athlete	4
Coach	3
Judge	2



What is the **fewest** number of cases of bottled water Greg will need to provide for all the athletes, coaches, and judges at the track meet? Show your work or explain how you found your answer using equations.

Enter your answer and your work or explanation in the space provided.



PLEASE DO NOT WRITE IN THIS AREA



SERIAL #



**You have come to the end of the test.**

- **Review your answers.**
- **Then, close your test booklet and raise your hand to turn in your test materials.**







**Grade 5  
Mathematics  
Test Booklet**

*Performance Based Assessment  
Practice Test*



# Practice Test Answer and Alignment Document

## Mathematics: Grade 6

### Performance Based Assessment - Paper

The following pages include the answer key for all machine-scored items, followed by the rubrics for the human-scored items.

- Unless otherwise stated, students must define variables when using them in a model. Students that do not define their variables may not be able to earn the top score point.
- Unless otherwise stated, students may write any equivalent form when asked to create their own expression, equation, function or model.
- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding of these items while reviewing sets of real student work.
- If students make a computation error, they can still earn points for reasoning or modeling.
- The student cannot receive full credit for reasoning if the explanations, while sufficient to indicate that the student had correct reasoning, contain nonsense statements.

Item Number	Answer Key	Evidence Statement Key/Content Scope
<b>Part 1: Non-Calculator</b>		
1	D	6.RP.1
2	C	6.NS.6a
3	A	6.NS.1-2
4	-4	6.NS.6c-1
5	D	6.EE.6



# Practice Test Answer and Alignment Document

## Mathematics: Grade 6

### Performance Based Assessment - Paper

Part 2: Calculator		
6	C	6.EE.2a
7	41	6.EE.2c-1
8	B	6.EE.5-2
9	Part A: D Part B: D	6.RP.3a
10	Part A: C Part B: 7	6.EE.9
11	See rubric	6.C.5/ 6.NS.8
12	See rubric	6.D.3/ 6.RP.3
13	Part A: see rubric Part B: see rubric	6.C.3/ 6.NS.1
14	Part A: see rubric Part B: see rubric	6.C.9/ 5.MD.5
15	Part A: see rubric Part B: see rubric Part C: see rubric	6.D.2/ 5.NF.2 & 5.NF.6
16	See rubric	6.C.1.1/ 6.EE.4 & 6.EE.3
17	See rubric	6.D.1/ 6.RP.2 & 6.RP.3

#11	
Score	Description
<b>4</b>	<p>Student response includes each of the following 4 elements:</p> <ul style="list-style-type: none"> <li>• Correct distance from point <math>P</math> to point <math>Q</math>, 5</li> <li>• Valid explanation for determining the distance from point <math>P</math> to point <math>Q</math></li> <li>• Valid explanation for determining the value of <math>n</math></li> <li>• Correct value for <math>n</math>, 5</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">The distance from point <math>P</math> to point <math>Q</math> is 5 units because point <math>P</math> is 3 units above the <math>x</math>-axis. Point <math>Q</math> is 2 units below the <math>x</math>-axis. So <math>3 + 2 = 5</math>. Point <math>Q</math> is 5 units below point <math>P</math>, therefore the distance from point <math>P</math> to point <math>R</math> is also 5 units. Since <math>R</math> is on the <math>y</math>-axis, it has an <math>x</math>-coordinate of 0. So the <math>x</math>-coordinate of point <math>P</math> is 5 units to the right and is 5. The value for <math>n</math> is 5.</p>
<b>3</b>	Student response includes 3 of the 4 elements.
<b>2</b>	Student response includes 2 of the 4 elements.
<b>1</b>	Student response includes 1 of the 4 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#12	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Valid estimate for the company’s total sales in year 4</li> <li>• Valid explanation for determining the estimate</li> <li>• Valid work to support the estimate</li> </ul> <p>Sample Student Response:</p> <p>I estimated the sales of yellow golf balls in year 4 to be about 250,000. Since the company expects sales to continue to increase and the table shows sales increased by about 21,000 in year 2 and by about 11,000 in year 3, I estimated an increase of about 15,000 in year 4. Adding <math>237,000 + 15,000</math>, I get 252,000 or about 250,000 yellow golf balls sold in year 4. Next, I determined the number of white golf balls sold in year 4 using the given ratio. Since I estimated 250,000 yellow golf balls and the ratio of yellow to white is 1:5, I multiplied <math>250,00 \times 5</math> to get 1,250,000 white golf balls.</p> <p>I added <math>250,000 + 1,250,000</math> to get an estimate of 1.5 million golf balls sold in year 4. Next, I determined the number of boxes sold in year 4 to be 125,000 since <math>1,500,000 \div 12 = 125,000</math>. Finally, I came up with my estimate by multiplying the total number of boxes by \$24 per box (rounded up from \$23.94). So my estimate is \$3 million for year 4 since <math>125,000 \times 24 = 3,000,000</math>.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• The student may receive a combined total of 2 points if the modeling process is correct, but the student makes one or more computational errors resulting in an incorrect answer.</li> <li>• The student may receive a total of 1 point if he or she computes the correct answer, but shows no work or insufficient work to indicate a correct modeling process.</li> </ul>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.



#13 Part A	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Correct number of pieces, 6</li> <li>• Valid explanation</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">The number line diagram shows segments marked that are spaced <math>\frac{1}{8}</math> unit apart. I know James' board is <math>\frac{3}{4}</math> foot long. I counted the number of <math>\frac{1}{8}</math> units until I got to <math>\frac{3}{4}</math> on the number line. There are 6 of these. So James can cut a total of 6 pieces from the board.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.
#13 Part B	
<b>1</b>	<p>Student response includes the following element:</p> <ul style="list-style-type: none"> <li>• Correct Equation</li> </ul> <p>Sample Student Response:</p> $\frac{3}{4} \div \frac{1}{8} = 6$
<b>0</b>	Student response is incorrect or irrelevant.

#14 Part A	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Explanation of why the student’s reasoning is incorrect</li> <li>• Corrected volume, 630 cubic inches</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">The student’s reasoning is incorrect because they did not count the top layer as part of the height. The calculation should have been <math>63 \times 10</math>, which equals a total of 630 cubes. Therefore, the volume is 630 cubic inches.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.
#14 Part B	
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Correct explanation or work shown to find the height of the second box</li> <li>• Correct height of the second box</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">Volume is equal to the area of the base times the height.  <math>V = Bh</math>  <math>756 = 63 \times \text{height of cubes}</math>  <math>\frac{756}{63} = \text{height of cubes}</math>  <math>12 = \text{height of cubes}</math>            So, the height of the box is 12 inches since there are 12 1-inch cubes stacked on top of each other.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#15 Part A	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Correct number of cups of trail mix per hiker, <math>2\frac{1}{3}</math> cups</li> <li>• Valid work or explanation shown</li> </ul> <p>Sample Student Response:</p> <p style="text-align: center;">8 bags of trail mix at <math>3\frac{1}{2}</math> cups per bag is <math>8\left(3\frac{1}{2}\right) = \left(\frac{8}{1}\right)\left(\frac{7}{2}\right) = \frac{56}{2} = 28</math> cups.</p> <p style="text-align: center;">28 cups divided among 12 hikers is <math>\frac{28}{12} = \frac{7}{3} = 2\frac{1}{3}</math> cups of trail mix per hiker.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#15 Part B	
<b>4</b>	<p>Student response includes each of the following 4 elements:</p> <ul style="list-style-type: none"> <li>• Correct number of miles hiked by each hiker, 7 miles</li> <li>• Correct work shown or explanation given to determine the number of miles hiked by each hiker</li> <li>• Correct total amount of water brought by each hiker, <math>1\frac{3}{4}</math> gallons</li> <li>• Correct work shown or explanation given to determine the total amount of water brought by each hiker</li> </ul> <p>Sample Student Response:</p> <p>The distance to the scenic lookout:</p> $2 + 1\frac{3}{4} = \frac{8}{4} + \frac{7}{4}$ $= \frac{15}{4}$ <p>The distance back from the lookout is:</p> $\frac{15}{4} - \frac{1}{2} = \frac{15}{4} - \frac{2}{4}$ $= \frac{13}{4}$ <p>The total distance is:</p> $\frac{15}{4} + \frac{13}{4} = \frac{28}{4}$ $= 7$ <p>The total amount of water brought by each hiker is <math>\frac{1}{4}(7) = \frac{7}{4} = 1\frac{3}{4}</math> gallons.</p>
<b>3</b>	Student response includes 3 of the 4 elements.
<b>2</b>	Student response includes 2 of the 4 elements.
<b>1</b>	Student response includes 1 of the 4 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#16	
Score	Description
<b>3</b>	<p>Student response includes the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Explanation of why Brianna’s thinking is incorrect</li> <li>• Explanation of how to determine which expressions are equivalent</li> <li>• Identifies expressions A and C as equivalent</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">Brianna only checked the value of each expression for one substitution of <math>x</math>. To check which expressions are equivalent, I need to check that they are the same value for any substitution of <math>x</math>.</p> <p style="padding-left: 40px;">Since expressions A and C are both equivalent to the expression <math>6x - 4</math>, they will be equivalent for any substitution of <math>x</math>, so they are equivalent.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#17	
Score	Description
<b>3</b>	<p>Student response includes the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Correct total number of fish</li> <li>• Correct ratio of small fish to large fish based on total number of fish</li> <li>• Valid work shown or explanation given</li> </ul> <p>Sample Student Response:</p> <p>5 small fish for every 10 gallons means 1 small fish for every 2 gallons. There are 200 gallons in the tank, so there will be 100 small fish. 8 large fish for every 40 gallons means 1 large fish for every 5 gallons. There are 200 gallons in the tank, so there will be 40 large fish.</p> <p><math>100 + 40 = 140</math> total fish.</p> <p>The ratio of small fish to large fish will be 100 to 40 or 5 to 2.</p> <p>Note: Any equivalent ratio is acceptable. Also, students may show or explain their work using other valid strategies, such as making a table of equivalent ratios.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.







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3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and ONLY one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer  $-3$  in a question, fill in the answer grid as follows:

-	3				
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
<input checked="" type="radio"/>	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

To answer  $.75$  in a question, fill in the answer grid as follows:

.	7	5			
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	<input checked="" type="radio"/>	5	5	5
6	6	6	6	6	6
7	<input checked="" type="radio"/>	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



# Unit 1 - Section 1 (Non-Calculator)

This unit has two sections: a non-calculator and a calculator section.

You will now take the first section of this unit in which you may not use a calculator. You will not be allowed to return to the non-calculator section of the test after you have started the calculator section. You will need to finish both sections within the allotted testing time.

**Once you finish the non-calculator section, read the directions in your Test Booklet on how to continue.**



3. The area of a rectangular patio is  $5\frac{5}{8}$  square yards, and its length is  $1\frac{1}{2}$  yards. What is the patio's width, in yards?

- Ⓐ  $3\frac{3}{4}$
- Ⓑ  $4\frac{1}{8}$
- Ⓒ  $7\frac{1}{8}$
- Ⓓ  $8\frac{7}{16}$



5. Marshall took \$36.75 to a fair. Each ticket into the fair costs  $x$  dollars. Marshall bought 3 tickets. Which expression represents the amount of money, in dollars, that Marshall had after he bought the tickets?

- (A)  $36.75 - (3 + x)$
- (B)  $36.75x - 3$
- (C)  $36.75(3) - x$
- (D)  $36.75 - 3x$









# Unit 1 - Section 2 (Calculator)

Once you have received your calculator, continue with the calculator section.





Use the information provided to answer Part A and Part B for question 9.

The ratio of the sales tax to the amount of a purchase is a fixed number in Town Q. The table shows the sales tax for a purchase of \$1,200.

**Town Q Tax**

Purchase	Sales Tax
\$1,200	\$72
\$2,500	?
?	\$108

**9. Part A**

What is the sales tax for a purchase of \$2,500?

- (A) \$18.06
- (B) \$34.72
- (C) \$144.00
- (D) \$150.00

**Part B**

What is the cost of an item with a sales tax of \$108?

- (A) \$432
- (B) \$648
- (C) \$1,092
- (D) \$1,800





**Part B**

Based on the relationship shown in the graph, how many teaspoons of water will have dripped from the faucet at the end of 21 minutes?

Enter your answer in the space provided.

Blank space for the graph and answer.





Point  $Q$  is graphed at  $(n, -2)$ . The distance from point  $P$  to point  $Q$  is equal to the distance from point  $P$  to point  $R$ .

What is the distance from point  $P$  to point  $Q$ ? What is the value of  $n$ ? Explain how you determined the distance from point  $P$  to point  $Q$ , and the value of  $n$ .

Enter your answers and your explanations in the space provided.





12. A company makes yellow golf balls and white golf balls. The table shows the company's sales of yellow golf balls for the last 3 years.

**Yellow Golf Balls**

Year	Number of Yellow Golf Balls Sold
1	204,132
2	225,624
3	237,108

- The company expects sales of yellow golf balls to continue to increase in year 4.
- The company also expects the ratio of yellow golf ball sales to white golf ball sales in year 4 to be about 1 : 5 .
- The average selling price of a box of 12 yellow or 12 white golf balls is \$23.94.

Estimate the company's total sales, in dollars, of golf balls in year 4. Show all your work. Explain how you determined your estimate.

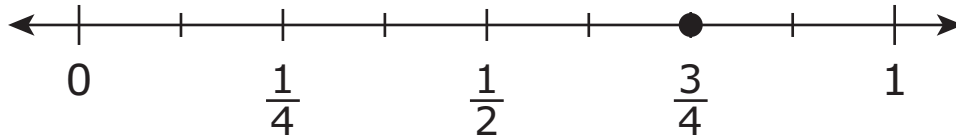
Enter your estimate, your work, and your explanation in the space provided.





Use the information provided to answer Part A and Part B for question 13.

This diagram shows a number line.



**13. Part A**

James has a board that is  $\frac{3}{4}$  foot long. He wants to cut the board into pieces that are each  $\frac{1}{8}$  foot long.

How many pieces can James cut from the board? Explain how James can use the number line diagram to determine the number of pieces he can cut from the board.

Enter your answer and your explanation in the space provided.





**Part B**

Write an equation using division that represents how James can find the number of pieces he can cut from the board.

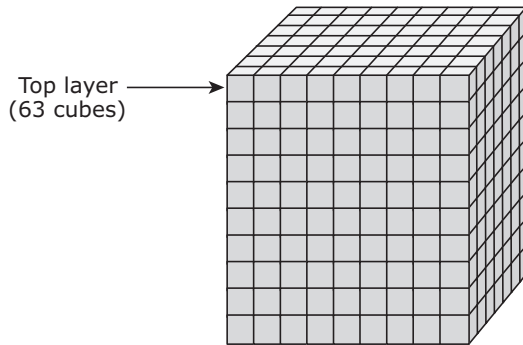
Enter your equation in the space provided.



Use the information provided to answer Part A and Part B for question 14.

A student filled a right rectangular prism-shaped box with one inch cubes to find the volume, in cubic inches. The student's work is shown.

**Box Filled with Cubes**



**Student's Work**

- I packed my box full of cubes. Each cube has a volume of 1 cubic inch.
- I counted 63 cubes in the top layer.
- Since there are 9 layers of cubes below the top layer, I solved  $63 \times 9 = 567$ . So there are 567 cubes.
- The volume of my box is 567 cubic inches.





**14. Part A**

Explain why the student's reasoning is incorrect. Provide the correct volume, in cubic inches, of the box.

Enter your explanation and the correct volume in the space provided.



**Part B**

A second box also has a base area of 63 square inches, but it has a volume of 756 cubic inches.

What is the height, in inches, of the second box? Explain or show how you determined the height.

Enter the height and your explanation or work in the space provided.





**15. Part A**

A group of hikers buy 8 bags of trail mix. Each bag contains  $3\frac{1}{2}$  cups of trail mix. The trail mix is shared evenly among 12 hikers. How many cups of trail mix will each hiker receive? Show your work or explain your answer.

Enter your answer and your work or explanation in the space provided.



**Part B**

The hikers plan to visit a scenic lookout. They will rest after they hike 2 miles. Then they will hike the remaining  $1\frac{3}{4}$  miles to the lookout. The trail the hikers will use to return from the lookout is  $\frac{1}{2}$  mile shorter than the trail they will use to go to the lookout. Each hiker will bring  $\frac{1}{4}$  gallon of water for each mile to and from the lookout.

- Determine the total distance each hiker will hike. Show your work or explain your answer.
- Determine the total number of gallons of water each hiker will bring. Show your work or explain your answer.

Enter your answers and your work or explanations in the space provided.





16. Brianna’s teacher asks her which of these three expressions are equivalent to each other.

Expression A:  $9x - 3x - 4$

Expression B:  $12x - 4$

Expression C:  $5x + x - 4$

Brianna says that all three expressions are equivalent because the value of each one is  $-4$  when  $x = 0$ .

Brianna’s thinking is incorrect.

Identify the error in Brianna’s thinking. Determine which of the three expressions are equivalent. Explain or show your process in determining which expressions are equivalent.

Enter your answer and your explanation or process in the space provided.





**17.** Sam’s two new aquariums each hold exactly 200 gallons of water. One aquarium will hold small fish and the other will hold large fish. Now he needs new fish for his aquariums.

- He will buy 5 small fish for every 10 gallons of water in the aquarium.
- He will buy 8 large fish for every 40 gallons of water in the aquarium.

What is the total number of fish Sam will have? What will be the ratio of Sam’s small fish to large fish? Show or explain the steps you used to solve this problem.

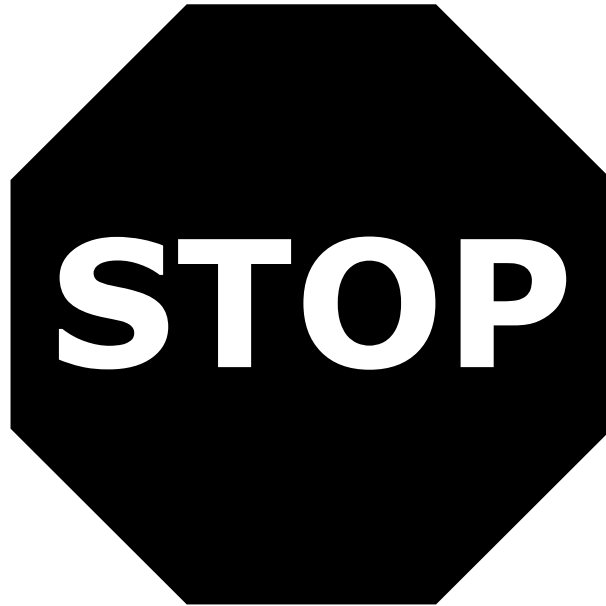
Enter your answers and your work or explanation in the space provided.



PLEASE DO NOT WRITE IN THIS AREA



SERIAL #



You have come to the end of the calculator section in Unit 1 of the test.

- Review your answers in the calculator section of Unit 1 only.
- Then, close your test booklet and raise your hand to turn in your test materials.







**Grade 6  
Mathematics  
Test Booklet**

*Performance Based Assessment  
Practice Test*



# Practice Test Answer and Alignment Document

## Mathematics: Grade 7

### Performance Based Assessment - Paper

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- Unless otherwise stated, students may write any equivalent form when asked to create their own expression, equation, function or model.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding (reviewing sets of real student work).
- If students make a computation error, they can still earn points for reasoning or modeling.
- Unless otherwise stated, students must define variables when using them in a model. Students that do not define their variables may not be able to earn the top score point.



# Practice Test Answer and Alignment Document

## Mathematics: Grade 7

### Performance Based Assessment - Paper

Item Number	Answer Key	Evidence Statement Key/Content Scope
<b>Part 1: Non-Calculator</b>		
1	D	7.RP.2b
2	A, D, E, F	7.NS.2c
3	-54	7.NS.3
4	D	7.EE.1
5	C	7.RP.2c
6	C, E	7.RP.2b
<b>Part 2: Calculator</b>		
7	D	7.RP.1
8	A, E	7.RP.2a
9	Part A: B Part B: 7	7.EE.4a-1
10	Part A: B Part B: C	7EE.3
11	See rubric	7.C.7.3/ 7.NS.3
12	Part A: see rubric Part B: see rubric	7.C.8/ 6.NS.6
13	See rubric	7.D.3/ 7.RP.2
14	Part A: see rubric Part B: see rubric	7.C.2/ 7.NS.1
15	Part A: see rubric Part B: see rubric	7.D.2/ 6.RP.2, 6RP.3, and 6.EE.9
16	Part A: see rubric Part B: see rubric	7.C.4/ 7.RP.2
17	See rubric	7.D.1/ 7.EE.4

#11	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Identifies the step with the first error, Step 2</li> <li>• Correct strategy for evaluating the expression</li> <li>• Provides correct value of the expression, 185</li> </ul> <p>Sample Student Response:</p> <p>The first error was in step 2. The correct steps are:</p> $2(-20) + 3\left(\frac{5}{4}(-20)\right) + 5\left(\frac{2}{5}(50)\right) + 4(50)$ <p>step 1: <math>2(-20) + 3(-25) + 5(20) + 4(50)</math>  step 2: <math>-40 - 75 + 100 + 200</math>  step 3: <math>-115 + 300</math>  step 4: 185</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#12 Part A	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Correct location of point <math>Q</math>, <math>-5/2</math> or <math>-2\ 1/2</math></li> <li>• Valid explanation of how the location of point <math>Q</math> was determined</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">Point <math>Q</math> is located at <math>-5/2</math> or <math>-2\ 1/2</math> on the number line. I found this location because point <math>Q</math> is the opposite of point <math>P</math>, so they are located the same distance from 0, but on the opposite side of 0 on the number line.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.
#12 Part B	
<b>2</b>	<p>Student response includes each of the following 2 elements.</p> <ul style="list-style-type: none"> <li>• Explanation of why student's claim is incorrect</li> <li>• Correct inequality comparing points <math>P</math> and <math>S</math>, <math>5/4 &lt; 5/2</math></li> </ul> <p>Student Sample Response:</p> <p style="padding-left: 40px;">The student's claim is not correct because fourths are less than halves, so <math>5/4</math> is less than <math>5/2</math>, therefore, <math>5/4</math> is located to the left of <math>5/2</math>.</p> <p style="padding-left: 40px;">Inequality: <math>5/4 &lt; 5/2</math></p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.



#13	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Approximation of the number of plants per square foot</li> <li>• Explanation of how the approximation was determined</li> <li>• Correct equation using the approximation</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">To find the approximate number of plants that grew per square foot, I divided the total number of plants that grew by the total amount of square feet in the four sections. <math>160 \div 400 = 0.4</math>. The equation that represents the relationship is <math>y = 0.4x</math>.</p> <p>Note: Accept credit for other valid methods to determine the approximate number of plants that grew per square foot. Also, the rate of change value in the equation should equal the approximation given by the student.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#14	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Valid statement about the value of <math>x</math></li> <li>• Valid explanation about the statement regarding the value of <math>x</math></li> <li>• Valid example, using numbers, that supports the explanation</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">I know that <math>5 + (-5) = 0</math>. Then, 5 plus any number less than -5 will be negative. So, the value of <math>x</math> must be less than -5 if <math>n</math> is a negative number (<math>x &lt; -5</math> can be used as the statement). An example that shows this is true is <math>5 + (-6) = -1</math>, and this works for any number less than -5.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#15 Part A	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Explanation of how to find the amount of money received for any number of work-related miles driven</li> <li>• Correct amount of money received for each work-related mile driven, \$0.51</li> <li>• Correct equation based on the explanation given</li> </ul> <p>Sample Student Response:</p> <p>Since the table shows a proportional relationship, I can divide the amount of money received by the distance driven for any of the rows in the table. The worker receives \$0.51 for each work-related mile driven. The equation that represents this is <math>y = 0.51x</math> (or equivalent).</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.
#15 Part B	
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Correct number of work-related miles driven, 63</li> <li>• Correct percent of total miles driven: 47% (or correct calculation based on incorrect number of work-related miles driven)</li> <li>• Correct explanation given or work shown</li> </ul> <p>Sample Student Response:</p> <p>The percent of total miles is found by dividing the work-related miles driven by the total number of miles driven. So, I must first determine the total number of miles that were work-related. I can use my equation from Part A to find the answer.</p> $32.13 = 0.51x$ $x = \frac{32.13}{0.51} = 63$ $\frac{63}{134} \times 100 \approx 47\%$
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#16 Part A	
Score	Description
<b>1</b>	<p>Student response includes the following element:</p> <ul style="list-style-type: none"> <li>• Correct explanation of why the graph represents a proportional relationship</li> </ul> <p>Sample Student Response:</p> <p>The graph represents a proportional relationship between the variables <math>d</math> and <math>t</math> because the ratio of <math>d</math> to <math>t</math> is always the same number.</p>
<b>0</b>	Student response is incorrect or irrelevant.
#16 Part B	
<b>3</b>	<p>Student response includes the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Correct identification of the relationship of distance and time as proportional for the white car and not proportional for the red car</li> <li>• Correct explanation, using the table, of why each relationship is proportional or not proportional</li> <li>• Correct explanation of how the graph of each relationship would support the previous answer</li> </ul> <p>Sample Student Response:</p> <p>The relationship between distance and time is proportional for the white car, but not proportional for the red car. The ratio of miles traveled to hours traveled for the white car is the same for each row (55 miles per hour). The ratio of miles traveled to hours traveled for the red car is not the same for each row (<math>77/1 = 77</math>, and <math>122/2 = 61</math>). The graph of the white car relationship would form a straight line that passes through the origin, so this supports my answer that it is a proportional relationship. The graph of the red car relationship would also pass through the origin, but does not form a straight line. This also supports my answer that the red car relationship is not a proportional relationship.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#17	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Correct number of minutes Sal jogged each day and correct number of minutes Elena jogged each day</li> <li>• Valid work or explanation for the number of minutes Sal jogged each day</li> <li>• Valid work or explanation for the number of minutes Elena jogged each day</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">For Sal:  <math>5x + 25 = 240</math>  <math>5x = 215</math>  <math>x = 43</math>            Sal jogged 43 minutes each day.</p> <p style="padding-left: 40px;">For Elena:  <math>5(x + 15) = 300</math>  <math>x + 15 = 60</math>  <math>x = 45</math>            Elena jogged 45 minutes each day.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.



**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name/LEA \_\_\_\_\_

**Grade 7**  
**Mathematics**  
**Performance Based Assessment**  
**Practice Test**

**B**

Last Name										First Name										MI
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C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
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J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
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Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

**School Use Only**

**F State Student Identifier**

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D	D	D	D	D	D	D	D	D	D
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2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

**C**

Place the Student ID Label Here

**D Gender**

Female  Male

**E Date of Birth**

Day	Month	Year
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	Jan	0
2	Feb	1
3	Mar	2
4	Apr	3
5	May	4
6	Jun	5
7	Jul	6
8	Aug	7
9	Sep	8
<input type="radio"/>	Oct	9
<input type="radio"/>	Nov	<input type="radio"/>
<input type="radio"/>	Dec	<input type="radio"/>



**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
  - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and ONLY one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer  $-3$  in a question, fill in the answer grid as shown on the left in your Test Booklet.

-	3				
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
<input checked="" type="radio"/>	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

To answer  $.75$  in a question, fill in the answer grid as shown on the right in your Test Booklet.

.	7	5			
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	<input checked="" type="radio"/>	5	5	5
6	6	6	6	6	6
7	<input checked="" type="radio"/>	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9





# Unit 1 - Section 1 (Non-Calculator)

This unit has two sections: a non-calculator and a calculator section.

You will now take the first section of this unit in which you may not use a calculator. You will not be allowed to return to the non-calculator section of the test after you have started the calculator section. You will need to finish both sections within the allotted testing time.

**Once you finish the non-calculator section, read the directions in your Test Booklet on how to continue.**



3. An airplane's altitude changed  $-378$  feet over 7 minutes. What was the mean change of altitude in feet per minute?

Enter your answer in the box.

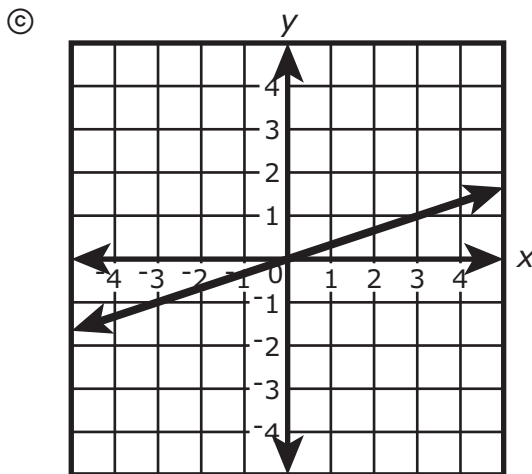
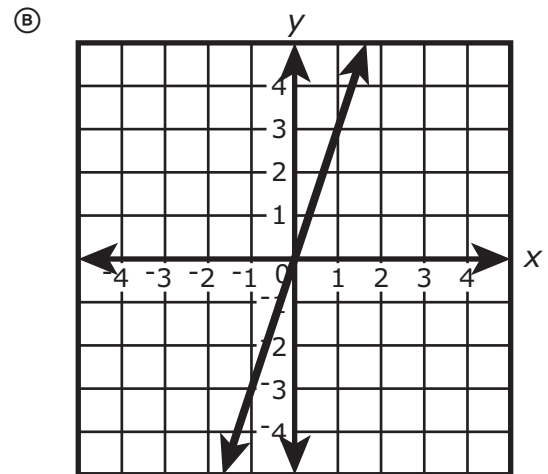
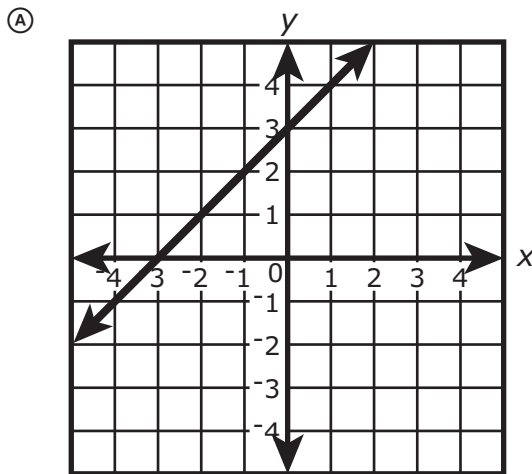
⊖					
⊙	⊙	⊙	⊙	⊙	⊙
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

4. Which expression is equivalent to  $\frac{1}{4}(8 - 6x + 12)$ ?
- (A)  $\frac{7}{2}x$
- (B)  $-\frac{13}{2}x$
- (C)  $-6x + 14$
- (D)  $-\frac{3}{2}x + 5$



6. Which relationships have the same constant of proportionality between  $y$  and  $x$  as in the equation  $y = \frac{1}{3}x$ ?

Select **each** correct answer.



(D) 

$x$	-1.5	0	1.6	9.7
$y$	-4.5	0	4.8	29.1

(E) 

$x$	-5.4	-2.7	1.5	2.4
$y$	-1.8	-0.9	0.5	0.8







# Unit 1 - Section 2 (Calculator)

Once you have received your calculator, continue with the calculator section.







Use the information provided to answer Part A and Part B for question 9.

Rebecca and Megan are shopping at a store that sells jewelry, scarves, and purses. The cost of all the items at the store include tax.

**9. Part A**

Rebecca buys some scarves that cost \$5 each and 2 purses that cost \$12 each. The cost of Rebecca’s total purchase is \$39. What equation can be used to find  $n$ , the number of scarves that Rebecca buys?

- (A)  $5 + 24n = 39$
- (B)  $5n + 24 = 39$
- (C)  $(24 + 5)n = 39$
- (D)  $24 \cdot 5 + n = 39$

**Part B**

Megan buys 3 bracelets and 3 necklaces. Each bracelet costs \$5. Megan pays the clerk \$40 and gets \$4 change. What is the cost, in dollars, of one necklace?

Enter your answer in the box.

⊖						
•	•	•	•	•	•	•
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



**10. Part A**

Determine the percent of students in each class who chose the museum. What is the order, from **least** to **greatest**, of the percents for each class?

- Ⓐ Class E, Class F, Class G, Class H
- Ⓑ Class G, Class E, Class F, Class H
- Ⓒ Class G, Class E, Class H, Class F
- Ⓓ Class H, Class F, Class E, Class G

**Part B**

The total number of students who chose the zoo is how many times as great as the total number of students who chose the planetarium?

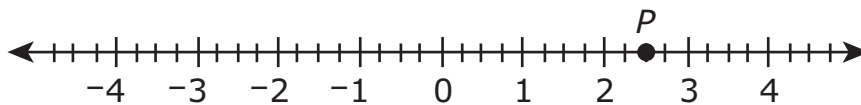
- Ⓐ 1
- Ⓑ  $1\frac{1}{18}$
- Ⓒ  $1\frac{1}{8}$
- Ⓓ  $1\frac{1}{9}$





Use the information provided to answer Part A and Part B for question 12.

Point  $P$  is plotted on the number line.



PLEASE DO NOT WRITE IN THIS AREA



SERIAL #



**12. Part A**

Point  $Q$  is the opposite of point  $P$ . Determine the location of point  $Q$  on the number line. Explain how you determined the location of point  $Q$  on the number line.

Enter your answer and your explanation in the space provided.



**Part B**

Point  $S$  is located at  $\frac{5}{4}$  on the number line. A student claims that the location of point  $S$  is to the right of the location of point  $P$  on the number line.

- Explain whether the student’s claim is correct or incorrect.
- Write an inequality that describes the relationship between the value of point  $P$  and the value of point  $S$ .

Enter your explanation and your inequality in the space provided.







13. A scientist planted seeds in 4 sections of soil for an experiment. Not all of the seeds grew into plants. After 20 days, the scientist counted the number of plants in each of the 4 sections. The results are shown in the table.

**Plant Experiment**

Section	Size of Section (square feet)	Number of Plants
1	25	13
2	100	38
3	125	47
4	150	62

- Use the data in the table to determine approximately how many plants grew per square foot.
- Explain or show how you determined your approximation.
- Let  $y$  be the number of plants expected to grow in  $x$  square feet. Write an equation the scientist could use to model the relationship between  $y$  and  $x$ .

Enter your approximation, explanation, and equation in the space provided.



**14.** Consider the equation  $5 + x = n$ .

What must be true about any value of  $x$  if  $n$  is a negative number? Explain your answer. Include an example with numbers to support your explanation.

Enter your answer, your explanation, and your example in the space provided.





Use the information provided to answer Part A and Part B for question 15.

A worker has to drive her car as part of her job. She receives money from her company to pay for the gas she uses. The table shows a proportional relationship between  $y$ , the amount of money that the worker receives, and  $x$ , the number of work-related miles driven.

**Mileage Rates**

Distance Driven, $x$ (miles)	Amount of Money Received, $y$ (dollars)
25	12.75
35	17.85
40	20.40
50	25.50



**15. Part A**

Explain how to compute the amount of money the worker receives for any number of work-related miles. Based on your explanation, write an equation that can be used to determine the total amount of money,  $y$ , the worker receives for driving  $x$  work-related miles.

Enter your explanation and your equation in the space provided.

PLEASE DO NOT WRITE IN THIS AREA



**SERIAL #**





**Part B**

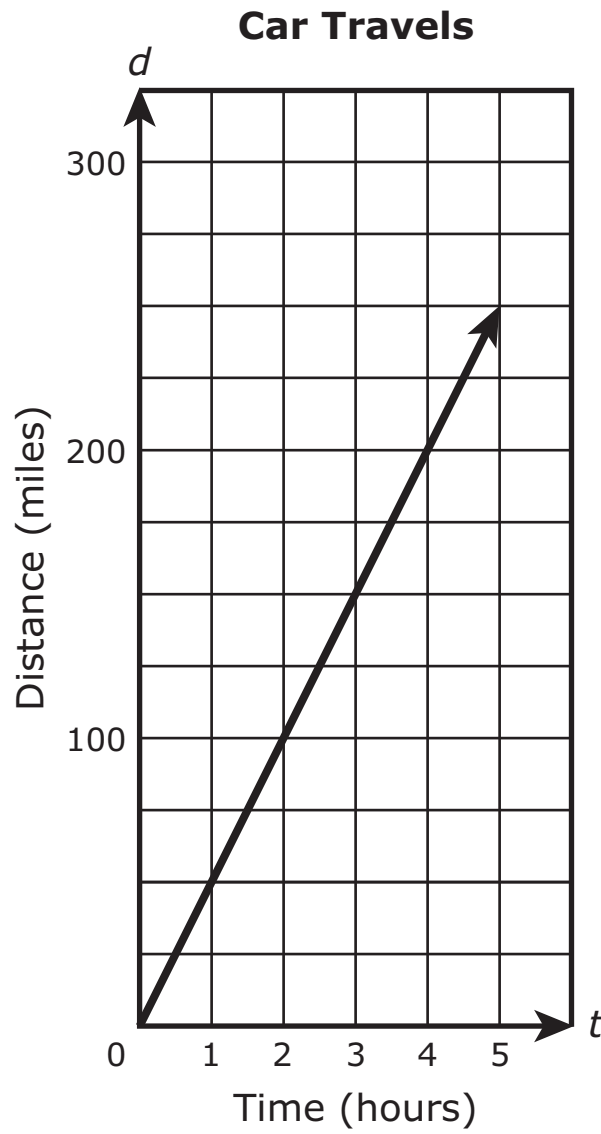
On Monday, the worker drove a total of 134 work-related and personal miles. She received \$32.13 for the work-related miles she drove on Monday. What percent of her total miles driven were work-related on Monday? Show or explain your work.

Enter your answer and your work or explanation in the space provided.



16. Part A

The graph shows the distance in miles,  $d$ , a car travels in  $t$  hours.



PLEASE DO NOT WRITE IN THIS AREA



SERIAL #



Explain why the graph does or does not represent a proportional relationship between the variables  $d$  and  $t$ .

Enter your explanation in the space provided.



**Part B**

Two cars leave from the same city at the same time and drive in the same direction. The table shows the distances traveled by each car.

**Two Cars Travel**

Hours of Travel	Miles Traveled by Red Car	Miles Traveled by White Car
1	77	55
2	122	110
3	167	165
4	212	220
5	257	275

- Determine whether the relationship between the number of hours traveled and the number of miles traveled is proportional for each car.
- Use the table to explain how you determined your answers.
- Describe how the graph of the distance traveled by each car would support your answers.

Enter your answers and your explanations in the space provided.







17. Sal exercised by stretching and jogging 5 days last week.

- He stretched for a total of 25 minutes during the **week**.
- He jogged for an equal number of minutes each of the 5 days.
- He exercised for a total of 240 minutes.

Elena also exercised by stretching and jogging 5 days last week.

- She stretched for 15 minutes each **day**.
- She jogged for an equal number of minutes each of the 5 days.
- She exercised for a total of 300 minutes.

Determine the number of minutes Sal jogged each day last week and the number of minutes Elena jogged each day last week. Show your work or explain all the steps you used to determine your answers.

Enter your answers and your work or explanation in the space provided.







**Grade 7  
Mathematics  
Test Booklet**

*Performance Based Assessment  
Practice Test*



# Practice Test Answer and Alignment Document

## Mathematics: Grade 8

### Performance Based Assessment - Paper

The following pages include the answer key for all machine-scored items, followed by the rubrics for the human-scored items.

- Unless otherwise stated, students must define variables when using them in a model. Students that do not define their variables may not be able to earn the top score point.
- Unless otherwise stated, students may write any equivalent form when asked to create their own expression, equation, function or model.
- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding of these items while reviewing sets of real student work.
- If students make a computation error, they can still earn points for reasoning or modeling.
- The student cannot receive full credit for reasoning if the explanations, while sufficient to indicate that the student had correct reasoning, contain nonsense statements.



# Practice Test Answer and Alignment Document

## Mathematics: Grade 8

### Performance Based Assessment - Paper

Item Number	Answer Key	Evidence Statement Key/Content Scope
<b>Part 1: Non-Calculator</b>		
1	A, C, F	8.EE.1
2	-1	8.EE.7.b
3	B, C, D, E	8.F.1-1
4	D	8.F.1-2
5	A, C, F	8.G.1a
6	Part A: D Part B: C	8.G.3
7	A	8.G.1c
8	50	8.EE.4-1
9	B, E	8.EE.8a
<b>Part 2: Calculator</b>		
10	B	8.EE.4-2
11	B	8.EE.5-2
12	Part A: A, E Part B: see rubric	8.C.1.2/ 8.EE.8
13	See rubric	8.D.1/ 8.EE.5
14	Part A: see rubric Part B: see rubric	8.C.3.3/ 8.G.5
15	Part A: see rubric Part B: see rubric	8.C.5.2/ 8.G.2 & 8.G.4
16	Part A: see rubric Part B: see rubric	8.D.2/ 7.RP.3 & 7.EE.3
17	Part A: C Part B: see rubric Part C: see rubric	8.C.6/ 7.EE.1
18	See rubric	8.D.3/ 8.EE.5

#12 Part A	
Score	Description
<b>1</b>	Machine Scored: A, E
#12 Part B	
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Explanation for no solutions</li> <li>• Explanation for infinitely many solutions</li> </ul> <p>Sample Student Response:</p> <p>Lines with the same slope could have different <math>y</math>-intercepts which would make them parallel lines. Because parallel lines never intersect, there would be no common point of intersection on the lines, and therefore, no solution to the system of equations.</p> <p>Lines with the same slope could also have the same <math>y</math>-intercept which would make them be the same line. Because lines that are the same intersect at all possible points, there would be infinitely many common points of intersection on the lines, and therefore infinitely many solutions to the system of equations.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• The student cannot receive more than 1 point for reasoning if he or she includes an explanation for either “1 solution”, “2 solutions”, or “3 solutions” as being a correct answer.</li> </ul>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#13	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Finds unit rates for both companies</li> <li>• Valid work or explanation of how unit rates are found for each company</li> <li>• Finds the cost of buying 2,375 kilowatt-hours of electricity from the least expensive company</li> </ul> <p>Sample Student Response:</p> <p>The unit rate for Company P is \$0.12 per kilowatt-hour of electricity. When I divide the cost by the number of kilowatt-hours of electricity I get the unit rate.</p> $150.00 \div 1250 = 0.12$ $198.00 \div 1650 = 0.12$ <p>The slope of a linear function can be considered the function's rate. The unit rate for Company M is \$0.15 per kilowatt-hour of electricity.</p> <p>It costs \$285.00 to buy 2,375 kilowatt-hours of electricity from Company P.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#14 Part A	
Score	Description
<b>1</b>	<p>Student response includes the following element:</p> <ul style="list-style-type: none"> <li>• Correct explanation of why triangle <i>RTS</i> is similar to triangle <i>VTU</i></li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;"><math>\angle SRT</math> and <math>\angle UVT</math> are alternate interior angles, and therefore congruent.  <math>\angle RST</math> and <math>\angle TUV</math> are alternate interior angles, and therefore congruent.  <math>\angle RTS</math> and <math>\angle UTV</math> are vertical angles, and therefore congruent.            Triangle <i>RTS</i> is similar to triangle <i>VTU</i> by the angle-angle criterion.</p> <p>Note: Two of the three angle statements must be stated for the student to get one point.</p>
<b>0</b>	Student response is incorrect or irrelevant.
#14 Part B	
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Determines <math>m\angle SRT + m\angle TUV = 108^\circ</math></li> <li>• Correct work shown or explanation given</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">Angles <i>TUV</i> and <i>RST</i> are alternate interior angles so <math>m\angle TUV = m\angle RST</math>.            Since <math>m\angle RTS + m\angle STV = 180</math> and <math>m\angle STV = 108^\circ</math>  <math>m\angle RTS = 180^\circ - 108^\circ = 72^\circ</math>.</p> <p style="padding-left: 40px;">The measures of the angles of a triangle sum to <math>180^\circ</math> so,</p> $  \begin{aligned}  m\angle SRT + m\angle RST &= 180^\circ - m\angle RTS \\  &= 180^\circ - 72^\circ \\  &= 108^\circ  \end{aligned}  $ <p style="padding-left: 40px;">So <math>m\angle SRT + m\angle TUV = m\angle SRT + m\angle RST = 108^\circ</math>.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.



#15 Part A	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Identifies the transformation as a reflection</li> <li>• Identifies the reflection is across the line <math>x = 1</math></li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">The transformation from ABC to A'B'C' is a reflection across the line <math>x = 1</math>.</p> <p>Note: The student can receive 1 point for part A if they describe a correct sequence of transformations instead of a single transformation.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.
#15 Part B	
<b>2</b>	<p>Student response includes each of the following 4 elements:</p> <ul style="list-style-type: none"> <li>• Identifies the transformation as a reflection</li> <li>• Identifies the reflection is across the <math>x</math>-axis</li> <li>• Identifies the transformation as a dilation with scale factor of 2</li> <li>• Identifies the center of dilation as point C'</li> </ul> <p>Sample Student Response:</p> <p style="padding-left: 40px;">To show the triangles are similar, dilate triangle A'B'C' using a scale factor of 2 with C' as the center of dilation. Then reflect the triangle across the <math>x</math>-axis.</p>
<b>1</b>	Student response includes 2 or 3 of the 4 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#16 Part A	
Score	Description
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Correct amount of each payment, \$80.73</li> <li>• Valid work shown or explanation given</li> </ul> <p>Sample Student Response:</p> <p>The discounted price is 75% of the original price, so I need to multiply the original price by 0.75. Then, I will multiply that amount by 0.08 to determine the sales tax. Adding the two together will give me the total price of the computer. I then divide the total price of the computer by 6 to determine the six monthly payments.</p> $\begin{aligned} \$598.00 \times 0.75 &= \$448.50 \\ \$448.50 \times 0.08 &= \$35.88 \\ \$448.50 + \$35.88 &= \$484.38 \text{ total cost} \\ \$484.38 \div 6 &= \$80.73 \text{ per month} \end{aligned}$
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#16 Part B	
<b>4</b>	<p>Student response includes each of the following 4 elements:</p> <ul style="list-style-type: none"> <li>• Correct total price of the different computer, \$602.64</li> <li>• Valid work or explanation given</li> <li>• Correct original price of the different computer, \$930.00</li> <li>• Valid work or explanation given</li> </ul> <p>Sample Student Response:</p> <p>The total cost of the different computer is \$602.64 and the original price is \$930.00.</p> <p>The tax is \$44.64, which is 8% of the sale price of the computer, <math>d</math>.</p> $\frac{44.64}{d} = \frac{8}{100}$ $4464 = 8d$ $d = 558.00$ <p>The price of the computer after discount and sales tax is \$602.64.</p> $558.00 + 44.64 = 602.64$ <p>The sale price is 60% of the original price, <math>p</math>.</p> $\frac{558.00}{p} = \frac{60}{100}$ $55800 = 60p$ $p = 930.00$
<b>3</b>	Student response includes 3 of the 4 elements.
<b>2</b>	Student response includes 2 of the 4 elements.
<b>1</b>	Student response includes 1 of the 4 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#17 Part A							
Score	Description						
<b>1</b>	Machine Scored: C						
#17 Part B							
<b>2</b>	<p>Student response includes each of the following 2 elements:</p> <ul style="list-style-type: none"> <li>• Writes equivalent expressions</li> <li>• Uses a correct series of reasoning to determine that the first expression is always greater than the second expression</li> </ul> <p>Sample Student Response:</p> <p>I need to compare the expressions, so I will rewrite them by distributing and combining like terms.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><math>\frac{1}{2}(7x + 48)</math></td> <td style="text-align: center;"><math>-\left(\frac{1}{2}x - 3\right) + 4(x + 5)</math></td> </tr> <tr> <td style="text-align: center;"><math>\frac{7}{2}x + 24.</math></td> <td style="text-align: center;"><math>-\frac{1}{2}x + 3 + 4x + 20</math></td> </tr> <tr> <td></td> <td style="text-align: center;"><math>\frac{7}{2}x + 23.</math></td> </tr> </table> <p>When I compare <math>\frac{7}{2}x + 24</math> to <math>\frac{7}{2}x + 23</math>, I can subtract <math>\frac{7}{2}x</math> from both expressions since they give the same value and just compare 24 to 23. Since 24 is always greater than 23, the expression <math>\frac{1}{2}(7x + 48)</math> is always greater than the expression <math>-\left(\frac{1}{2}x - 3\right) + 4(x + 5)</math>.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• The student does not need to show both equivalent expressions, but can earn this point if it is clear from their explanation that they found equivalent expressions. For example, if the student explains that the only difference between the two expressions is that one has 23 and the other has 24, it is clear that they have found equivalent expressions.</li> <li>• The student may receive a total of 1 point if he or she computes the correct answer, but shows no work or insufficient work to indicate a correct reasoning process.</li> </ul>	$\frac{1}{2}(7x + 48)$	$-\left(\frac{1}{2}x - 3\right) + 4(x + 5)$	$\frac{7}{2}x + 24.$	$-\frac{1}{2}x + 3 + 4x + 20$		$\frac{7}{2}x + 23.$
$\frac{1}{2}(7x + 48)$	$-\left(\frac{1}{2}x - 3\right) + 4(x + 5)$						
$\frac{7}{2}x + 24.$	$-\frac{1}{2}x + 3 + 4x + 20$						
	$\frac{7}{2}x + 23.$						
<b>1</b>	Student response includes 1 of the 2 elements.						
<b>0</b>	Student response is incorrect or irrelevant.						

<b>#17 Part C</b>	
<b>1</b>	Student creates an expression using the variable $x$ that is always greater than the two given expressions.
<b>0</b>	Student response is incorrect or irrelevant.

#18	
Score	Description
<b>3</b>	<p>Student response includes each of the following 3 elements:</p> <ul style="list-style-type: none"> <li>• Approximate miles per gallon for car M, from 25 to 27</li> <li>• Approximate miles per gallon for car P, from 28 to 33</li> <li>• Valid work shown or explanation given for each answer</li> </ul> <p>Sample Student Response:</p> <p>Car M gets approximately 26.5 miles per gallon.</p> <p>I found this by finding an average unit rate for the table for Car M.</p> $50.4 + 80.5 + 181.3 + 137.5 = 449.7 \text{ Total Miles}$ $2 + 3 + 7 + 5 = 17 \text{ Total Gallons}$ $\frac{449.7}{17} \approx 26.5 \text{ Miles Per Gallon}$ <p>Car P gets approximately 31.7 miles per gallon.</p> <p>I found this by approximating the points in the graph as</p> <p>(1, 30), (2, 65), (3, 90), (4, 130), and (5, 160). Then I found the average unit rate for these points.</p> $30 + 65 + 90 + 130 + 160 = 475 \text{ Total Miles}$ $1 + 2 + 3 + 4 + 5 = 15 \text{ Total Gallons}$ $\frac{475}{15} \approx 31.7 \text{ Miles Per Gallon}$
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.



**A**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

District Name/LEA \_\_\_\_\_

**Grade 8**  
**Mathematics**  
**Performance Based Assessment**  
**Practice Test**

**B**

Last Name										First Name										MI
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
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X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

**School Use Only**

**F State Student Identifier**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
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I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M
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T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X
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6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Place the Student ID Label Here

**D Gender**

Female  Male

**E Date of Birth**

Day	Month	Year
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	Jan	0
2	Feb	1
3	Mar	2
4	Apr	3
5	May	4
6	Jun	5
7	Jul	6
8	Aug	7
9	Sep	8
<input type="radio"/>	Oct	9
<input type="radio"/>	Nov	<input type="radio"/>
<input type="radio"/>	Dec	<input type="radio"/>





**Directions for Completing the Answer Grids**

1. Work the problem and find an answer.
2. Write your answer in the boxes at the top of the grid.
  - Print only one digit or symbol in each box. You may not need all the boxes to enter an answer, but do not leave a blank box in the middle of an answer.
3. Under each box in which you wrote your answer, fill in the bubble that matches the number or symbol you wrote above.
  - Fill in one and ONLY one bubble for each box. Do not fill in a bubble under an unused box.
  - Fill in each bubble by making a solid mark that completely fills the circle.
  - Fractions cannot be entered into an answer grid and will not be scored. Enter fractions as decimals.
4. See below for examples on how to correctly complete an answer grid.

To answer  $-3$  in a question, fill in the answer grid as follows:

-	3				
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
<input checked="" type="radio"/>	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

To answer  $.75$  in a question, fill in the answer grid as follows:

.	7	5			
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	<input checked="" type="radio"/>	5	5	5
6	6	6	6	6	6
7	<input checked="" type="radio"/>	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



# Unit 1 - Section 1 (Non-Calculator)

This unit has two sections: a non-calculator and a calculator section.

You will now take the first section of this unit in which you may not use a calculator. You will not be allowed to return to the non-calculator section of the test after you have started the calculator section. You will need to finish both sections within the allotted testing time.

**Once you finish the non-calculator section, read the directions in your Test Booklet on how to continue.**

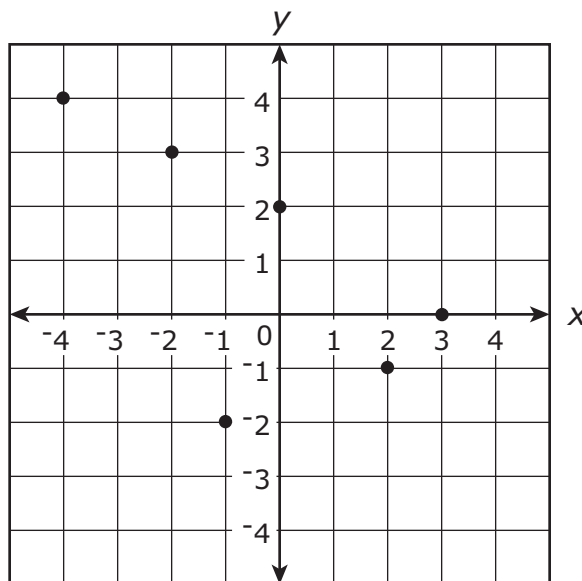


3. Which of these equations represent functions where  $x$  is the input and  $y$  is the output?

Select **each** correct answer.

- (A)  $x = 2$
- (B)  $y = 2$
- (C)  $y = 2x$
- (D)  $x = 2y$
- (E)  $x + y = 2$

4. The graph represents  $y$  as a function of  $x$ .



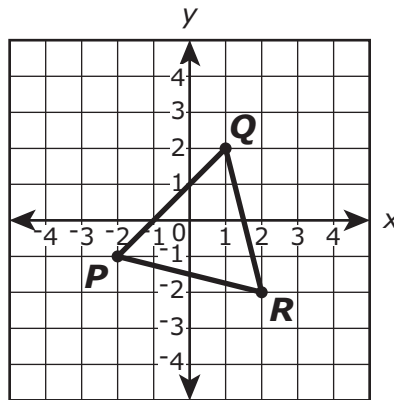
Which additional point can be plotted so that the graph continues to represent  $y$  as a function of  $x$ ?

- (A) (0, 1)
- (B) (2, 2)
- (C) (3, 4)
- (D) (4, 2)



Use the information provided to answer Part A and Part B for question 6.

Triangle  $PQR$  is shown on the coordinate plane.



Triangle  $PQR$  is rotated  $90^\circ$  counterclockwise about the origin to form the image triangle  $P'Q'R'$  (not shown). Then triangle  $P'Q'R'$  is reflected across the  $x$ -axis to form triangle  $P''Q''R''$  (not shown).

**6. Part A**

What are the signs of the coordinates  $(x, y)$  of point  $P'$ ?

- (A) Both  $x$  and  $y$  are positive.
- (B)  $x$  is negative and  $y$  is positive.
- (C) Both  $x$  and  $y$  are negative.
- (D)  $x$  is positive and  $y$  is negative.

**Part B**

What are the signs of the coordinates  $(x, y)$  of point  $Q''$ ?

- (A) Both  $x$  and  $y$  are positive.
- (B)  $x$  is negative and  $y$  is positive.
- (C) Both  $x$  and  $y$  are negative.
- (D)  $x$  is positive and  $y$  is negative.





9. Consider the system of equations.

$$\begin{cases} y = 2x + 2 \\ y = 6x + 2 \end{cases}$$

Which statements are true about the system of equations?

Select **each** correct answer.

- Ⓐ The graph of the system consists of lines that have no points of intersection.
- Ⓑ The graph of the system consists of lines that have exactly one point of intersection.
- Ⓒ The graph of the system consists of lines that have more than one point of intersection.
- Ⓓ The system has no solution.
- Ⓔ The system has exactly one solution.
- Ⓕ The system has more than one solution.





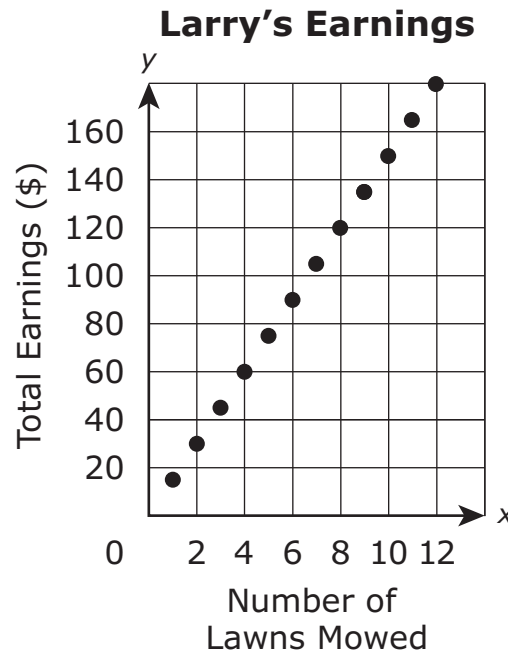
# Unit 1 - Section 2 (Calculator)

Once you have received your calculator, continue with the calculator section.





11. Larry and Mark each mow lawns in their neighborhoods. Information about each person's earnings is shown.



**Mark's Earnings**

- Mark earns \$60 for mowing 3 lawns.
- Mark earns \$300 for mowing 15 lawns.

For both Larry and Mark, the number of dollars earned is proportional to the number of lawns mowed.

Which statement correctly compares the amount of money Larry and Mark each earn per lawn?

- (A) Larry earns \$2 more than Mark earns per lawn.
- (B) Larry earns \$5 less than Mark earns per lawn.
- (C) Larry earns \$10 more than Mark earns per lawn.
- (D) Larry earns \$15 less than Mark earns per lawn.





- 13.** Two utility companies sell electricity in units of kilowatt-hours. The cost of electricity for company P is shown in the table. The cost of electricity for company M can be found by using the equation shown, where  $y$  represents the total cost in dollars for  $x$  kilowatt-hours of electricity.

<b>Electricity Costs</b>	
<b>Company P</b>	
Number of Kilowatt-hours	Total Cost (dollars)
1,250	150.00
1,650	198.00

**Company M**

$$y = 0.15x$$

- Use the information provided to find the unit rate, in dollars per kilowatt-hour, for each company. Show your work or explain your answers.
- Find the total cost, in dollars, of buying 2,375 kilowatt-hours of electricity from the **least** expensive company.

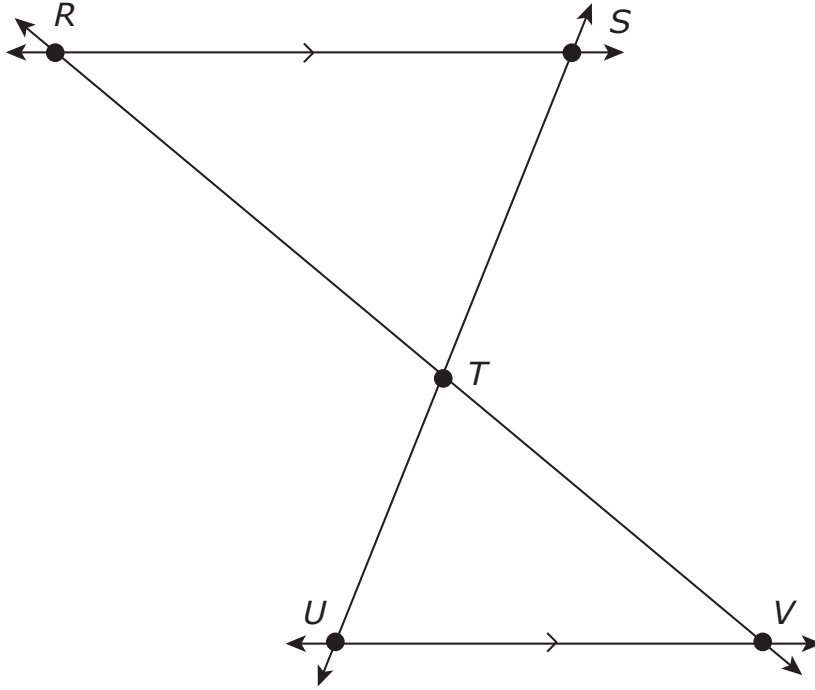
Enter your answers and your work or explanation in the space provided.





Use the information provided to answer Part A and Part B for question 14.

The figure shows line  $RS$  parallel to line  $UV$ . The lines are intersected by 2 transversals. All lines are in the same plane.







**14. Part A**

Explain why triangle  $RTS$  is similar to triangle  $VTU$ .

Enter your explanation in the space provided.

Large empty rectangular box for writing the explanation.

PLEASE DO NOT WRITE IN THIS AREA



**SERIAL #**



**Part B**

Given that  $m\angle STV = 108^\circ$ , determine  $m\angle SRT + m\angle TUV$ . Show your work or explain your answer.

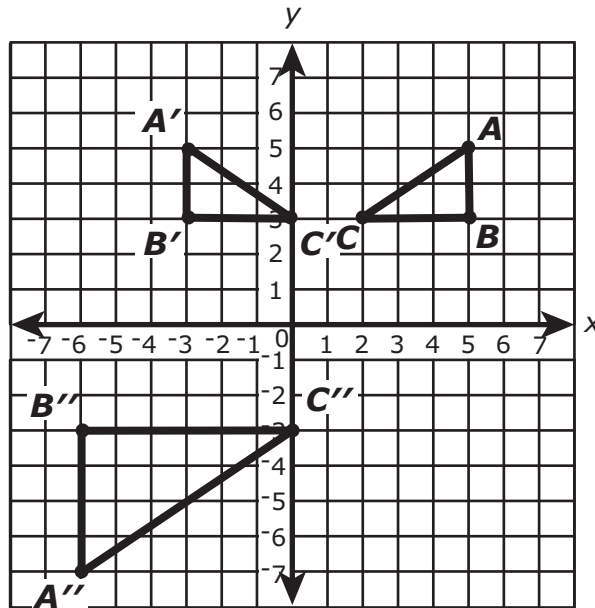
Enter your answer and your work or explanation in the space provided.



Use the information provided to answer Part A and Part B for question 15.

In the coordinate plane shown, triangle  $ABC$  is congruent to triangle  $A'B'C'$ .

Triangle  $A'B'C'$  is similar to triangle  $A''B''C''$ .





**15. Part A**

Describe a single transformation that shows that triangle  $A'B'C'$  is congruent to triangle  $ABC$ . Include all the necessary information to complete the transformation.

Enter your description in the space provided.



**Part B**

Describe a sequence of transformations that shows that triangle  $A''B''C''$  is similar to triangle  $A'B'C'$ . Include all the necessary information to complete each transformation.

Enter your description in the space provided.





Use the information provided to answer Part A and Part B for question 16.

The owner of a computer store is offering a discount on a computer sold in the store.

**Computer Sale!**

Original Price: \$598.00  
25% off original price

*8% tax applied after discount*



**16. Part A**

The owner offers a payment plan where the total cost of the computer is paid in 6 equal monthly payments.

- Determine the amount of each monthly payment.
- Show your work or explain your answer.

Enter the monthly payment and your work or explanation in the space provided.





**Part B**

A different computer is advertised as 40% off of the original price. After the discount, the tax is \$44.64.

- Determine the total price of this computer after the discount and tax are applied.
- Show your work or explain your answer.
- Determine the original price of this computer.
- Show your work or explain your answer.

Enter your answers and your work or explanations in the space provided.





Use the information provided to answer Part A through Part C for question 17.

Martin is considering the expressions  $\frac{1}{2}(7x + 48)$  and  $-\left(\frac{1}{2}x - 3\right) + 4(x + 5)$ . He wants to know if one expression is greater than the other for all values of  $x$ .

**17. Part A**

Which statement about the relationship between the expressions is true?

- Ⓐ The value of the expression  $\frac{1}{2}(7x + 48)$  is always equal to the value of the expression  $-\left(\frac{1}{2}x - 3\right) + 4(x + 5)$ .
- Ⓑ The value of the expression  $\frac{1}{2}(7x + 48)$  is always less than the value of the expression  $-\left(\frac{1}{2}x - 3\right) + 4(x + 5)$ .
- Ⓒ The value of the expression  $\frac{1}{2}(7x + 48)$  is always greater than the value of the expression  $-\left(\frac{1}{2}x - 3\right) + 4(x + 5)$ .
- Ⓓ The value of the expression  $\frac{1}{2}(7x + 48)$  is sometimes greater than and sometimes less than the value of the expression  $-\left(\frac{1}{2}x - 3\right) + 4(x + 5)$ .





**Part B**

Show or explain how you found your answer to Part A.

Enter your work or your explanation in the space provided.

**Part C**

Write a new expression that always has a greater value than both of these expressions.

Enter your expression in the space provided.





Based on the information in the table and the graph, compare the approximate miles per gallon of car M to car P. Show your work or explain your answers.

Enter your answers and your work or explanations in the space provided.







**Grade 8  
Mathematics  
Test Booklet**

*Performance Based Assessment  
Practice Test*



## **2015 Released Items: Grade 3 Performance-Based Assessment Literary Analysis Task**

The Literary Analysis Task requires students to read two literary texts that are purposely paired. Students read the texts, answer questions for each text and for the texts as a pair, and then write an analytic essay.

The 2015 blueprint for PARCC's grade 3 Literary Analysis Task includes six Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. A complete Literary Analysis Task from an online summative assessment form is included in this document, as well as additional items from a paper form and/or online form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

### **Additional related materials not included in this document:**

- Sample scored student responses with annotations and practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 3**

<b>Task:</b> Literary Analysis (LAT)		
<b>Passage(s):</b> Coyote and Fire: How Big Bear Stuck to the Sky		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
VH010800	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> A	RL 3.1.1 L 3.4.1 RL 3.4.1
VF651214	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> A	RL 3.1.1 RL 3.3.1
VF651202	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> A	RL 3.1.1 RL 3.2.1
VF651218	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> A	RL 3.1.1 RL 3.4.1 L 3.4.1
VF651241	<b>Item Type:</b> TECR  <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; text-align: center;">             First  <div style="border: 1px solid #add8e6; padding: 2px; display: inline-block; margin: 2px;">               The animals meet to decide how to bring warmth to Earth.             </div> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; text-align: center;">             Second  <div style="border: 1px solid #add8e6; padding: 2px; display: inline-block; margin: 2px;">               Wolverine breaks the sky floor open.             </div> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; text-align: center;">             Third  <div style="border: 1px solid #add8e6; padding: 2px; display: inline-block; margin: 2px;">               Wolverine and Fisher climb through the sky hole.             </div> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; text-align: center;">             Fourth  <div style="border: 1px solid #add8e6; padding: 2px; display: inline-block; margin: 2px;">               Sky people chase Fisher and Wolverine.             </div> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; text-align: center;">             Fifth  <div style="border: 1px solid #add8e6; padding: 2px; display: inline-block; margin: 2px;">               Fisher is given a place to live in the sky.             </div> </div>	RL 3.1.1 RL 3.2.1



VF651246	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RL 3.1.1 RL 3.2.2
VF651235	<b>Item Type: PCR</b> Refer to Grade 3 Scoring Rubric	RL 3.1.1 RL 3.7.1 W 3.2 W 3.4-3.10
VF651223	<b>Item Type: EBSR (paper form—additional item)</b> <b>Part A: B</b> <b>Part B: D</b>	RL 3.1.1 RL 3.1.2 RL 3.2.1

Today you will read and think about the folktales "Coyote and Fire" and "How Big Bear Stuck to the Sky." As you read these texts, you will gather information and answer questions about how the illustrations help you understand the folktales so you can write an essay.

Read the folktale "Coyote and Fire." Then answer the questions.

Coyote and Fire

A Folk Tale from the Pacific Northwest  
by D.M. Souza

**1** Long ago when the world was young, people did not have Fire. They ate their meat and salmon raw. When cold winds blew, or snow covered the ground, they could not warm their houses. Only the skookums had Fire. These three evil sisters lived high on a mountain and would not share with anyone.

**2** One icy cold winter, the people met Coyote on the road. "Please, Coyote," they begged, "capture Fire from the skookums or we will freeze."

**3** "I will do what I can," he said.

**4** That night Coyote climbed the snow-covered mountain where the skookums lived. When he reached the top, he spotted Fire in the distance. Moving closer, he saw one of the skookums sitting in front of a house, warming herself by Fire.

**5** For a long time Coyote watched until the skookum went to the door and called, "Sister, sister, get up. It's your turn to guard Fire."

**6** The second sister appeared and took her place. After a while, she called the third sister. Coyote could hear the sleepy one yawning and groaning loudly inside.

**7** "She is taking so long to come out, maybe I could seize Fire now," Coyote whispered to himself. "But the skookums are swift. They would surely catch me before I got very far. I must think of a good plan."

**8** Coyote thought and thought, but his mind was foggy. So he asked his sisters, the three huckleberries who lived in his stomach. They were wise. They would surely know what to do. And they did.

**9** Carefully, Coyote listened to their plan. Then he went back down the mountain and called together all the animals to tell them what they must do.

**10** The next evening Coyote trudged up the mountainside again. Patiently he watched while the first two skookums took their turns in front of Fire. When the last sister was called, again only yawns and groans drifted outside.

**11** Quick as an arrow, Coyote raced into the open, seized a burning stick, and ran across the snowy field.

**12** "Aieeee, a thief!" Two skookums began chasing Coyote and throwing ice and snow at him.

**13** Coyote's legs moved faster and faster. His feet barely touched the ground. Still, the skookums came closer. He could feel their fiery breath on his fur. One of the skookums grabbed the tip of his tail. Her hot hand burned it black. (Even today all coyotes have black tips on their tails.)

**14** At last Coyote reached a thicket of shrubs and fell to the ground exhausted. Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside. For a minute the skookums were confused. But soon they were racing after Cougar.

**15** When Cougar reached a grove of trees, Fox was waiting. She took the burning stick and ran until she came to a tall tree. There Squirrel grabbed the flaming torch, raced up the trunk, and jumped from branch to branch. She leaped along even as the flickering flame burned a black spot on the back of her neck, and her tail curled forward. (Even today squirrels have black spots on their necks and their tails curl forward.)

**16** At the forest's edge, the skookums almost caught up with Squirrel. That's when Antelope took the stick of Fire, sped across a meadow, and handed it to Deer. One animal after another passed Fire on, keeping it just out of reach of the skookums, until it became a tiny hot coal.



**17** Frog swallowed the coal and hopped away, but he wasn't quick enough. A skookum grabbed hold of his tail. So Frog took the biggest leap he had ever taken and left his tail in the skookum's hand. (Even today frogs do not have tails.)

**18** Finally Frog slipped into a river and swam to the other side. By now he was too tired to jump again. He spit out the coal, and it landed on Wood. Wood swallowed it.

**19** The skookums looked at one another. Neither one knew how to take Fire from Wood. With a heavy sigh and a shrug of their shoulders, they turned back and returned home to their still sleeping sister.

**20** Meanwhile, Coyote told all the people to stand in a circle around Wood. He gathered branches and leaves and piled them high. Then he began rubbing two pieces of Wood together.

**21** Minutes passed. The people watched. Suddenly sparks flew up. Coyote blew and blew as Fire slipped out of Wood. The flames danced higher and higher, and the people came closer, smiling when they felt Fire's warmth. Now they could cook their food and warm their homes. (Even today people know how to draw Fire out of Wood.)

#### Part A

What is the meaning of **trudged** as it is used in paragraph 10?

- A. leaped high
- B. curled lightly
- C. walked slowly
- D. floated around

#### Part B

Which sentence from the folktale helps the reader understand the meaning of **trudged**?

- A. "That night Coyote climbed the snow-covered mountain where the skookums lived." (paragraph 4)
- B. "His feet barely touched the ground." (paragraph 13)
- C. "Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside." (paragraph 14)
- D. "That's when Antelope took the stick of Fire, sped across a meadow, and handed it to Deer." (paragraph 16)

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Read the folktale "Coyote and Fire." Then answer the questions.

Coyote and Fire

A Folk Tale from the Pacific Northwest  
by D.M. Souza

- 1 Long ago when the world was young, people did not have Fire. They ate their meat and salmon raw. When cold winds blew, or snow covered the ground, they could not warm their houses. Only the skookums had Fire. These three evil sisters lived high on a mountain and would not share with anyone.
- 2 One icy cold winter, the people met Coyote on the road. "Please, Coyote," they begged, "capture Fire from the skookums or we will freeze."
- 3 "I will do what I can," he said.
- 4 That night Coyote climbed the snow-covered mountain where the skookums lived. When he reached the top, he spotted Fire in the distance. Moving closer, he saw one of the skookums sitting in front of a house, warming herself by Fire.
- 5 For a long time Coyote watched until the skookum went to the door and called, "Sister, sister, get up. It's your turn to guard Fire."
- 6 The second sister appeared and took her place. After a while, she called the third sister. Coyote could hear the sleepy one yawning and groaning loudly inside.
- 7 "She is taking so long to come out, maybe I could seize Fire now," Coyote whispered to himself. "But the skookums are swift. They would surely catch me before I got very far. I must think of a good plan."
- 8 Coyote thought and thought, but his mind was foggy. So he asked his sisters, the three huckleberries who lived in his stomach. They were wise. They would surely know what to do. And they did.
- 9 Carefully, Coyote listened to their plan. Then he went back down the mountain and called together all the animals to tell them what they must do.
- 10 The next evening Coyote trudged up the mountainside again. Patiently he watched while the first two skookums took their turns in front of Fire. When the last sister was called, again only yawns and groans drifted outside.
- 11 Quick as an arrow, Coyote raced into the open, seized a burning stick, and ran across the snowy field.
- 12 "Aieeee, a thief!" Two skookums began chasing Coyote and throwing ice and snow at him.
- 13 Coyote's legs moved faster and faster. His feet barely touched the ground. Still, the skookums came closer. He could feel their fiery breath on his fur. One of the skookums grabbed the tip of his tail. Her hot hand burned it black. (Even today all coyotes have black tips on their tails.)
- 14 At last Coyote reached a thicket of shrubs and fell to the ground exhausted. Just at that moment Cougar jumped out, seized the burning stick, and disappeared down the mountainside. For a minute the skookums were confused. But soon they were racing after Cougar.
- 15 When Cougar reached a grove of trees, Fox was waiting. She took the burning stick and ran until she came to a tall tree. There Squirrel grabbed the flaming torch, raced up the trunk, and jumped from branch to branch. She leaped along even as the flickering flame burned a black spot on the back of her neck, and her tail curled forward. (Even today squirrels have black spots on their necks and their tails curl forward.)
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- 17 Frog swallowed the coal and hopped away, but he wasn't quick enough. A skookum grabbed hold of his tail. So Frog took the biggest leap he had ever taken and left his tail in the skookum's hand. (Even today frogs do not have tails.)
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- 19 The skookums looked at one another. Neither one knew how to take Fire from Wood. With a heavy sigh and a shrug of their shoulders, they turned back and returned home to their still sleeping sister.
- 20 Meanwhile, Coyote told all the people to stand in a circle around Wood. He gathered branches and leaves and piled them high. Then he began rubbing two pieces of Wood together.
- 21 Minutes passed. The people watched. Suddenly sparks flew up. Coyote blew and blew as Fire slipped out of Wood. The flames danced higher and higher, and the people came closer, smiling when they felt Fire's warmth. Now they could cook their food and warm their homes. (Even today people know how to draw Fire out of Wood.)

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Part A

Which statement explains why Coyote steals Fire from the skookums?

- Ⓐ A. The skookums are evil, and Coyote wants to trick them.
- Ⓑ B. Coyote seeks power and wants to rule all the people and animals.
- Ⓒ C. The people are cold, and Coyote agrees to help them.
- Ⓓ D. Coyote enjoys challenges and can do things that no one else can do.

Part B

Which sentence from "Coyote and Fire" supports the answer to Part A?

- Ⓐ A. "Please, Coyote," they begged, "capture Fire from the skookums . . . ." (paragraph 2)
- Ⓑ B. "When he reached the top, he spotted Fire in the distance." (paragraph 4)
- Ⓒ C. "He could feel their fiery breath on his fur." (paragraph 13)
- Ⓓ D. "One of the skookums grabbed the tip of his tail." (paragraph 13)

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Part A

What does Coyote do in order to steal Fire from the skookums?

- A. He learns how to outrun them.
- B. He waits until they are asleep inside the house.
- C. He tricks the other animals into getting Fire for him.
- D. He asks his wise sisters to help him create a successful plan.

Part B

Which detail from "Coyote and Fire" supports the answer to Part A?

- A. "Carefully, Coyote listened . . ." (paragraph 9)
- B. ". . . called together all the animals to tell them what they must do." (paragraph 9)
- C. ". . . yawns and groans drifted outside." (paragraph 10)
- D. "Quick as an arrow, Coyote raced . . ." (paragraph 11)

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Read the Native American folktale "How Big Bear Stuck to the Sky." Then answer the questions.

How Big Bear Stuck to the Sky  
A Native American Legend  
Retold by Kathleen Muldoon

- 1 Once upon a time when Earth was young, Winter ruled. Snow and ice covered mountains and rivers, fields and forests. So hard was the floor between Earth and Sky that Sun could not peek through to warm the ground.
- 2 Animals that survived this harsh cold hunted to provide what little food they could for their young. A big bear, called Fisher because the magic in his tail helped him catch fish, decided it was time to bring Summer to Earth.
- 3 So Fisher invited all of Earth's creatures to a meeting.
- 4 "We will find a way to warm Earth," he said. "Sun will bring grass and flowers and birds. We must reach the Great Spirit and ask for help. Who will go with me to the place where Earth is closest to Sky?"
- 5 Otter, Lynx, and Wolverine agreed to accompany Fisher on his journey. They traveled across frozen lakes and rivers. Icy twigs snapped as they tramped through snowy woods. They climbed hills and slid through valleys.
- 6 Fisher swished his magical, stubby tail in the frigid waters and caught fish for them to eat along the way. After many days, he led them to the top of the tallest mountain on Earth, so high it almost tickled Sky.
- 7 There Fisher stood on his back paws and stretched, swiping his front claws on Sky's floor. But he made only a tiny scratch. He could not break through to Sky.
- 8 "Let me try," cried Otter.



- 9 He jumped so high his head thumped the sky floor. Otter fell back to Earth and WHOOSH! Down the mountain he slid, riding on his belly all the way to the bottom.
- 10 Next Lynx took a step back and pounced at Sky. THUNK! She hit her head so hard that she fell unconscious to the snow. Wolverine pushed her aside.
- 11 "I am the strongest," he growled.
- 12 Wolverine leaped against Sky's floor, once, twice, three times. Finally, he caused the tiniest of cracks to appear. He jumped again and again, widening the crack into a hole. Soon Wolverine climbed through the sky hole, followed by Fisher.
- 13 All at once, birds of every color and size surrounded them. Some swooshed through Wolverine's hole and flew over Earth, spreading Sky's warmth with each flap of their wings.
- 14 Soon Sun sent its rays through the hole, and Fisher and Wolverine watched as snow on the mountain-top began to melt.
- 15 "We must make the hole bigger," Fisher said. He twitched his magic tail. Then, using his sharp teeth, he gnawed off more pieces of the sky floor.
- 16 Suddenly a band of Sky People ran toward them.
- 17 "Stop, thieves," they cried, brandishing bows and arrows. "Stop stealing our warmth!"
- 18 Wolverine escaped through the hole and tumbled down the mountainside back to Earth. But Fisher kept working. By the time the Sky People reached him, he'd widened the hole enough so that Sun could warm Earth for half of every year.



- 19 Fisher ran from the Sky People's arrows and climbed to the top of a tall tree. But one arrow struck Fisher's tail and he began falling. Before he could hit Sky's floor, the Great Spirit, admiring Fisher's persistence, took pity on the bear. He adorned Fisher with stars, and set him in a place of honor in the sky. If you look to Sky on a starry night, you will see him there still.
- 20 The Great Bear constellation, also called Ursa Major, is one of the largest and easiest star groupings to find in the sky. This is because one group of stars within it looks like a soup ladle and is called the Big Dipper. It forms the back end and tail of the whole constellation, which resembles a bear.
- 21 On a clear night, if you study the northern sky, you will see Ursa Major if you look first for the Big Dipper. Ursa Major is highest in the spring sky and lowest in the autumn because, according to Native American legend, Bear is looking for a place to hibernate before winter.

"How Big Bear Stuck to the Sky" by Kathleen Muldoon, illustrations by Robert Meganck from Spider Magazine's November/December 2011 issue, copyright © 2011 by Carus Publishing Company. Reprinted by permission of Spider Magazine.

Part A

Which phrase matches the meaning of **frigid** as it is used in paragraph 6 of "How Big Bear Stuck to the Sky"?

- A. very cold
- B. very thick
- C. full of light
- D. full of stars

Part B

Which detail from "How Big Bear Stuck to the Sky" **best** supports the answer to Part A?

- A. "... across frozen lakes and rivers." (paragraph 5)
- B. "... caused the tiniest of cracks to appear." (paragraph 12)
- C. "... sent its rays through the hole ..." (paragraph 14)
- D. "... you will see Ursa Major ..." (paragraph 21)

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20. The Great Bear constellation, also called Ursa Major, is one of the largest and easiest star groupings to find in the sky. This is because one group of stars within it looks like a soup ladle and is called the Big Dipper. It forms the back end and tail of the whole constellation, which resembles a bear.
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Show the correct sequence of the events from "How Big Bear Stuck to the Sky" by dragging and dropping the events into the boxes.

- Sky people chase Fisher and Wolverine.
- Wolverine breaks the sky floor open.
- The animals meet to decide how to bring warmth to Earth.
- Fisher is given a place to live in the sky.
- Wolverine and Fisher climb through the sky hole.

First
Second
Third
Fourth
Fifth



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### Part A

What is the central message of "How Big Bear Stuck to the Sky"?

- A. Stealing is never the right thing to do.
- B. Working hard to complete a task will be rewarded.
- C. Real friends do not abandon each other, especially in times of need.
- D. People will fight to protect what is theirs, even if they should share it.

### Part B

Which sentence from "How Big Bear Stuck to the Sky" supports the answer to Part A?

- A. "So hard was the floor between Earth and Sky that Sun could not peek through to warm the ground." (paragraph 1)
- B. "He jumped again and again, widening the crack into a hole." (paragraph 12)
- C. "Wolverine escaped through the hole and tumbled down the mountainside back to Earth." (paragraph 18)
- D. "Before he could hit Sky's floor, the Great Spirit, admiring Fisher's persistence, took pity on the bear." (paragraph 19)





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- 15 "We must make the hole bigger," Fisher said. He twitched his magic tail. Then, using his sharp teeth, he gnawed off more pieces of the sky floor.
- 16 Suddenly a band of Sky People ran toward them.
- 17 "Stop, thieves," they cried, brandishing bows and arrows. "Stop stealing our warmth!"
- 18 Wolverine escaped through the hole and tumbled down the mountainside back to Earth. But Fisher kept working. By the time the Sky People reached him, he'd widened the hole enough so that Sun could warm Earth for half of every year.



- 19 Fisher ran from the Sky People's arrows and climbed to the top of a tall tree. But one arrow struck Fisher's tail and he began falling. Before he could hit Sky's floor, the Great Spirit, admiring Fisher's persistence, took pity on the bear. He adorned Fisher with stars, and set him in a place of honor in the sky. If you look to Sky on a starry night, you will see him there still.
- 20 The Great Bear constellation, also called Ursa Major, is one of the largest and easiest star groupings to find in the sky. This is because one group of stars within it looks like a soup ladle and is called the Big Dipper. It forms the back end and tail of the whole constellation, which resembles a bear.
- 21 On a clear night, if you study the northern sky, you will see Ursa Major if you look first for the Big Dipper. Ursa Major is highest in the spring sky and lowest in the autumn because, according to Native American legend, Bear is looking for a place to hibernate before winter.

"How Big Bear Stuck to the Sky" by Kathleen Muldoon, illustrations by Robert Meganck from Spider Magazine's November/December 2011 issue, copyright © 2011 by Carus Publishing Company. Reprinted by permission of Spider Magazine.

Part A

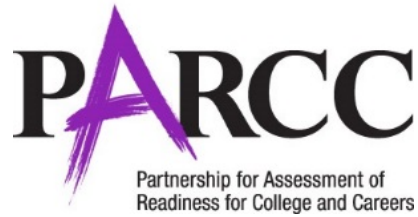
Why was Fisher given a place to live in the sky?

- A. The Sky People chased Fisher and his friends into the sky.
- B. The Great Spirit rewarded Fisher for trying to warm Earth.
- C. The Great Spirit decided Fisher would look beautiful in the sky.
- D. The Sky People punished Fisher for trying to steal warmth from them.

Part B

Which sentence from "How Big Bear Stuck to the Sky" supports the answer to Part A?

- A. "There Fisher stood on his back paws and stretched . . . ." (paragraph 7)
- B. "All at once, birds of every color and size surrounded them." (paragraph 13)
- C. "Stop stealing our warmth!" (paragraph 17)
- D. "But Fisher kept working." (paragraph 18)



## **2015 Released Items: Grade 3 End-of-Year M/L Informational Text Set**

The End-of-Year medium/long (M/L) informational text set requires students to read an informational text and answer questions.

The 2015 blueprint for the grade 3 End-of-Year M/L informational text set includes seven Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. This document includes a complete M/L informational text set from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

Copyright holder did not grant web release rights for the passage in this set. The photograph associated with item 0381\_A is of a dormouse huddled inside the hole of a tree. The first photograph associated with item 0234\_A is of a dormouse coming out of a hole in a tree. The second photograph associated with item 0234\_A is of a dormouse huddled inside the hole of a tree. The third photograph associated with item 0234\_A is of a dormouse with young dormice underneath it. The fourth photograph associated with item 0234\_A is of baby dormice sleeping.



**PARCC EOY Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 3**

<b>EOY Text Type:</b> Informational M-L		
<b>Passage(s):</b> Adorable Dormice		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
0381_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RI 3.1.1 RI 3.2.2 RI 3.7.1
0230_A	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> B	RI 3.1.1 RI 3.3.2
0816_A	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B	RI 3.1.1 RI 3.5.1 RI 3.2.2
0234_A	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> C	RI 3.1.1 RI 3.7.1
0814_A	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> E, F	RI 3.1.1 RI 3.4.1 L 3.4.1
0815_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RI 3.1.1 RI 3.2.2 RI 3.3.2
0228_A	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A	RI 3.1.1 RI 3.2.1

Copyright restrictions prevent "Adorable Dormice" by Hannah Schardt from being displayed in this format. Please refer to the November 2011 issue of *Ranger Rick*® magazine, accessible through your local library.

**Part A**

What information about dormice does the photograph help readers understand?

Copyright restrictions prevent "Adorable Dormice" by Hannah Schardt from being displayed in this format. Please refer to the November 2011 issue of *Ranger Rick*® magazine, accessible through your local library.

- A. Dormice survive because they can fit in small places.
- B. Dormice survive because they are able to find food in woodpiles.
- C. Dormice survive because they hibernate to save energy in winter months.
- D. Dormice survive because they are nocturnal animals.

**Part B**

Which sentence from the article provides support for the answer to Part A?

- A. "Despite its name and mousey looks, this cute little rodent is in a class all its own." (paragraph 1)
- B. "Trees are where dormice find much of their food, make their nests, and hide from predators such as owls." (paragraph 3)
- C. "Dormice eat spiders, beetles, and other creepy-crawlies." (paragraph 9)
- D. "They spend most of their lives getting their beauty rest!" (paragraph 13)

Copyright restrictions prevent "Adorable Dormice" by Hannah Schardt from being displayed in this format. Please refer to the November 2011 issue of *Ranger Rick*® magazine, accessible through your local library.

**Part A**

What is the main reason dormice have been disappearing for the past 30 years?

- A. More predators are hunting them.
- B. People are taking over their habitats.
- C. Their heart rates are dropping when they fall into *torpor*.
- D. Their food sources, such as spiders and bugs, are decreasing in number.

**Part B**

Which sentence from the article supports the correct answer to Part A?

- A. "That's because they make tasty little meals for owls and other predators." (paragraph 6)
- B. "Many different kinds of dormice are losing their forest homes as people build more houses and businesses." (paragraph 6)
- C. "That's why people are working to save as many dormice as they can . . ." (paragraph 6)
- D. "For a dormouse, a dark woodpile is like an all-you-can-eat buffet." (paragraph 9)

Copyright restrictions prevent "Adorable Dormice" by Hannah Schardt from being displayed in this format. Please refer to the November 2011 issue of *Ranger Rick*® magazine, accessible through your local library.

**Part A**

According to the article, how can people help a wild animal in need?

- A. by raising the animal on their own
- B. by bringing the animal to their homes
- C. by feeding the animal with an eyedropper
- D. by notifying wildlife experts about the animal

**Part B**

Which section in the article supports the answer to Part A?

- A. **THREATS TO SURVIVAL**
- B. **BRINGING UP BABIES**
- C. **YUM...SPIDERS!**
- D. **TIME FOR A NAP**

Copyright restrictions prevent "Adorable Dormice" by Hannah Schardt from being displayed in this format. Please refer to the November 2011 issue of *Ranger Rick*® magazine, accessible through your local library.

**Part A**

What part of the article shows that baby dormice are unable to protect themselves?

- A. paragraph 3
- B. paragraph 4
- C. paragraph 5
- D. paragraph 6

**Part B**

Which photograph supports the correct answer to Part A?

Copyright restrictions prevent "Adorable Dormice" by Hannah Schardt from being displayed in this format. Please refer to the November 2011 issue of *Ranger Rick*® magazine, accessible through your local library.

Copyright restrictions prevent "Adorable Dormice" by Hannah Schardt from being displayed in this format. Please refer to the November 2011 issue of *Ranger Rick*® magazine, accessible through your local library.

### Part A

What is the meaning of the word **gorge** as it is used in paragraph 10 of "Adorable Dormice"?

- A. to taste things that grow in the wild
- B. to eat as much as possible
- C. to nibble on insects
- D. to munch on food

### Part B

Which **two** words or phrases from the article help the reader know the meaning of **gorge**?

- A. "... a great place to find bugs and such." (paragraph 9)
- B. "... eat spiders, beetles, and other creepy-crawlies." (paragraph 9)
- C. "... safe place to hide ..." (paragraph 9)
- D. "... snack ..." (paragraph 10)
- E. "... fatten up ..." (paragraph 10)
- F. "... doubling their weight ..." (paragraph 10)



Copyright restrictions prevent "Adorable Dormice" by Hannah Schardt from being displayed in this format. Please refer to the November 2011 issue of *Ranger Rick*® magazine, accessible through your local library.

**Part A**

According to the article, how does torpor benefit dormice?

- A. Torpor allows dormice to keep up their strength.
- B. Torpor lets dormice sleep for months.
- C. Torpor enables dormice to hunt for food at night.
- D. Torpor assists dormice in locating meals.

**Part B**

Which sentence from the article supports the answer to Part A?

- A. "... it's a great place to find bugs and such." (paragraph 9)
- B. "They need to fatten up—sometimes doubling their weight—for the long winter sleep ahead." (paragraph 10)
- C. "Dormice are nocturnal." (paragraph 11)
- D. "This helps them save their energy while food is scarce." (paragraph 12)

Copyright restrictions prevent "Adorable Dormice" by Hannah Schardt from being displayed in this format. Please refer to the November 2011 issue of *Ranger Rick*® magazine, accessible through your local library.

**Part A**

Which sentence states the main idea of the article?

- A. Though dormice are related to mice, they live in trees rather than in the ground.
- B. Dormice live in the woods where they raise their young and find food and safety.
- C. Though dormice like to eat spiders and beetles, they also like fruit, nuts, and berries.
- D. Dormice are special animals that live off their fat when they sleep during hibernation from October to April.

**Part B**

Which sentence from the article provides evidence to support the correct answer to Part A?

- A. "Trees are where dormice find much of their food, make their nests, and hide from predators such as owls." (paragraph 3)
- B. "Many different kinds of dormice are losing their forest homes as people build more houses and businesses." (paragraph 6)
- C. "For a dormouse, a dark woodpile is like an all-you-can-eat buffet." (paragraph 9)
- D. "Even in summer, if the weather is bad and food is hard to find, a dormouse may fall into *torpor*." (paragraph 13)



## **2015 Released Items: Grade 3 Performance-Based Assessment Narrative Writing Task**

The Narrative Writing Task focuses on one literary text. Students read the text, answer questions, and write a narrative response that is tied to and draws on the text.

The 2015 blueprint for PARCC's grade 3 Narrative Writing Task includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. A complete Narrative Writing Task from an online summative assessment form is included in this document, as well as additional items from a paper form and/or online form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- Sample scored student responses with practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

Copyright holder did not grant web release rights for the passage in this set.

**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 3**

<b>Task: Narrative Writing Task (NWT)</b>												
<b>Passage(s): Camping with the Cousins</b>												
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>										
VF651815	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B</b>	RL 3.1.1 RL 3.3.1										
VF651767	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RL 3.1.1 RL 3.3.1										
VF886895	<b>Item Type: TECR</b> Narrator and Cousins <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Example</th> <th style="width: 50%;">Characteristic</th> </tr> </thead> <tbody> <tr> <td>"We watch the sun gradually move toward our campsite." (paragraph 3)</td> <td>They enjoy being ▾</td> </tr> <tr> <td>"We do it over and over again." (paragraph 4)</td> <td>They enjoy learnin' ▾</td> </tr> <tr> <td>"Anna finds a flat rock for sitting and calls it our back porch." (paragraph 5)</td> <td>They are imaginat ▾</td> </tr> <tr> <td>"We have peanut butter and jelly sandwiches for lunch and lemonade that we mix ourselves with powder and ice-cold water from the nearby pump." (paragraph 7)</td> <td>They are indepen ▾</td> </tr> </tbody> </table>	Example	Characteristic	"We watch the sun gradually move toward our campsite." (paragraph 3)	They enjoy being ▾	"We do it over and over again." (paragraph 4)	They enjoy learnin' ▾	"Anna finds a flat rock for sitting and calls it our back porch." (paragraph 5)	They are imaginat ▾	"We have peanut butter and jelly sandwiches for lunch and lemonade that we mix ourselves with powder and ice-cold water from the nearby pump." (paragraph 7)	They are indepen ▾	RL 3.1.1 RL 3.3.1
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VF651834	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: C</b>	RL 3.1.1 RL 3.7.1										
VF886878	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: B, D</b>	RL 3.1.1 RL 3.2.2										
VF651978	<b>Item Type: PCR</b> Refer to Grade 3 Scoring Rubric	W 3.3 W 3.4-3.10										
VH010150	<b>Item Type: EBSR (paper form—additional item)</b> <b>Part A: B</b> <b>Part B: D</b>	RL 3.1.1 RL 3.3.1										

Today you will read the story “Camping with the Cousins.” As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent “Camping with the Cousins” by Sue Katharine Jackson from being displayed in this format. Please refer to the August 2001 issue of *Ladybug* magazine, accessible through your local library.

### Part A

What happens because the narrator goes to the water?

- A. She finds the perfect place to listen to a story.
- B. She becomes good at fishing and catches a fish in a net.
- C. She discovers an interesting new place to play with her cousins.
- D. She becomes too cold and has to put on more clothes to warm up.

### Part B

Which detail from “Camping with the Cousins” supports the answer to Part A?

- A. “The fishing is best early,’ my dad says, and he takes me and my sister and Nate fishing.” (paragraph 4)
- B. “We explore the stream and find a secret fort under some low tree branches.” (paragraph 5)
- C. “After lunch Gramps and my mom find sunny spots for reading.” (paragraph 8)
- D. “Back in our tent, my sister and I climb into our sleeping bags.” (paragraph 11)

Today you will read the story “Camping with the Cousins.” As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.

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### Part A

Based on evidence in “Camping with the Cousins,” which sentence describes the narrator?

- A. She likes exploring the outdoors with her family.
- B. She thinks sleeping in tents is uncomfortable.
- C. She feels bored with fishing in the stream.
- D. She enjoys preparing meals for her family.

### Part B

Which detail from “Camping with the Cousins” supports the answer to Part A?





- A. “Gramps has a sore back from sleeping in a tent.” (paragraph 3)
- B. “. . . heart jumps just as the trout did . . .” (paragraph 4)
- C. “We gather large rocks to make a bridge over the stream.” (paragraph 5)
- D. “. . . lemonade that we mix ourselves . . .” (paragraph 7)

**Today you will read the story “Camping with the Cousins.” As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.**

Copyright restrictions prevent "Camping with the Cousins" by Sue Katharine Jackson from being displayed in this format. Please refer to the August 2001 issue of *Ladybug* magazine, accessible through your local library.

In each list in the chart, select the characteristic of the narrator and the narrator’s cousins to match the example of that characteristic.

Narrator and Cousins

Example	Characteristic
“We watch the sun gradually move toward our campsite.” (paragraph 3)	Choose... 
“We do it over and over again.” (paragraph 4)	Choose... 
“Anna finds a flat rock for sitting and calls it our back porch.” (paragraph 5)	Choose... 
“We have peanut butter and jelly sandwiches for lunch and lemonade that we mix ourselves with powder and ice-cold water from the nearby pump.” (paragraph 7)	Choose... 

Today you will read the story “Camping with the Cousins.” As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent “Camping with the Cousins” by Sue Katharine Jackson from being displayed in this format. Please refer to the August 2001 issue of *Ladybug* magazine, accessible through your local library.

### Part A

How does illustration 2 add to the meaning of the text?

- A. It shows the reader how the family sings its favorite songs.
- B. It shows the reader how the narrator’s mother and aunt make the fire.
- C. It helps the reader see how the family enjoys spending time together.
- D. It helps the reader understand how uncomfortable the cousins are outdoors.

### Part B

Which sentence from “Camping with the Cousins” supports the answer to Part A?

- A. “Aunt Chris and my mom start a fire.” (paragraph 10)
- B. “Anna’s marshmallow burns.” (paragraph 10)
- C. “We laugh and sing around the campfire.” (paragraph 10)
- D. “It’s getting dark and cold.” (paragraph 10)



Today you will read the story “Camping with the Cousins.” As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent “Camping with the Cousins” by Sue Katharine Jackson from being displayed in this format. Please refer to the August 2001 issue of *Ladybug* magazine, accessible through your local library.

### Part A

Which statement **best** describes a central message in the story?

- A. Sharing love and happy times with family is the best part of camping.
- B. The most enjoyable time to go fishing is early in the morning.
- C. Camping is most enjoyable when it is warm outside.
- D. The best place to use imagination is in nature.

### Part B


Select **two** sentences from the story that support the answer to Part A.

- A. “Aunt Chris is lighting the stove.” (paragraph 1)
- B. “Mabs and Gramps are up, and we cousins give them big hugs.” (paragraph 3)
- C. “When I feel the cold, spotted scales of the fish in the net, my heart jumps just as the trout did on the line.” (paragraph 4)
- D. “Then my cousins and I go back to our secret fort.” (paragraph 8)
- E. “Uncle George makes the best dinners, too.” (paragraph 9)
- F. “I see the first faint stars.” (paragraph 10)

**Today you will read the story “Camping with the Cousins.” As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.**

Copyright restrictions prevent "Camping with the Cousins" by Sue Katharine Jackson from being displayed in this format. Please refer to the August 2001 issue of *Ladybug* magazine, accessible through your local library.

The next day, the family chose to go swimming in the lake. Write a story about the family’s time swimming. Be sure to use what you learned about the narrator and her family in “Camping with the Cousins.”



Today you will read the story “Camping with the Cousins.” As you read, pay close attention to the narrator and her family as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent “Camping with the Cousins” by Sue Katharine Jackson from being displayed in this format. Please refer to the August 2001 issue of *Ladybug* magazine, accessible through your local library.

### Part A

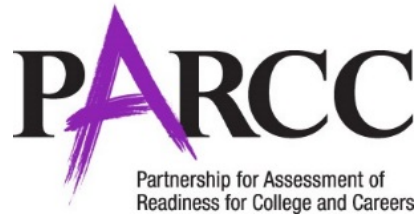
How does the narrator feel when she touches the trout?

- A. She is sorry for the trout.
- B. She is surprised by the scales.
- C. She wants to catch more trout.
- D. She wants to run away from the stream.

### Part B

Which statement from paragraph 4 supports the answer to Part A?

- A. “. . . he takes me and my sister and Nate fishing.”
- B. “My dad teaches me how to cast and reel.”
- C. “I don’t have any luck, but Nate catches a trout.”
- D. “. . . my heart jumps just as the trout did on the line.”



## **2015 Released Items: Grade 3 Performance-Based Assessment Research Simulation Task**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

The 2015 blueprint for PARCC's grade 3 Research Simulation Task includes six Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. This document includes a complete Research Simulation Task from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

### **Additional related materials not included in this document:**

- Sample scored student responses with practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 3**

<b>Task: Research Simulation Task (RST)</b>													
<b>Passage(s): Life in a Deep Freeze: from Inuit</b>													
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>											
0508_A	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A, F</b>	RI 3.1.1 RI 3.4.1											
0509_A	<b>Item Type: TECR</b> <b>Part A: C</b> <b>Part B:</b> <table border="1" data-bbox="305 814 922 1182" style="margin: 10px auto;"> <thead> <tr> <th style="background-color: #ADD8E6;">Arctic Animal Characteristics</th> <th style="background-color: #ADD8E6;">Section Headings</th> </tr> </thead> <tbody> <tr> <td>digging under the snow</td> <td rowspan="2">Escape Artists</td> </tr> <tr> <td>sleeping all winter</td> </tr> <tr> <td>using fat to block the cold</td> <td rowspan="2">The Layered Look</td> </tr> <tr> <td>protected by blubber</td> </tr> <tr> <td>covered with feathers</td> <td rowspan="2">Dressed for Winter</td> </tr> <tr> <td>growing another coat</td> </tr> </tbody> </table>	Arctic Animal Characteristics	Section Headings	digging under the snow	Escape Artists	sleeping all winter	using fat to block the cold	The Layered Look	protected by blubber	covered with feathers	Dressed for Winter	growing another coat	RI 3.1.1 RI 3.5.1
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0510_A	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B</b>	RI 3.1.1 RI 3.2.1 RI 3.2.2											
0513_A	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B, E</b>	RI 3.1.1 RI 3.4.1 L 3.4.1											

0514	<p><b>Item Type: TECR</b></p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Causes</th> <th style="text-align: center;">Effects</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px;">The Inuit live in one of the harshest environments on the planet.</td> <td style="border: 1px solid black; padding: 5px;">The Inuit have adapted their lifestyle to survive in the Arctic.</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Few plants can grow in the Arctic.</td> <td style="border: 1px solid black; padding: 5px;">Many Inuit are hunters, and they eat a lot of meat.</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Getting wet is dangerous in such a cold environment.</td> <td style="border: 1px solid black; padding: 5px;">The Inuit make waterproof clothing.</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">The Arctic is an extremely cold climate.</td> <td style="border: 1px solid black; padding: 5px;">The Inuit make jackets out of caribou hides that are extremely warm.</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Southerners have brought modern technology to the Inuit.</td> <td style="border: 1px solid black; padding: 5px;">The Inuit have changed their diet and way of life.</td> </tr> </tbody> </table>	Causes	Effects	The Inuit live in one of the harshest environments on the planet.	The Inuit have adapted their lifestyle to survive in the Arctic.	Few plants can grow in the Arctic.	Many Inuit are hunters, and they eat a lot of meat.	Getting wet is dangerous in such a cold environment.	The Inuit make waterproof clothing.	The Arctic is an extremely cold climate.	The Inuit make jackets out of caribou hides that are extremely warm.	Southerners have brought modern technology to the Inuit.	The Inuit have changed their diet and way of life.	<p>RI 3.1.1 RI 3.3.2</p>
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0792_A	<p><b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b></p>	<p>RI 3.1.1 RI 3.2.1</p>												
0518	<p><b>Item Type: PCR</b> Refer to Grade 3 Scoring Rubric</p>	<p>RI 3.1.1 RI 3.3.2 W 3.2 W 3.4-3.10</p>												

Today you will research life in the Arctic. You will read *Life in a Deep Freeze* and a passage from "Inuit." As you review these sources, you will gather information and answer questions about life in the Arctic so you can write an essay.

Read the article "Life in a Deep Freeze." Then answer the questions.

Life in a Deep Freeze

by Sandra Markle

#### How do animals survive the Arctic's c-c-cold winters?

**1** It's noon and dark and very cold—minus 30°F. Snow and ice blanket the region. Strong winds blow across ice-covered ocean waters. It's winter in the Arctic, one of the harshest environments on Earth. But, for many animals, this place is home.

**2** So just where is the Arctic? It's about as far north as you can go. It's the North Polar region—the Arctic Ocean plus the lands bordering it. The landscape varies from high, icy mountains to tundra. That's a treeless plain where a layer of soil remains frozen all year. Arctic animals have adapted well to their surroundings with some rather clever survival tactics.

#### ESCAPE ARTISTS

**3** Some Arctic animals have found clever ways to wait out the long, harsh winters.

**4** **Grizzly Bear:** This bear spends all spring, summer, and fall eating and storing up fat. Then the bear goes into a special type of sleep. During its winter sleep, the grizzly lives off its stored fat. To conserve energy, the bear's internal temperature drops a few degrees. Its heart rate slows down too.

**5** **Collared Lemming:** This furry relative of mice and rats changes its coat from grayish brown to white in winter. It also grows longer front claws. With their claws, lemmings dig tunnels under the wind-packed snow. There they live, protected from the cold and their predators.

#### THE LAYERED LOOK

**6** For some animals, being fat means staying alive. That's especially true for animals that hunt and live in the icy waters of the Arctic Ocean.

**7** **Walrus:** This animal keeps warm even while digging for clams along the bottom of cold ocean waters. Under its inch-thick hide, the walrus has a nearly six-inch layer of blubber, or fat, to block out the cold. During deep-sea dives, warm blood shifts away from the skin surface to inside the body. This helps the walrus keep its body heat stable at about 99°F. When the walrus moves ashore, blood flows back to the skin.

**8** **Harp Seal:** Protected by a thick layer of blubber, the harp seal spends most of its time in icy waters. The seal is a fast swimmer and can stay underwater for 30 minutes at a time. Its speed in the water allows it to escape its predator, the polar bear. In late winter, females climb onto a chunk of ice to give birth. A seal pup is born with a white, fluffy coat, but no blubber. The pup keeps the coat until it develops a layer of blubber. And that happens fast. On a diet of fat-rich mother's milk, a pup can gain over 80 pounds in just three weeks.

#### DRESSED FOR WINTER

**9** Like you, many Arctic animals change their coats with the seasons. In winter these animals replace their summer coats with thicker ones to keep them warm when temperatures plunge. They'll wear their winter coats for a long time. Arctic winters can last for eight months.

**10** **Arctic Hare:** The arctic hare living in the northernmost part of the Arctic stays white all year. But its fur coat grows thicker and longer in winter. The hare has small ears, which protect it too. Can you figure out how? Less skin is exposed to the cold, and small ears lose less body heat than larger ears.

**11** **Muskox:** This animal has lots of hair to keep it warm. In fact the native Inuit people call it *umingmak*, meaning "the animal with skin like a beard." The muskox's shaggy outer coat covers everything but its feet. Underneath this outer layer of long, coarse hair is even more hair—a soft, woolly coat. The muskox sheds this undercoat when the weather gets warmer. Muskoxen also have curved hooves with sharp rims. That gives them solid footing on icy slopes.

**12** **Snowy Owl:** Feathers keep this bird warm. The snowy owl's entire body—even its legs and toes—is covered with soft, fluffy feathers. On top of this coat is still another coat of overlapping feathers. When temperatures drop, the owl crouches on the ground behind an object that can block the wind. The owl stays still. Flying would use up precious heat energy.

**13** **Arctic Fox:** As winter approaches, the fox replaces its brown summer fur for a longer, heavier snow-white coat. The new coat keeps the fox warm as well as hidden from predators, like the wolf. A special bloodflow system helps the fox hang onto its normal body temperature. Warm blood flowing toward the fox's legs heats up the cool blood returning from its feet. That means that the arctic fox has a warm body and cold feet. Having cold feet helps too. Ice doesn't stick to cold toes.

#### Part A

What does the word **harsh** mean as it is used in paragraph 3 of "Life in a Deep Freeze"?

- A. located in a faraway region
- B. physically uncomfortable
- C. lasting for a long time
- D. easily managed

#### Part B

Which **two** sentences from the article help readers understand the meaning of the word **harsh** as it is used in paragraph 3?

- A. "Strong winds blow across ice-covered ocean waters." (paragraph 1)
- B. "It's about as far north as you can go." (paragraph 2)
- C. "This bear spends all spring, summer, and fall eating and storing up fat." (paragraph 4)
- D. "The seal is a fast swimmer and can stay underwater for 30 minutes at a time." (paragraph 8)
- E. "Like you, many Arctic animals change their coats with the seasons." (paragraph 9)
- F. "When temperatures drop, the owl crouches on the ground behind an object that can block the wind." (paragraph 12)

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**THE LAYERED LOOK**

6 For some animals, being fat means staying alive. That's especially true for animals that hunt and live in the icy waters of the Arctic Ocean.

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"Life in a Deep Freeze" by Sandra Markle, copyright © 2002 by Sandra Markle. Used by permission of National Geographic. Stock. All rights reserved.

**Part A**

How do the section headings: **ESCAPE ARTISTS**, **THE LAYERED LOOK**, and **DRESSED FOR WINTER** help readers better understand the information in the article?

- A. They help readers locate specific places where animals live.
- B. Their unusual titles show readers why animals have found clever survival tactics.
- C. They divide the information about how animals adapt in different ways.
- D. Their descriptive titles help readers understand the challenges of living in the Arctic.

**Part B**

Section headings in the article contain key details about animals in the Arctic.

Drag each characteristic that is typical of Arctic animals into the space in the chart with the correct subheading.

You will select **two** characteristics for each section heading.

Animal Characteristics

sleeping all winter	covered with feathers
using fat to block the cold	growing another coat
digging under the snow	protected by blubber

Arctic Animal Characteristics	Section Headings
	Escape Artists
	The Layered Look
	Dressed for Winter



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#### Part A

The author of "Life in a Deep Freeze" begins the article with the question:

How do animals survive the Arctic's c-c-cold winters?

Which answer to this question reveals the main idea of the article?

- A. Some animals have fur that changes color with the seasons. Having white fur in the winter helps the animals hide from their predators. Thick fur also keeps the animals warm.
- B. Animals like the muskox have a thick outer layer of hair and an undercoat of soft wool. The muskox can shed the undercoat in the summer when the weather gets warmer.
- C. Animals use more than one adaptation for surviving in a cold environment. Different animals use different tactics to keep warm, blend in, and hide from their predators.
- D. Several types of animals have thick layers of blubber. Thick layers of fat can keep animals warm even when they are swimming in icy water. The blubber blocks out the cold.

#### Part B

Which sentence from the article supports the answer to Part A?

- A. "But, for many animals, this place is home." (paragraph 1)
- B. "Arctic animals have adapted well to their surroundings with some rather clever survival tactics." (paragraph 2)
- C. "For some animals, being fat means staying alive." (paragraph 6)
- D. "As winter approaches, the fox replaces its brown summer fur for a longer, heavier snow-white coat." (paragraph 13)

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Read the passage from the article "Inuit". Then answer the questions.

from "Inuit"  
by Carol White

**1** In one of the most remote places in the world, the Canadian Arctic, a people have survived over a thousand of years. They are the Inuit. For the Inuit, the Arctic is a place teeming with life. Depending on how far north they live, the Inuit find everything from caribou herds and polar bears to beluga whales. The Inuit have adapted themselves to the various regions they inhabit. At one time they were considered to be among the healthiest people in the world. This is no longer the case; the Inuit lifestyle has changed dramatically over the past decades. The arrival of southerners and modern technology resulted in big changes to the Inuit diet and way of life.

**2** Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world.

#### Way of Life

**3** When you live in an environment that has few plants, there is a very good chance you will become a hunter. The Inuit pride themselves on being great hunters. The Inuit had lots of sea and land animals to hunt. The most important of these were the caribou and the seal. These two animals provided the Inuit with food. Their skin was used for clothing, blankets, tents and boats and their oil was used for cooking and lamps. Bones, ivory and wood were used to make tools. Other animals the Inuit hunted were the walrus, whale, polar bear, musk ox, fox and wolf.

#### Food

**4** Because edible plants are scarce in the Arctic, the Inuit ate mostly meat they got from hunting. They ate animals such as caribou, seals, walruses, polar bears, arctic hares, musk oxen, birds such as ptarmigan, and fish such as arctic char, salmon and whitefish. In the summer they also gathered berries and other edible plants.

#### Clothing

**5** Seal or walrus intestine is waterproof, and the Inuit scraped, cleaned, soaked and dried the intestines to make waterproof clothing. This kept the people dry, which was important since water freezes quickly in the North. People can get into a lot of trouble if they get wet in the Arctic and then freeze. Besides waterproof clothing, the Inuit also made parkas of caribou fur to wear in the cold winter.

**6** At one point, scientists in Canada did a study to find out what the warmest winter clothes were. This included clothes that were sewn out of cloth, wool and other fabrics. The caribou jacket was the warmest by far. Even in winter, Inuit could not sleep with their jackets on because they got so hot that they would sweat. Sweat is dangerous in a cold climate because, like water, it freezes.

#### Shelter

**7** At one time the Inuit had a summer home and a winter home. In the summer, the Inuit often lived in tents that they made from caribou hides with wooden frames. In the winter many Inuit lived in sod homes. They would dig a hole in the ground and pile rocks and sod all around the outside to make walls. Pieces of wood or whalebone were used as a frame for the roof, which the Inuit then covered with sod. In both the tents and the sod houses the Inuit built raised platforms at the back for sleeping.

**8** The Inuit are famous for their igloos. An igloo is built of blocks of snow shaped into a dome. They were mostly used as temporary shelter during winter hunting trips. The igloo is the one of the Inuit's best inventions. It is warm and easy to construct. Most Inuit today have settled in villages and live in houses.

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#### Part A

What does the word **teeming** suggest as it is used in paragraph 1 of "Inuit"?

- A. challenging
- B. abandoned
- C. plenty
- D. modern

#### Part B

Which **two** sentences from the article help readers understand the meaning of the word **teeming** as it is used in paragraph 1?

- A. "In one of the most remote places in the world, the Canadian Arctic, a people have survived over a thousand of years." (paragraph 1)
- B. "Depending on how far north they live, the Inuit find everything from caribou herds and polar bears to beluga whales." (paragraph 1)
- C. "At one time they were considered to be among the healthiest people in the world." (paragraph 1)
- D. "Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world." (paragraph 2)
- E. "They ate animals such as caribou, seals, walruses, polar bears, arctic hares, musk oxen, birds such as ptarmigan, and fish such as arctic char, salmon and whitefish." (paragraph 4)
- F. "In the summer they also gathered berries and other edible plants." (paragraph 4)

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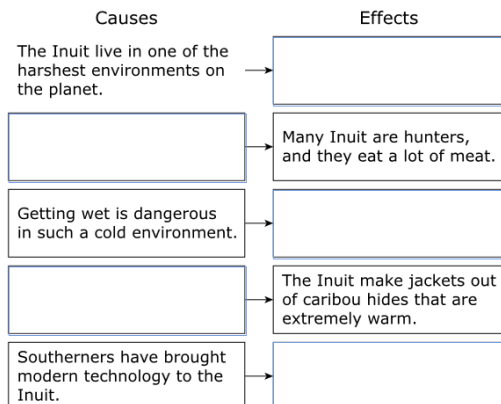
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How are the ideas in "Inuit" related to each other? Drag ideas from the List of Causes and Effects to complete the chart.

List of Causes and Effects

Few plants can grow in the Arctic.	The Arctic is an extremely cold climate.
The Inuit have adapted their lifestyle to survive in the Arctic.	The Inuit make waterproof clothing.
The Inuit have changed their diet and way of life.	



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#### Part A

What is the main idea of the passage from "Inuit"?

- A. The Inuit are an ancient people living in a remote region.
- B. The Inuit are skilled at surviving with only what nature provides.
- C. The Inuit spend all of their time hunting animals in order to survive.
- D. The Inuit have become dependent on modern conveniences in the past few years.

#### Part B

Which sentence from the passage supports the answer to Part A?

- A. "For the Inuit, the Arctic is a place teeming with life." (paragraph 1)
- B. "The arrival of southerners and modern technology resulted in big changes to the Inuit diet and way of life." (paragraph 1)
- C. "Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world." (paragraph 2)
- D. "In the summer, the Inuit often lived in tents that they made from caribou hides with wooden frames." (paragraph 7)

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by Sandra Markle

#### How do animals survive the Arctic's c-c-cold winters?

1 It's noon and dark and very cold—minus 30°F. Snow and ice blanket the region. Strong winds blow across ice-covered ocean waters. It's winter in the Arctic, one of the harshest environments on Earth. But, for many animals, this place is home.

2 So just where is the Arctic? It's about as far north as you can go. It's the North Polar region—the Arctic Ocean plus the lands bordering it. The landscape varies from high, icy mountains to tundra. That's a treeless plain where a layer of soil remains frozen all year. Arctic animals have adapted well to their surroundings with some rather clever survival tactics.

#### ESCAPE ARTISTS

3 Some Arctic animals have found clever ways to wait out the long, harsh winters.

4 **Grizzly Bear:** This bear spends all spring, summer, and fall eating and storing up fat. Then the bear goes into a special type of sleep. During its winter sleep, the grizzly lives off its stored fat. To conserve energy, the bear's internal temperature drops a few degrees. Its heart rate slows down too.

5 **Collared Lemming:** This furry relative of mice and rats changes its coat from grayish brown to white in winter. It also grows longer front claws. With their claws, lemmings dig tunnels under the wind-packed snow. There they live, protected from the cold and their predators.

#### THE LAYERED LOOK

6 For some animals, being fat means staying alive. That's especially true for animals that hunt and live in the icy waters of the Arctic Ocean.

7 **Walrus:** This animal keeps warm even while digging for clams along the bottom of cold ocean waters. Under its inch-thick body, the walrus has a nearly six-inch layer of blubber, or fat, to block out the cold. During deep-sea dives, warm blood shifts away from the skin surface to inside the body. This helps the walrus keep its body heat stable at about 99°F. When the walrus moves ashore, blood flows back to the skin.

8 **Harp Seal:** Protected by a thick layer of blubber, the harp seal spends most of its time in icy waters. The seal is a fast swimmer and can stay underwater for 30 minutes at a time. Its speed in the water allows it to escape its predator, the polar bear. In late winter, females climb onto a chunk of ice to give birth. A seal pup is born with a white, fluffy coat, but no blubber. The pup keeps the coat until it develops a layer of blubber. And that happens fast. On a diet of fat-rich mother's milk, a pup can gain over 80 pounds in just three weeks.

#### DRESSED FOR WINTER

9 Like you, many Arctic animals change their coats with the seasons. In winter these animals replace their summer coats with thicker ones to keep them warm when temperatures plunge. They'll wear their winter coats for a long time. Arctic winters can last for eight months.

10 **Arctic Hare:** The arctic hare living in the northernmost part of the Arctic stays white all year. But its fur coat grows thicker and longer in winter. The hare has small ears, which protect it too. Can you figure out how? Less skin is exposed to the cold, and small ears lose less body heat than larger ears.

11 **Muskox:** This animal has lots of hair to keep it warm. In fact the native Inuit people call it *umingmak*, meaning "the animal with skin like a beard." The muskox's shaggy outer coat covers everything but its feet. Underneath this outer layer of long, coarse hair is even more hair—a soft, woolly coat. The muskox sheds this undercoat when the weather gets warmer. Muskoxen also have curved hooves with sharp rims. That gives them solid footing on icy slopes.

12 **Snowy Owl:** Feathers keep this bird warm. The snowy owl's entire body—even its legs and toes—is covered with soft, fluffy feathers. On top of this coat is still another coat of overlapping feathers. When temperatures drop, the owl crouches on the ground behind an object that can block the wind. The owl stays still. Flying would use up precious heat energy.

13 **Arctic Fox:** As winter approaches, the fox replaces its brown summer fur for a longer, heavier snow-white coat. The new coat keeps the fox warm as well as hidden from predators, like the wolf. A special bloodflow system helps the fox hang onto its normal body temperature. Warm blood flowing toward the fox's legs heats up the cool blood returning from its feet. That means that the arctic fox has a warm body and cold feet. Having cold feet helps too. Ice doesn't stick to cold toes.

"Life in a Deep Freeze" by Sandra Markle, copyright © 2002 by Sandra Markle. Used by permission of National Geographic. Stock. All rights reserved.

Read the passage from the article "Inuit." Then answer the questions.

from "Inuit"

by Carol White

1 In one of the most remote places in the world, the Canadian Arctic, a people have survived over a thousand of years. They are the Inuit. For the Inuit, the Arctic is a place teeming with life. Depending on how far north they live, the Inuit find everything from caribou herds and polar bears to beluga whales. The Inuit have adapted themselves to the various regions they inhabit. At one time they were considered to be among the healthiest people in the world. This is no longer the case, the Inuit lifestyle has changed dramatically over the past decades. The arrival of southerners and modern technology resulted in big changes to the Inuit diet and way of life.

2 Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world.

#### Way of Life

3 When you live in an environment that has few plants, there is a very good chance you will become a hunter. The Inuit pride themselves on being great hunters. The Inuit had lots of sea and land animals to hunt. The most important of these were the caribou and the seal. These two animals provided the Inuit with food. Their skin was used for clothing, blankets, tents and boats and their oil was used for cooking and lamps. Bones, ivory and wood were used to make tools. Other animals the Inuit hunted were the walrus, whale, polar bear, musk ox, fox and wolf.

#### Food

4 Because edible plants are scarce in the Arctic, the Inuit ate mostly meat they got from hunting. They ate animals such as caribou, seals, walrus, polar bears, arctic hares, musk oxen, birds such as ptarmigan, and fish such as arctic char, salmon and whitefish. In the summer they also gathered berries and other edible plants.

#### Clothing

5 Seal or walrus intestine is waterproof, and the Inuit scraped, cleaned, soaked and dried the intestines to make waterproof clothing. This kept the people dry, which was important since water freezes quickly in the North. People can get into a lot of trouble if they get wet in the Arctic and then freeze. Besides waterproof clothing, the Inuit also made parkas of caribou fur to wear in the cold winter.

6 At one point, scientists in Canada did a study to find out what the warmest winter clothes were. This included clothes that were sewn out of cloth, wool and other fabrics. The caribou jacket was the warmest by far. Even in winter, Inuit could not sleep with their jackets on because they got so hot that they would sweat. Sweat is dangerous in a cold climate because, like water, it freezes.

#### Shelter

7 At one time the Inuit had a summer home and a winter home. In the summer, the Inuit often lived in tents that they made from caribou hides with wooden frames. In the winter many Inuit lived in sod homes. They would dig a hole in the ground and pile rocks and sod all around the outside to make walls. Pieces of wood or whalebone were used as a frame for the roof, which the Inuit then covered with sod. In both the tents and the sod houses the Inuit built raised platforms at the back for sleeping.

8 The Inuit are famous for their igloos. An igloo is built of blocks of snow shaped into a dome. They were mostly used as temporary shelter during winter hunting trips. The igloo is the one of the Inuit's best inventions. It is warm and easy to construct. Most Inuit today have settled in villages and live in houses.

Selected text only from Inuit community article from The Kids' Site of Canadian Settlement, by Carol White. Copyright © Government of Canada. Reproduced with the permission of the Minister of Public Works and Government of Services Canada (2013).

Your friend thinks it is impossible for people and animals to live in the Arctic.

Write a letter to your friend explaining it is possible to live in the Arctic. Include information about how people and animals are able to survive in the cold. Use ideas and facts from both articles in your letter.

B / U / A / L / I / E / S / P / A / R / T / S



## **2015 Released Items: Grade 3 End-of-Year Short/Medium Literary Text Set**

The End-of-Year short/medium (S/M) literary text set requires students to read a literary text and answer questions.

The 2015 blueprint for the grade 3 End-of-Year S/M literary text set includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. This document includes a complete S/M literary text set from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment



PARCC EOY Release Items Answer and Alignment Document  
ELA/Literacy: Grade 3

EOY Text Type: Literary S-M								
Passage(s): Shadows								
Item Code	Answer(s)	Standards/Evidence Statement Alignment						
0396	<p><b>Item Type: TECR</b></p> <p>Evidence of the Speaker’s Feelings about Shadows</p> <table border="1"> <tr> <td>fearful</td> <td>“Sudden scary shadows” (line 44)</td> </tr> <tr> <td>curious</td> <td>“Searching for shadows,” (line 5)</td> </tr> <tr> <td>creative</td> <td>“with a piece of chalk.” (line 26)</td> </tr> </table>	fearful	“Sudden scary shadows” (line 44)	curious	“Searching for shadows,” (line 5)	creative	“with a piece of chalk.” (line 26)	<p>RL 3.1.1</p> <p>RL 3.3.1</p>
fearful	“Sudden scary shadows” (line 44)							
curious	“Searching for shadows,” (line 5)							
creative	“with a piece of chalk.” (line 26)							
0395	<p><b>Item Type: TECR</b></p> <p>We <b>outline</b> shadows with a piece of chalk. But <b>later</b> they’ve moved on the hot sidewalk A man keeps a shadow <b>under his hat.</b> An umbrella opens. A shadow falls. <b>Splat!</b> Clouds <b>move in</b>— <b>sponging</b> shadows away. But the shadows <b>return</b> with the sun. Let’s play!</p>	<p>RL 3.1.1</p> <p>L 3.6.1</p>						
0391_A	<p><b>Item Type: EBSR</b></p> <p><b>Part A:</b> C</p> <p><b>Part B:</b> B</p>	<p>RL 3.1.1</p> <p>RL 3.4.1</p> <p>L 3.4.1</p>						
0736_A	<p><b>Item Type: EBSR</b></p> <p><b>Part A:</b> D</p> <p><b>Part B:</b> D, E</p>	<p>RL 3.1.1</p> <p>RL 3.3.1</p>						

0393_A	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RL 3.1.2 RL 3.2.3
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Read the poem "Shadows." Then answer the questions.

Shadows  
by April Pulley Sayre

Shadow of a flower,  
 Shadow of the moon.  
 Shadow of a tree trunk  
 Shadow of the moon.  
 5 Searching for shadows,  
 we run, hop, stare . . .  
 at lots of shadows  
 here and there.  
 Dragonfly shadows  
 10 zip and pop.  
 Running horse shadows  
 never stop!  
 Our shadowy shapes  
 shift as we dance.  
 15 Leg kick! Leg kick!  
 Prance, prance, prancel  
 My friend catches  
 my shadow's hand.  
 Hand in shadow,  
 20 we walk the sand.  
 A ball and its shadow  
 fall and meet,  
 rolling to my  
 shadow's feet.  
 25 We outline shadows  
 with a piece of chalk.  
 But later they've moved  
 on the hot sidewalk.  
 A man keeps a shadow  
 30 under his hat.  
 An umbrella opens.  
 A shadow falls.  
 Splatt!  
 Clouds move in—  
 35 sponging shadows away.  
 But the shadows return  
 with the sun. Let's play!  
 Hand shadows hop  
 through the tall, green grass.  
 40 Underwater shadows  
 Follow four fast bass.  
 Toe shadows walk  
 on the bottom of a creek.  
 Sudden scary shadows  
 45 make us shriek!  
 Bird shadows skim  
 over shrubs and rocks.  
 Sundial shadows  
 turn like clocks.  
 50 Tree shadows make  
 cool spots to rest.  
 I think I like  
 these shadows best.

Which evidence from the poem helps the reader know the speaker's feelings about shadows?

Drag evidence from the poem to the graphic organizer to show **three** examples of how the reader knows the speaker's feelings about shadows.

- "with a piece of chalk." (line 26)
- "Sudden scary shadows" (line 44)
- "turn like clocks." (line 49)
- "Searching for shadows," (line 5)
- "cool spots to rest." (line 51)

Evidence of the Speaker's  
Feelings about Shadows

fearful	
curious	
creative	

"Shadows" by April Pulley Sayre, copyright © 2008 by April Pulley Sayre. Used by permission. All Rights Reserved.

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 turn like clocks.  
 50 Tree shadows make  
 cool spots to rest.  
 I think I like  
 these shadows best.

Which words or phrases show time is passing?

Select **two** words or phrases that show time is passing.

We **outline** shadows  
 with a piece of chalk.  
 But **later** they've moved  
 on the hot sidewalk  
 A man keeps a shadow  
**under his hat**.  
 An umbrella opens.  
 A shadow falls.  
**Splatt!**  
 Clouds **move in**—  
**sponging** shadows away.  
 But the shadows **return**  
 with the sun. Let's play!

Read the poem "Shadows." Then answer the questions.

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Part A

What does the word **shriek** mean as it is used in line 45 of the poem?

- A. whisper
- B. giggle
- C. yell
- D. flee

Part B

Which word from the poem helps the reader know the meaning of **shriek**?

- A. walk (line 20)
- B. scary (line 44)
- C. skim (line 46)
- D. turn (line 49)

Read the poem "Shadows." Then answer the questions.

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Part A

Which phrase **best** describes the speaker in the poem?

- A. someone willing to help others with an important task
- B. someone comfortable performing before a large audience
- C. someone who shares books with friends
- D. someone who enjoys being outside

Part B

Which **two** details from the poem provide evidence for the answer to Part A?

- A. "Our shadowy shapes" (line 13)
- B. "My friend catches" (line 17)
- C. "under his hat" (line 30)
- D. "through the tall, green grass." (line 39)
- E. "on the bottom of a creek." (line 43)
- F. "make us shriek!" (line 45)

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Part A

How is the central message conveyed in "Shadows"?

- A. through a description of things that make shadows
- B. through a description of the actions of the speaker
- C. through a description of how shadows move
- D. through a description of the setting

Part B

Which lines from the poem give an example of the answer in Part A?

- A. "Searching for shadows, we run, hop, stare . . ." (lines 5-6)
- B. "We outline shadows with a piece of chalk." (lines 25-26)
- C. "But the shadows return with the sun. Let's play!" (lines 36-37)
- D. "Bird shadows skim over shrubs and rocks." (lines 46-47)



Math  
Spring Operational 2015  
  
Grade 3  
End of Year Assessment  
Alignment Document

**Sequence:** The item order number as it appears in the released item set and answer key

**UIN:** A unique item number used to identify the item in the internal item bank

**Task Type:** Type I, II, or III. See the Informational Guides on [parconline.org](http://parconline.org) for more information

**Evidence Statements:** The PARCC evidence statement to which the item is aligned

**Forms Represented:** All forms on which the item appeared in this release administration

	Sequence	UIN (in sequence)	Task Type	Evidence Statements	Forms Represented											
					online						paper					
					1	2	3	4	5	6	1	2	3	4		
End Of Year	Grade 3	1	VF888777	Type I	3.OA.3-1	✓					✓	✓	✓			
		2	VF656717	Type I	3.Int.1				✓	✓						
		3	VF906869	Type I	3.OA.7-2			✓								
		4	M01071	Type I	3.MD.7b-1	✓	✓									
		5	VF564965	Type I	3.NF.3b-1	✓										
		6	M02369	Type I	3.OA.7-2	✓						✓				
		7	VF525281	Type I	3.NBT.3	✓	✓									
		8	VF885478	Type I	3.NF.3a-1			✓								
		9	M01188	Type I	3.NF.1		✓						✓			
		10	VH034734	Type I	3.MD.3-1		✓	✓								
		11	VF822882	Type I	3.OA.3-3		✓									
		12	VH000905	Type I	3.NF.3d		✓						✓			
		13	VF442827	Type I	3.MD.1-2			✓							✓	
		14	VF563153	Type I	3.NF.2			✓								
		15	VF657436	Type I	3.Int.3						✓					
		16	M00887	Type I	3.NBT.2			✓				✓				✓
		17	VH011663	Type I	3.OA.7-2					✓	✓					
		18	M02022	Type I	3.MD.8				✓							
		19	M02035	Type I	3.OA.1				✓							
		20	VH011929	Type I	3.G.1				✓	✓						
		21	VH011893	Type I	3.OA.7-2				✓							✓
		22	M01877	Type I	3.MD.2-2					✓	✓		✓	✓		
		23	VF647226	Type I	3.G.2					✓						
		24	VH000998	Type I	3.MD.4					✓						
		25	VH003125	Type I	3.MD.8					✓						
		26	M02037	Type I	3.OA.2					✓						
		27	VF906806	Type I	3.OA.4					✓						
		28	M01400	Type I	3.NBT.2					✓	✓					✓
		29	VH012290	Type I	3.NBT.3					✓						
		30	VF647323	Type I	3.Int.5			✓								
		31	VF906751	Type I	3.G.1					✓	✓					
		32	M00189	Type I	3.OA.8					✓						
		33	VH009537	Type I	3.G.2					✓				✓	✓	
		34	VF556343	Type I	3.NBT.2					✓						
		35	0530-M00067	Type I	3.MD.3-3				✓							✓
		36	M01197	Type I	3.MD.2-1			✓	✓			✓				✓
		37	VF525289	Type I	3.MD.7d				✓							
		38	VF524247	Type I	3.NF.3c											✓
		39	0487-M02026	Type I	3.NF.A.Int.1								✓			



Math  
Spring Operational 2015

Grade 3  
End of Year Released Items



1. A brick path has 10 rows of 4 bricks. How many bricks are in the path?

Enter your answer in the box.

2. The movie theater in Vicky's town has 4 movie screening rooms. Each room has 58 seats on the left side and 32 seats on the right side.

**Part A**

Create an equation to find the total number of seats in the movie theater.

Enter your answers in the boxes.

$$(\text{ } + \text{ }) \times \text{ } = ?$$

**Part B**

Round to the nearest ten the number of seats in the movie screening rooms to create a new equation. Solve the new equation.

Enter your answers in the boxes.

$$(\text{ } + \text{ }) \times \text{ } = \text{ }$$

3. Fill in the numbers to complete each fact.

Enter your answers in the boxes.

=  $7 \times 8$

=  $63 \div 9$

=  $40 \div 5$

=  $7 \times 7$

=  $48 \div 6$

M01071

4. A patio is in the shape of a rectangle with a width of 8 feet and a length of 9 feet. What is the area?

Enter your answer in the box.

square feet

VF564965

5. Drag and drop each fraction into the box labeled with an equivalent fraction.

$\frac{1}{4}$	$\frac{3}{6}$	$\frac{4}{6}$	$\frac{6}{8}$
$\frac{1}{2}$	$\frac{3}{4}$	$\frac{2}{3}$	$\frac{2}{8}$

6. Which statements are true?

Select the **three** correct answers.

A.  $6 \times 6 = 9 \times 4$

B.  $8 \times 8 = 9 \times 6$

C.  $9 \times 8 = 7 \times 6$

D.  $81 \div 9 = 72 \div 8$

E.  $48 \div 6 = 64 \div 8$

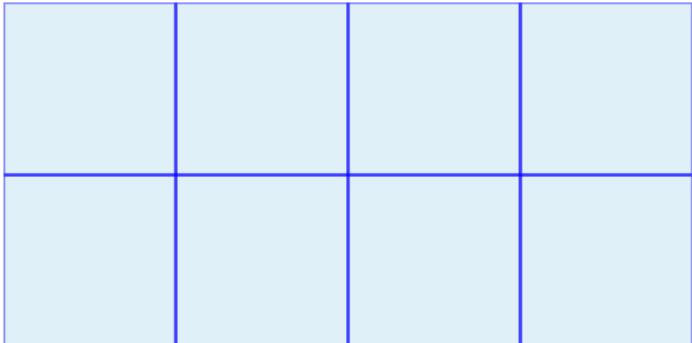
7. Complete this number sentence.

Enter your answer in the box.

$3 \times 90 =$





8. Select sections of the model to shade a fraction equivalent to  $\frac{3}{4}$ .

Select a section to shade it. Select a shaded section to remove the shading.

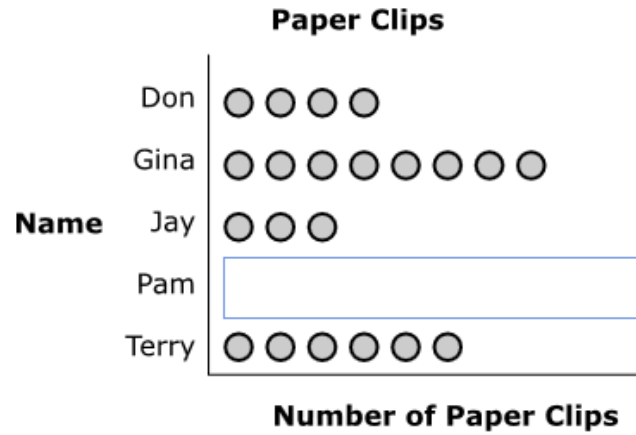



M01188

9. A model is divided into 8 equal parts. Which model shows the correct shading of  $\frac{5}{8}$ ?

- A. 
- B. 
- C. 
- D. 

10. The picture graph shows the number of paper clips five friends each used to make paper clip chains. Pam's information is missing. Pam used 25 paper clips. Complete the picture graph to show the number of paper clips Pam used. Drag and drop the circle into the picture graph. The circle may be used once, more than once, or not at all.



KEY	
	= 5 paper clips

11. Ava uses stickers to decorate picture frames. She has a total of 60 stickers. She uses 10 stickers on each picture frame.

When she uses all of her stickers, how many picture frames does Ava decorate?

Enter your answer in the box.

picture frames

12. Several pizzas of the same size were left over at a party.

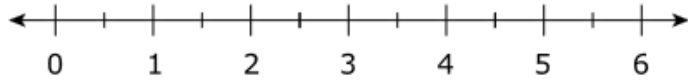
Select the **three** comparisons of the leftover pizza that are correct.

- A.  $\frac{2}{8}$  of a pizza  $<$   $\frac{3}{8}$  of a pizza
- B.  $\frac{3}{4}$  of a pizza  $<$   $\frac{3}{8}$  of a pizza
- C.  $\frac{1}{3}$  of a pizza  $>$   $\frac{1}{4}$  of a pizza
- D.  $\frac{3}{4}$  of a pizza  $=$   $\frac{2}{4}$  of a pizza
- E.  $\frac{3}{6}$  of a pizza  $>$   $\frac{3}{8}$  of a pizza

13. A boat ride across a lake is 49 minutes each way. How many minutes does the boat ride take to go across the lake and back?

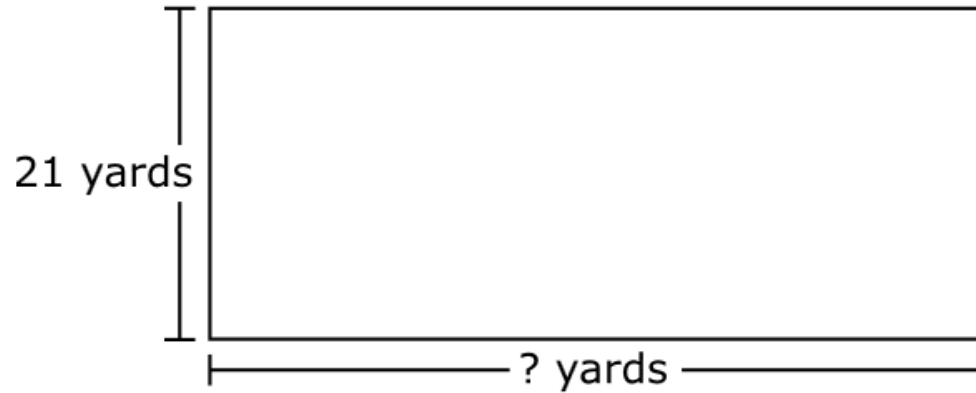
- A. 49
- B. 51
- C. 54
- D. 98

14. Select the point that represents  $\frac{5}{2}$  on the number line.



15. **Part A**

The rectangular garden at River Valley School is represented in the figure. The perimeter of the garden is 122 yards.



What is the missing side length in the figure?

Enter your answer in the box.

yards

**Part B**

River Valley School builds a new rectangular garden with the same perimeter, but the side lengths are different.

Which of these could be the side lengths of the new garden?

- A. 15 yards by 48 yards
- B. 14 yards by 47 yards
- C. 13 yards by 57 yards
- D. 14 yards by 58 yards



16. Which expressions are equal to the given expression?

$$157 + 748$$

Select the **three** correct answers.

- A.  $150 + 755$
- B.  $200 + 700$
- C.  $90 + 5$
- D.  $900 + 5$
- E.  $(160 + 750) - (3 + 2)$
- F.  $(9 + 100) + (0 + 10) + (5 + 1)$

VH011663

17. Select the boxes in the table to show whether each equation is true or false.

	$72 \div 9 = 8$	$5 \times 8 = 45$	$36 \div 4 = 9$	$42 \div 7 = 6$	$9 \times 6 = 56$
True	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
False	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>






18. Maya's rectangular rug has a perimeter of 16 feet. The length of the rug is 5 feet. What is the width of the rug?

- A. 3 feet
- B. 9 feet
- C. 11 feet
- D. 13 feet

19. Which problem can be solved using the expression  $3 \times 4$ ?

- A. A house has 3 rooms on the first floor and 4 rooms on the second floor. How many total rooms does the house have?
- B. A group of 4 friends share 3 large pizzas. How much pizza does each friend get?
- C. A shopping center has 3 floors, and each floor has 4 stores. How many total stores does the shopping center have?
- D. A group of friends spend \$4 on French fries and \$3 on drinks. How much do they spend on food and drinks?

20. For each shape pictured in the table, select the box for each correct shape name. You may select more than one box for each shape. If the shape is not a rectangle, rhombus, or quadrilateral, select the box for None of These.

Shape	Rectangle	Rhombus	Quadrilateral	None of These
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Which equations are true?

Select the **two** correct equations.

A.  $9 \times 9 = 81$

B.  $56 \div 7 = 9$

C.  $6 \times 8 = 48$

D.  $28 \div 4 = 8$

E.  $3 \times 9 = 33$

M01877

22. A store has two different-sized fish tanks. One fish tank holds 218 liters of water, and the other fish tank holds 145 liters of water. What is the total number of liters for the two fish tanks?

A. 133 liters

B. 173 liters

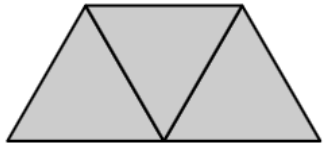
C. 353 liters

D. 363 liters

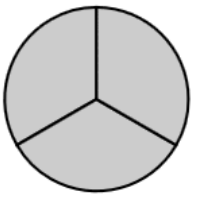
23. Which shapes are divided into thirds?

Select the **three** correct answers.

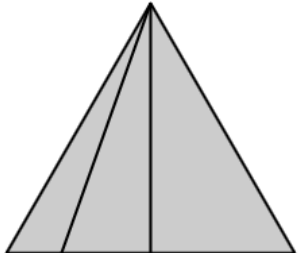
A.



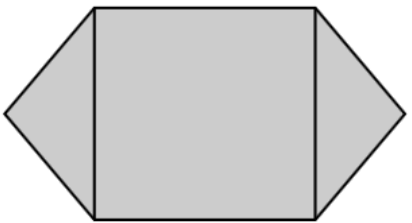
B.



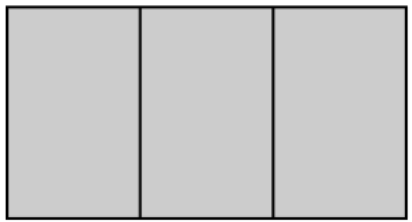
C.



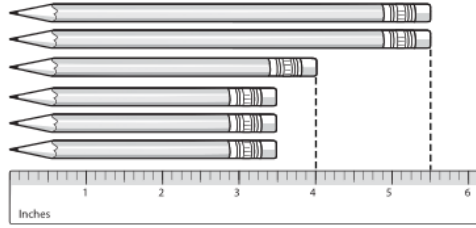
D.



E.

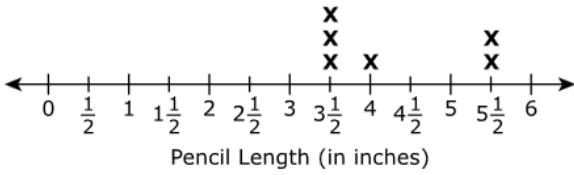


24. Brian measured the lengths, in inches, of the pencils in his desk as shown.

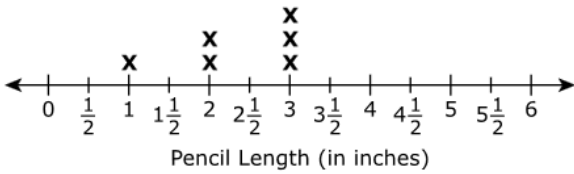


Which of these line plots shows the length of each pencil plotted correctly?

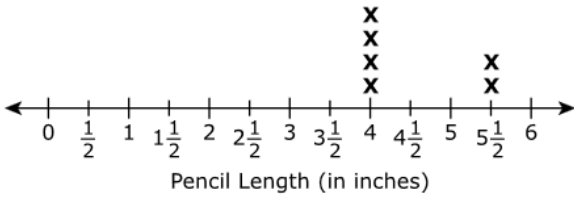
A. **Lengths of the Pencils in Brian's Desk**



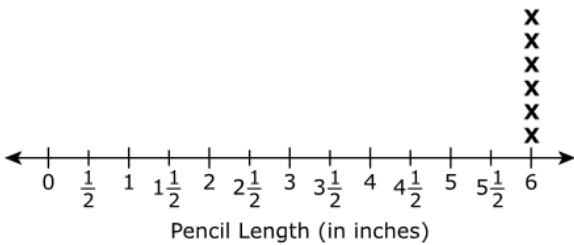
B. **Lengths of the Pencils in Brian's Desk**



C. **Lengths of the Pencils in Brian's Desk**



D. **Lengths of the Pencils in Brian's Desk**



25. Mr. Caden builds a fence around his rectangular backyard that is 8 meters long and 7 meters wide.

What is the perimeter of the backyard?

Enter your answer in the box.

 meters

M02037

26. For a field trip, 48 students are put into groups with 6 students in each group. Which expression can be used to show the total number of groups formed?

- A.  $48 \div 6$
- B.  $6 \div 48$
- C.  $6 \times 48$
- D.  $48 + 6$

VF906806

27. Correctly complete the equation.

Enter your answer in the box.

  $\div 5 = 8$

28. What is  $908 - 412$ ?

- A. 416
- B. 496
- C. 504
- D. 596

VH012290

29. Drag and drop a number to correctly complete each equation. Not all numbers will be used.

630   24   80   90   300   900   30   800   240   63

$80 \times 3 = \boxed{\phantom{000}}$

$30 \times 3 = \boxed{\phantom{000}}$

$50 \times 6 = \boxed{\phantom{000}}$

$40 \times 2 = \boxed{\phantom{000}}$

$90 \times 7 = \boxed{\phantom{000}}$



30. **Part A**

Freda buys horse food in 20-kilogram bags. Her horse eats 8 bags of horse food per month.

How much horse food does Freda's horse eat in one month?

Enter your answer in the box.

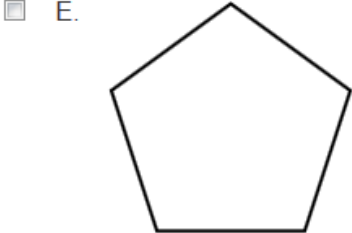
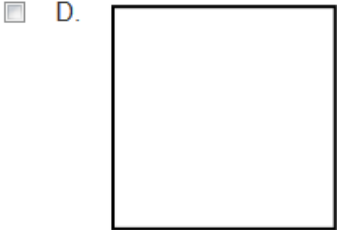
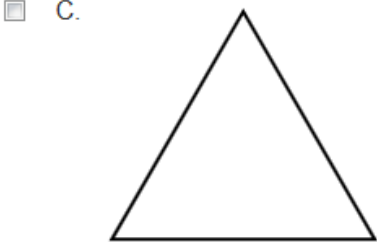
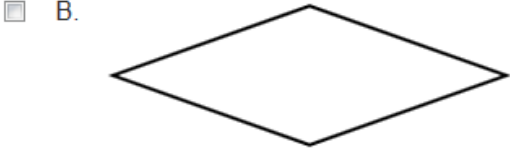
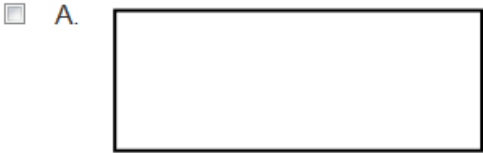
 kilograms**Part B**

Freda's horse has a mass of 782 kilograms. Kurt's pony has a mass of 359 kilograms. How much more mass does Freda's horse have than Kurt's pony?

Enter your answer in the box.

 kilograms

31. Which **three** shapes are quadrilaterals?



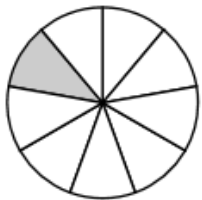
32. Janell has 8 photos on one page of an album. She has 4 photos on each of the other 9 pages. How many photos are in Janell's album?

Enter your answer in the box.

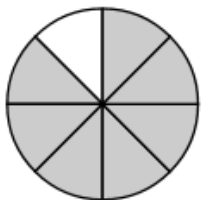
photos

33. Which circle is divided into 8 equal parts and has  $\frac{1}{8}$  shaded?

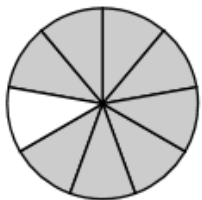
A. **Circle**



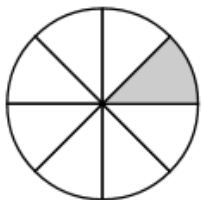
B. **Circle**



C. **Circle**



D. **Circle**

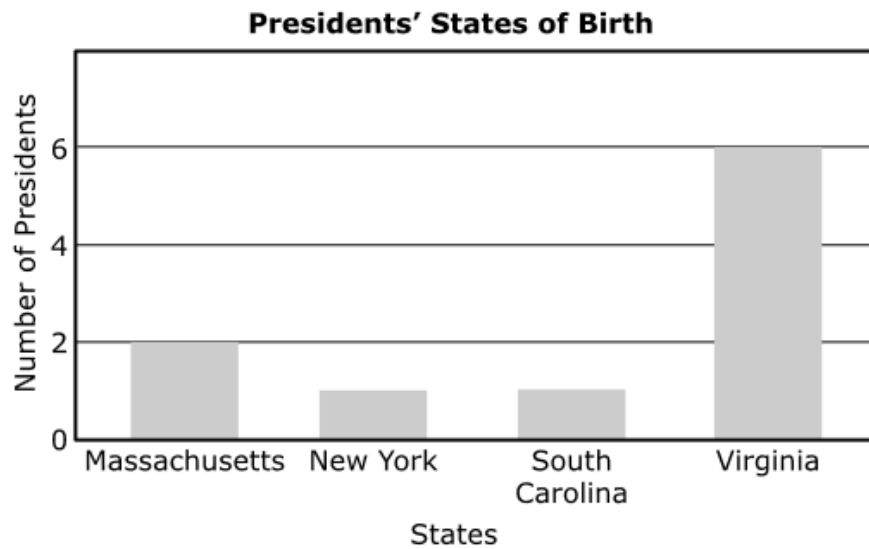


34. Enter your answer in the box.

$$263 + 449 = \boxed{\phantom{000}}$$

0530-M00067

35. The first 10 presidents of the United States were born in four states. The bar graph shows the number of presidents born in each state.

**Part A**

How many more presidents were born in Virginia than in New York?

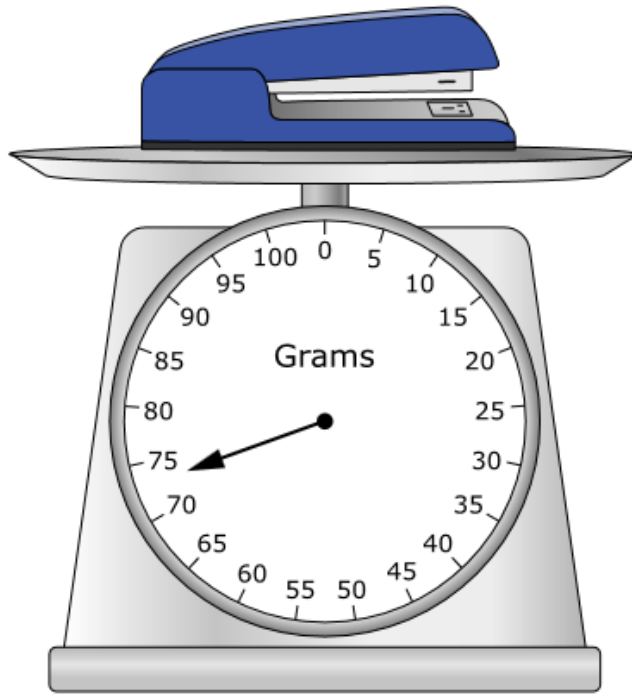
Enter your answer in the box.

**Part B**

What is the difference between the number of presidents born in Massachusetts and the number of presidents born in New York and South Carolina together?

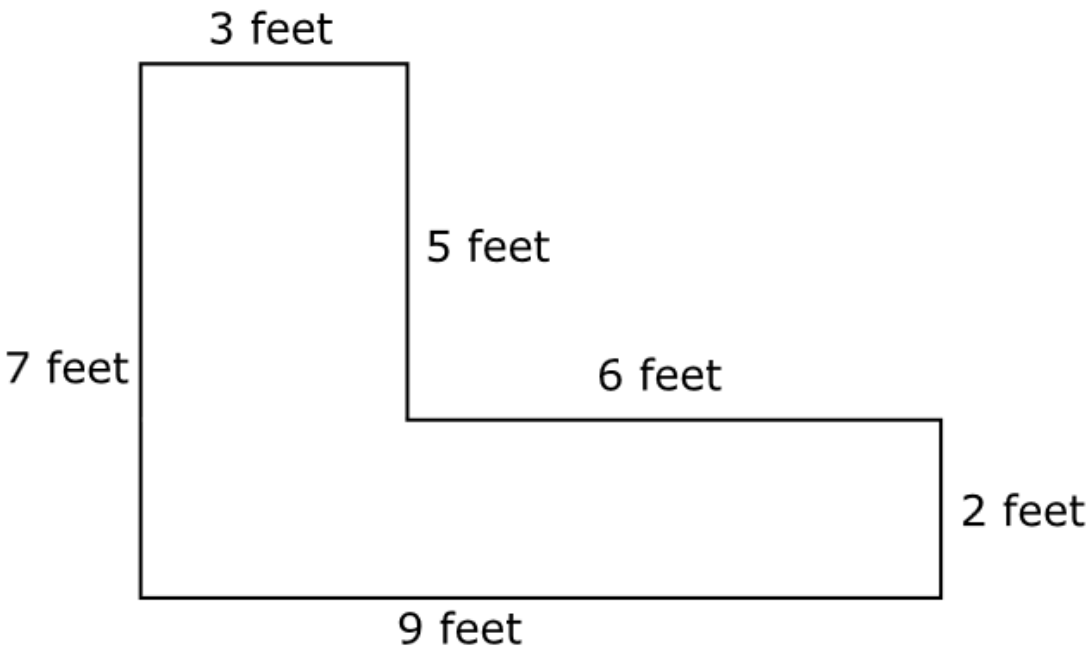
Enter your answer in the box.

36. Which is closest to the mass of the stapler?



- A. 15 grams
- B. 25 grams
- C. 65 grams
- D. 75 grams

37. Rex's garden is made from two rectangles as shown.



What is the area of Rex's garden?

Enter your answer in the box.

 square feet

38. Select the **two** fractions that are equivalent to 1.

A.  $\frac{3}{1}$

B.  $\frac{2}{2}$

C.  $\frac{4}{3}$

D.  $\frac{6}{6}$

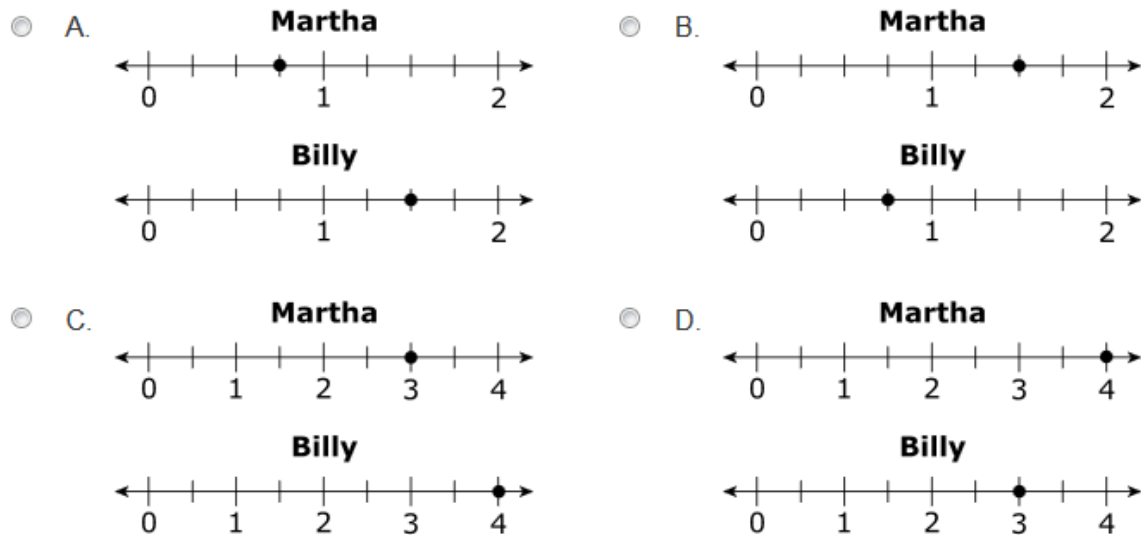
E.  $\frac{1}{8}$



39. Martha used  $\frac{3}{4}$  cup of sauce, and Billy used  $\frac{6}{4}$  cups of sauce. They were each supposed to use 1 cup of sauce.

**Part A**


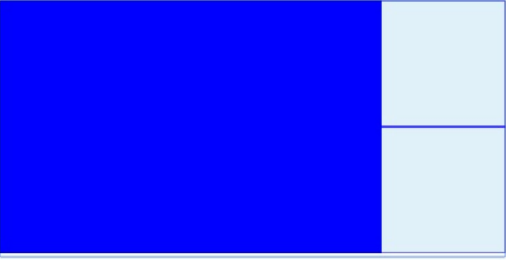
Which set of number lines show the amount of sauce, in cups, that Martha and Billy used?

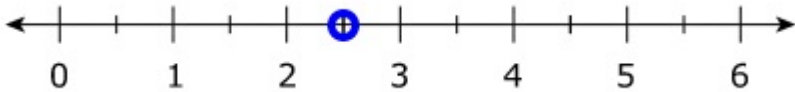

















**Part B**

Which statement is correct?

- A. Billy used less sauce than he was supposed to use.
- B. Martha used more sauce than she was supposed to use.
- C. Billy was closer than Martha to using 1 cup of sauce.
- D. Martha was closer than Billy to using 1 cup of sauce.

Item Number	Answer Key	Evidence Statement Key
1.	40	3.OA.3-1
2.	Part A: 58, 32, 4 Part B: 60, 30, 4, 360	3.Int.1
3.	56, 7, 8, 49, 8	3.OA.7-2
4.	72	3.MD.7b-1
5.		3.NF.3b-1
6.	A, D, E	3.OA.7-2
7.	270	3.NBT.3
8.	 <p>Or any combination of 6 shaded sections.</p>	3.NF.3a-1
9.	C	3.NF.1

10.	<p style="text-align: center;"><b>Paper Clips</b></p> <p>Don ○○○○</p> <p>Gina ○○○○○○○○</p> <p>Jay ○○○</p> <p>Pam ○○○○○</p> <p>Terry ○○○○○○</p> <p style="text-align: center;"><b>Number of Paper Clips</b></p>	3.MD.3-1																														
11.	6	3.OA.3-3																														
12.	A, C, E	3.NF.3d																														
13.	D	3.MD.1-2																														
14.		3.NF.2																														
15.	Part A: 40 Part B: B	3.Int.3																														
16.	A, D, E	3.NBT.2																														
17.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td><math>72 \div 9 = 8</math></td> <td><math>5 \times 8 = 45</math></td> <td><math>36 \div 4 = 9</math></td> <td><math>42 \div 7 = 6</math></td> <td><math>9 \times 6 = 56</math></td> </tr> <tr> <td>True</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>False</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </table>		$72 \div 9 = 8$	$5 \times 8 = 45$	$36 \div 4 = 9$	$42 \div 7 = 6$	$9 \times 6 = 56$	True	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	False	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3.OA.7-2												
	$72 \div 9 = 8$	$5 \times 8 = 45$	$36 \div 4 = 9$	$42 \div 7 = 6$	$9 \times 6 = 56$																											
True	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>																											
False	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>																											
18.	A	3.MD.8																														
19.	C	3.OA.1																														
20.	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Shape</th> <th>Rectangle</th> <th>Rhombus</th> <th>Quadrilateral</th> <th>None of These</th> </tr> </thead> <tbody> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Shape	Rectangle	Rhombus	Quadrilateral	None of These		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3.G.1
Shape	Rectangle	Rhombus	Quadrilateral	None of These																												
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>																												

21.	A, C	3.OA.7-2
22.	D	3.MD.2-2
23.	A, B, E	3.G.2
24.	A	3.MD.4
25.	30	3.MD.8
26.	A	3.OA.2
27.	40	3.OA.4
28.	B	3.NBT.2
29.	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">24</div> <div style="border: 1px solid black; padding: 2px 5px;">900</div> <div style="border: 1px solid black; padding: 2px 5px;">30</div> <div style="border: 1px solid black; padding: 2px 5px;">800</div> <div style="border: 1px solid black; padding: 2px 5px;">63</div> </div> $80 \times 3 = $ <input style="width: 80px;" type="text" value="240"/> $30 \times 3 = $ <input style="width: 80px;" type="text" value="90"/> $50 \times 6 = $ <input style="width: 80px;" type="text" value="300"/> $40 \times 2 = $ <input style="width: 80px;" type="text" value="80"/> $90 \times 7 = $ <input style="width: 80px;" type="text" value="630"/>	3.NBT.3
30.	Part A: 160 Part B: 423	3.Int.5
31.	A, B, D	3.G.1
32.	44	3.OA.8
33.	D	3.G.2
34.	712	3.NBT.2
35.	Part A: 5 Part B: 0	3.MD.3-3
36.	D	3.MD.2-1
37.	33	3.MD.7d
38.	B, D	3.NF.3c
39.	Part A: A Part B: D	3.NF.A.Int.1



Math  
Spring Operational 2015

Grade 3

Performance Based Assessment  
Alignment Document

**Sequence:** The item order number as it appears in the released item set and answer key

**UIN:** A unique item number used to identify the item in the internal item bank

**Task Type:** Type I, II, or III. See the Informational Guides on [parconline.org](http://parconline.org) for more information

**Evidence Statements:** The PARCC evidence statement to which the item is aligned

**Forms Represented:** All forms on which the item appeared in this release administration

	Sequence	UIN (in sequence)	Task Type	Evidence Statements	Forms Represented									
					online						paper			
					1	2	3	4	5	6	1	2	3	4
Performance-Based Assessment Grade 3	1	M00342	Type I	3.OA.3-1	✓					✓				
	2	M01389	Type I	3.OA.7-1		✓					✓			
	3	VF909892	Type I	3.NF.1		✓								
	4	VF646687	Type I	3.NF.3c								✓	✓	
	5	M01754	Type I	3.MD.1-1				✓						
	6	M01083	Type I	3.OA.3-3									✓	
	7	M00046	Type I	3.MD.5		✓	✓				✓	✓		
	8	M00905	Type I	3.OA.1									✓	
	9	VF909877	Type I	3.OA.8	✓						✓			
	10	VF654116	Type I	3.OA.8			✓							
	11	VF658050	Type II	3.C.4-2						✓				
	12	0158-M00816	Type II	3.C.3-2						✓				
	13	M00553	Type II	3.C.5-2				✓						
	14	0435-M01415	Type II	3.C.4-7			✓							
	15	M00819	Type III	3.D.1		✓								
	16	0079-M00419	Type III	3.D.2				✓	✓		✓			
	17	VF442639	Type III	3.D.1						✓				



Math  
Spring Operational 2015

Grade 3  
Performance Based Assessment  
Released Items

1. A teacher bought 8 packages of pencils. There were 10 pencils in each package. What is the total number of pencils the teacher bought?

Enter your answer in the box.

pencils

2. The number sentences are related facts.

$$5 \times 3 = ?$$

$$? \div 3 = 5$$

What is the missing number?

- A. 2
- B. 8
- C. 15
- D. 20



3. Use the circle to show  $\frac{5}{8}$ .

Divide the figure into the correct number of equal parts by using the More and Fewer buttons. Then shade by selecting the part or parts of the circle to shade  $\frac{5}{8}$  of the circle.

Circle

Fewer   More   Reset

4. Select the **three** choices that are equivalent to  $\frac{6}{6}$ .

A. 1

B.  $\frac{1}{1}$

C. 3

D.  $\frac{3}{3}$

E.  $\frac{3}{1}$

F. 6

M01754

5. Olga started her homework at 2:37 p.m. and finished it at 3:01 p.m. How long did it take Olga to do her homework?

Enter your answer in the box.

minutes

6. A baker has 48 cupcakes to deliver. The baker puts 6 cupcakes in each box.

Which equations represent the number of boxes the baker needs to deliver all 48 cupcakes?

Select the **three** correct answers.

A.  $48 \div \square = 6$

B.  $48 \times 6 = \square$


C.  $6 \times \square = 48$

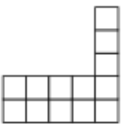
D.  $48 \div 6 = \square$


E.  $6 + \square = 48$


F.  $6 + 48 = \square$

7. Which figure shows an area of 24 square yards?

A.   
□ = 1 square yard

B.   
□ = 1 square yard

C.   
□ = 1 square yard

D.   
□ = 1 square yard

8. Select the **two** stories that can describe the expression  $6 \times 3$ .
- A. Kate collects baseball cards. Each page in her collection holds 18 baseball cards. She has 6 pages in her collection. How many baseball cards does she have in her collection?
  - B. Joe has 3 boxes of model airplanes. Each box holds 6 model airplanes. How many model airplanes does Joe have in the 3 boxes?
  - C. Brad will cook breakfast, lunch, and dinner for his family for 9 days. How many meals will he cook?
  - D. Peggy is the line leader for her class this week on Monday, Tuesday, and Wednesday. She will lead her class line 6 times on each day. How many times in all will Peggy lead her class line on Monday, Tuesday, and Wednesday?
  - E. Carrie, Gina, and Tom each have 18 pennies. How many pennies do these 3 have in all?

9. Rick keeps his trading cards in a box. Rick's uncle gave him 6 packs of 8 trading cards to add to his box.

Rick found that 29 of the trading cards from his uncle were different than any of the cards he already had in his box. The rest of the trading cards from his uncle were the same as those he already had.

**Part A**

How many of the trading cards from his uncle were the same as those Rick already had in his box?

Enter your answer in the box.

**Part B**

Rick's uncle also gave him a book to hold the trading cards. To fill 1 page of the book completely, 10 trading cards must be placed on the page.

Rick will place the 61 trading cards he already had and the 29 new trading cards in the book. What is the total number of pages Rick will fill completely in the book?

Enter your answer in the box.

10. Tom and Ann collect toy cars. Tom has 39 more toy cars than Ann. Ann has 38 blue cars and 58 red cars.

**Part A**

How many toy cars does Tom have?

Enter your answer in the box.

**Part B**

Ann gives Tom 18 toy cars from her collection. How many toy cars does Ann have now?

Enter your answer in the box.

11. **Part A**

Fred has 36 stuffed animals that he will give to 9 different friends. He will give an equal number of stuffed animals to each friend. Fred uses the equation  $36 \div 9 = ?$  to find how many stuffed animals he will give to each friend.

He thinks the ? equals 3. Explain why he is wrong.

Enter your explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\square \square$	(-)	[ ]
=	<	>	≠
\$	°	?	

**Part B**

Find the correct answer using Fred's equation.

Enter your answer in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\square \square$	(-)	[ ]
=	<	>	≠
\$	°	?	

**Part C**

How would you use multiplication to find the number of stuffed animals Fred gives each friend?

Enter your answer in the space provided.



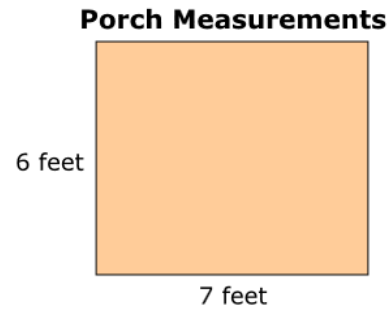
▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\square \square$	(-)	[ ]
=	<	>	≠
\$	°	?	



12. **Part A**

The length and width of the rectangular porch Jacob built are shown.



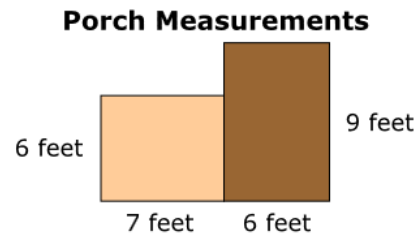
What is the area of the porch?

Enter your answer in the box.

square feet

**Part B**

Jacob adds another part to the porch.



What is the area, in square feet, of both parts of the porch all together? Show all your work or explain how you figured out the total area of the porch.

Enter your answer and your work or explanation in the space provided.

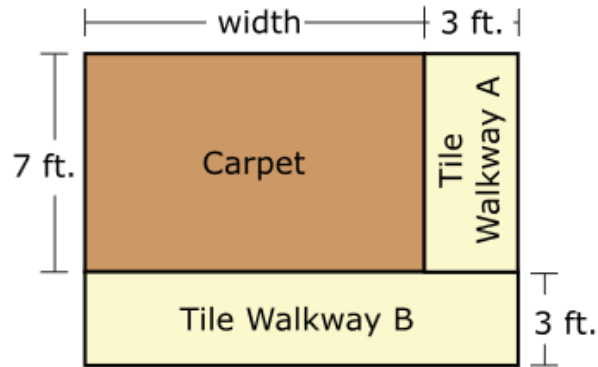


▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(.)	[ ]
=	<	>	≠
\$	°	?	

13. The carpet in the Hawkins' living room has a length of 7 feet. The width is 2 feet more than the length. The family wants to put tile walkways on two sides of the carpet, with lengths and widths as shown.

### Carpet and Walkways



- What is the area of the carpet? Show your work.
- What is the area of **each** of the tile walkways? Show your work.
- What is the total area of the carpet and the tile walkways? Show your work.

Enter your answers and your work in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

14. Jeanie has different colored buttons as shown. She wants to determine the total number of buttons she has altogether.

- 20 blue
- 19 orange
- 31 red
- 28 yellow

### Part A

Jeanie explains there are a total of 818 buttons because  $0 + 9 + 1 + 8 = 18$  in the ones place, so she writes down 18. Then  $2 + 1 + 3 + 2 = 8$  in the tens place, so she writes down 8 in front of the 18.

Explain why Jeanie's reasoning is incorrect. Find the total number of buttons she has altogether.

Enter your answer and your explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

### Part B

Jeanie explains there are 28 more red buttons than orange buttons because the smaller number is always subtracted from the larger number. So she got  $9 - 1 = 8$  in the ones place and  $3 - 1 = 2$  in the tens place.

Explain why Jeanie's reasoning is incorrect. Find how many more red buttons than orange buttons she has.

Enter your answer and your explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

15. Mr. Haley bought a total of 36 pictures. The pictures are only sold in packages. Each package came with 4 small pictures, 3 medium pictures, and 2 large pictures.

How many pictures were in each package? Show your work.

How many packages did he buy? Show your work.

Enter your answers and your work in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\square \frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

16. The Lions and Bulldogs played a basketball game. The scoreboard is shown.

### Scoreboard

	1st Half	2nd Half	Score
Lions	28	35	
Bulldogs	32	29	

#### Part A

How many total points did the Lions score?

- A. 51  
 B. 53  
 C. 61  
 D. 63

#### Part B

How many total points did the Bulldogs score?

- A. 51  
 B. 53  
 C. 61  
 D. 63

#### Part C

When the first half ended, how many more points did the Bulldogs have than the Lions?

Enter your answer in the box.

#### Part D

The top two scorers for the Lions scored 25 points and 12 points.

How many points did the rest of the team score?

Show the steps you used to solve the problem.

Enter your answer and your work in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(-)	E
=	<	>	≠
\$	°	?	

17. Andre visits the library. It takes Andre 26 minutes to walk from his house to the library. He stays at the library 45 minutes. His mother drives him home, which takes 15 minutes. How many more minutes does Andre spend at the library than traveling to and from the library?

Show all the steps for solving the problem. Explain each step and give the final answer.

Enter your answer, your work, and your explanation in the space provided.

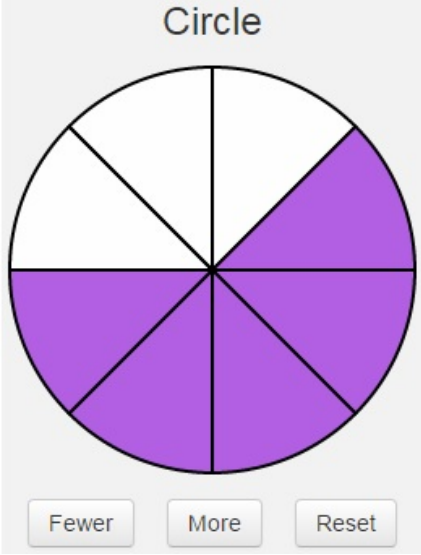


▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding (reviewing sets of real student work).
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key	Evidence Statement Key
1	80	3.OA.3-1
2	C	3.OA.7-1
3	<div style="text-align: center;">  <p>Circle</p> <p>Fewer   More   Reset</p> </div> <p>Or equivalent shading of any 5 sections.</p>	3.NF.1
4	A, B, D	3.NF.3c
5	24	3.MD.1-1
6	A, C, D	3.OA.3-3

7	C	3.MD.5
8	B, D	3.OA.1
9	Part A: 19 Part B: 9	3.OA.8
10	Part A: 135 Part B: 78	3.OA.8
11	Part A: see rubric Part B: see rubric Part C: see rubric	3.C.4-2
12	Part A: see rubric Part B: see rubric	3.C.3-2
13	See rubric	3.C.5-2
14	Part A: See rubric Part B: see rubric	3.C.4-7
15	See rubric	3.D.1
16	Part A: see rubric Part B: see rubric Part C: see rubric Part D: see rubric	3.D.2
17	See rubric	3.D.1



#11 Part A

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 1 point<ul style="list-style-type: none"><li>○ Valid explanation of why Fred’s answer is incorrect.</li></ul></li></ul> <p>Sample Student Response: Fred’s mistake was that he might have used the wrong multiplication fact to find his answer. He used <math>9 \times 3</math> instead of <math>9 \times 4</math>. Because <math>9 \times 4 = 36</math>, then <math>36 \div 9 = 4</math>.</p> <p>Notes:</p> <ul style="list-style-type: none"><li>• A variety of explanations are valid, as long as it is clear that the student understands how the incorrect answer to 36 divided by 9 was found.</li><li>• A student may possibly use repeated subtraction as a way to show the mistake: <math>36 - 9 = 27</math>, <math>27 - 9 = 18</math>, <math>18 - 9 = 9</math>, <math>9 - 9 = 0</math>. Credit should be given as long as the various steps are written as separate equations and not as a nonsense statement, and the response shows an understanding that because 9 was subtracted 4 times, the correct answer is 4 and not 3.</li></ul>
0	Student response is incorrect or irrelevant.

#11 Part B

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct answer, 4.</li></ul></li></ul> <p>Sample Student Response: 4</p>
0	Student response is incorrect or irrelevant.

#11 Part C

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 1 point<ul style="list-style-type: none"><li>○ Student provides a multiplication problem to prove the provided answer is correct.</li></ul></li></ul> <p>Sample Student Response: <math>9 \times 4 = 36</math> OR <math>4 \times 9 = 36</math></p>

	Note: If a computation mistake is made in Part B, credit for reasoning can be awarded in this part if a valid equation is provided.
<b>0</b>	Student response is incorrect or irrelevant.

#12 Part A

Score	Description
1	Student response includes the following element. <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Machine Scorable: 42</li></ul></li></ul>
0	Student response is incorrect or irrelevant.

#12 Part B

Score	Description
2	Student response includes the following 2 elements. <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 1 point<ul style="list-style-type: none"><li>○ Valid explanation of how to find the total area of the porch or valid work for finding the total area</li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct total area, 96</li></ul></li></ul> <p>Sample Student Response:</p> <p>I would find the area of each of the two sections of the porch, and then I would add them together.</p> $6 \times 7 = 42$ $9 \times 6 = 54$ $42 + 54 = 96$ <p>The total area of the porch is 96 square feet.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#13 Rubric

Score	Description
4	<p>Student response includes the following 4 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 4 points<ul style="list-style-type: none"><li>○ The area of the carpet with supporting work</li><li>○ The area of Walkway A with supporting work</li><li>○ The area of Walkway B with supporting work</li><li>○ The total area with supporting work</li></ul></li></ul> <p>Sample Student Response:</p> <p>The area of the carpet is <math>9 \times 7 = 63</math> square feet.</p> <p>The area of Walkway A is <math>3 \times 7 = 21</math> square feet.</p> <p>The area of Walkway B is <math>3 \times 12 = 36</math> square feet.</p> <p>When you add them together to get the area of both tile walkways and the carpet, you get 120 square feet because <math>63 + 21 + 36 = 120</math> (or similar explanation).</p> <p>Note: When labels are not presented, the elements are scored in the same order as the prompt. The carpet is addressed first, the walkways next (in either order), and the total last.</p>
3	Student response includes 3 of the 4 elements.
2	Student response includes 2 of the 4 elements.
1	Student response includes 1 of the 4 elements.
0	Student response is incorrect or irrelevant.

#14 Part A

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 1 point<ul style="list-style-type: none"><li>○ Valid explanation of why Jeanie’s reasoning was incorrect using the ones place and tens place</li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct total number of buttons, 98</li></ul></li></ul> <p>Sample Student Response: Jeanie’s reasoning is incorrect because she didn’t realize that 18 means 1 ten and 8 ones. So she didn’t add the 10 when she added the other tens. She put the 8 tens in the hundreds place. The total number of buttons she has is 98 because</p> $\begin{array}{r} 120 \\ 19 \\ 31 \\ + 28 \\ \hline 98. \end{array}$ <p>Or equivalent explanation.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#14 Part B

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct explanation of why Jeanie’s reasoning for subtraction was incorrect</li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct number of buttons, 12</li></ul></li></ul> <p>Sample Student Response: Jeanie’s reasoning is incorrect because she subtracted the smaller number from the larger number in each place and did not consider the numbers 31 and 19 as two-digit numbers. She has 12 more red buttons than orange buttons.</p>

$$\begin{array}{r} 231 \\ - 19 \\ \hline 12 \end{array}$$

Or equivalent explanation.

**1** Student response includes 1 of the 2 elements.

**0** Student response is incorrect or irrelevant.

#15 Rubric

Score	Description
<b>3</b>	Student response includes the following 3 elements. <ul style="list-style-type: none"><li data-bbox="321 512 1377 701">• <b>Modeling component</b> = 2 points<ul style="list-style-type: none"><li data-bbox="370 554 1377 617">• Valid method to find the number of pictures in one package and gives the correct number of pictures; 9</li><li data-bbox="370 625 1377 701">• Valid method showing how the number of pictures in a package is used to find the number of packages</li></ul></li><li data-bbox="321 743 974 819">• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li data-bbox="370 785 915 819">○ Correct number of packages, 4</li></ul></li></ul> Sample Student Response: Number of pictures in 1 package: $4 + 3 + 2 = 9$ pictures  Number of packages: $36 \div 9 = 4$  Mr. Haley bought 4 packages.
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#16 Part A

Score	Description
1	Student response includes the following element. <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Machine Scorable: D</li></ul></li></ul>
0	Student response is incorrect or irrelevant.

#16 Part B

Score	Description
1	Student response includes the following element. <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Machine Scorable: C</li></ul></li></ul>
0	Student response is incorrect or irrelevant.

#16 Part C

Score	Description
1	Student response includes the following element. <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Machine Scorable: 4</li></ul></li></ul>
0	Student response is incorrect or irrelevant.



#16 Part D

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 2 points<ul style="list-style-type: none"><li>○ Correct number of total points scored by the top two scorers, 37</li><li>○ Correct number of points scored by the rest of the team, 26</li></ul></li><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct work</li></ul></li></ul> <p>Sample Student Response:</p> <p>The top two players scored 37 points because <math>25 + 12 = 37</math>. The rest of the team scored 26 points because <math>63 - 37 = 26</math>.</p> <p>Notes:</p> <ul style="list-style-type: none"><li>• A correct procedure that uses a single equation can receive credit for the total points scored by the top two scorers. A correct two step procedure that doesn't add the two top scorers can receive full credit.</li><li>• Response does not need to show work for the total number of points scored by the Lions to receive credit (this was found in Part A).</li></ul>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

#17 Rubric

Score	Description
<b>3</b>	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 2 points<ul style="list-style-type: none"><li>○ Valid method to find the total time traveling to and from the library</li><li>○ Valid method to find the difference between the time spent at the library and the time spent traveling to and from the library</li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct number of minutes, 4</li></ul></li></ul> <p>Sample Student Response:</p> <p>Add the walking to the library time and the driving home time to get the total time traveling. <math>26 + 15 = 41</math> minutes</p> <p>Then subtract the total traveling time from the time spent at the library to get the difference. <math>45 - 41 = 4</math> minutes</p> <p>Note: Any equation, drawing, or explanation that can reasonably be used to solve this problem is acceptable.</p>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.



## **2015 Released Items: Grade 4 Performance-Based Assessment Literary Analysis Task**

The Literary Analysis Task requires students to read two literary texts that are purposely paired. Students read the texts, answer questions for each text and for the texts as a pair, and then write an analytic essay.

The 2015 blueprint for PARCC's grade 4 Literary Analysis Task includes six Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. A complete Literary Analysis Task from an online summative assessment form is included in this document, as well as additional items from a paper form and/or online form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

### **Additional related materials not included in this document:**

- Sample scored student responses with annotations and practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment



**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 4**

<b>Task:</b> Literary Analysis (LAT)		
<b>Passage(s):</b> “The Rescue of the Tin Woodman” from The Wonderful Wizard of Oz: “Arriving at Emerald City” from The Wonderful Wizard of Oz		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
VH012012	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> B	RL 4.1.2 L 4.4.1 RL 4.4.1
VF692745	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RL 4.1.2 RL 4.3.1
VF691437	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> D	RL 4.1.2 L 4.5.3 RL 4.4.1
VF692763	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> D	RL 4.1.2 RL 4.2.2
VF692774	<b>Item Type:</b> TECR <b>Part A:</b> B <b>Part B:</b> 9 The man was so surprised at this answer that he sat down to think it over.	RL 4.1.2 L 4.4.1 RL 4.4.1
VH009332	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> A	RL 4.1.1 RL 4.3.2
VF695399	<b>Item Type:</b> PCR Refer to Grade 4-5 Scoring Rubric	RL 4.1.1 RL 4.3.1 W 4.2 W 4.4-4.10
VF693553	<b>Item Type:</b> EBSR (paper form—additional item) <b>Part A:</b> C <b>Part B:</b> B	RL 4.1.2 RL 4.3.1

Today you will read and think about the passages “The Rescue of the Tin Woodman” and “Arriving at Emerald City” from *The Wonderful Wizard of Oz*. As you read these texts, you will gather information and answer questions about Dorothy and her actions so you can write an essay.

Read the passage “The Rescue of the Tin Woodman.” Then answer the questions.

The Rescue of the Tin Woodman  
from *The Wonderful Wizard of Oz*  
by L. Frank Baum

- 1 When Dorothy awoke the sun was shining through the trees and Toto had long been out chasing birds around him and squirrels. She sat up and looked around her. Scarecrow, still standing patiently in his corner, waiting for her.
- 2 “We must go and search for water,” she said to him.
- 3 “Why do you want water?” he asked.
- 4 “To wash my face clean after the dust of the road, and to drink, so the dry bread will not stick in my throat.”
- 5 “It must be inconvenient to be made of flesh,” said the Scarecrow thoughtfully, “for you must sleep, and eat and drink. However, you have brains, and it is worth a lot of bother to be able to think properly.”
- 6 They left the cottage and walked through the trees until they found a little spring of clear water, where Dorothy drank and bathed and ate her breakfast. She saw there was not much bread left in the basket, and the girl was thankful the Scarecrow did not have to eat anything, for there was scarcely enough for herself and Toto for the day.
- 7 When she had finished her meal, and was about to go back to the road of yellow brick, she was startled to hear a deep groan nearby.
- 8 “What was that?” she asked timidly.
- 9 “I cannot imagine,” replied the Scarecrow, “but we can go and see.”
- 10 Just then another groan reached their ears, and the sound seemed to come from behind them. They turned and walked through the forest a few steps, when Dorothy discovered something shining in a ray of sunshine that fell between the trees. She ran to the place and then stopped short, with a little cry of surprise.
- 11 One of the big trees had been partly chopped through, and standing beside it, with an uplifted axe in his hands, was a man made entirely of tin. His head and arms and legs were jointed upon his body, but he stood perfectly motionless, as if he could not stir at all.
- 12 Dorothy looked at him in amazement, and so did the Scarecrow, while Toto barked sharply and made a snap at the tin legs, which hurt his teeth.
- 13 “Did you groan?” asked Dorothy.
- 14 “Yes,” answered the tin man, “I did. I’ve been groaning for more than a year, and no one has ever heard me before or come to help me.”
- 15 “What can I do for you?” she inquired softly, for she was moved by the sad voice in which the man spoke.
- 16 “Get an oil-can and oil my joints,” he answered. “They are rusted so badly that I cannot move them at all; if I am well oiled I shall soon be all right again. You will find an oil-can on a shelf in my cottage.”
- 17 Dorothy at once ran back to the cottage and found the oil-can, and then she returned and asked anxiously, “Where are your joints?”
- 18 “Oil my neck, first,” replied the Tin Woodman. So she oiled it, and as it was quite badly rusted the Scarecrow took hold of the tin head and moved it gently from side to side until it worked freely, and then the man could turn it himself.
- 19 “Now oil the joints in my arms,” he said. And Dorothy oiled them and the Scarecrow bent them carefully until they were quite free from rust and as good as new.
- 20 The Tin Woodman gave a sigh of satisfaction and lowered his axe, which he leaned against the tree.
- 21 “This is a great comfort,” he said. “I have been holding that axe in the air ever since I rusted, and I’m glad to be able to put it down at last. Now, if you will oil the joints of my legs, I shall be all right once more.”
- 22 So they oiled his legs until he could move them freely; and he thanked them again and again for his release, for he seemed a very polite creature, and very grateful.

From THE WONDERFUL WIZARD OF OZ—Public Domain

### Part A

Read this sentence from paragraph 15 of the passage.

“What can I do for you?” she inquired softly, for she was moved by the sad voice in which the man spoke.

What is the meaning of the word **inquired** in the sentence?

- A. accepted
- B. admitted
- C. argued
- D. asked

### Part B

Which detail from the passage **best** provides clues for the meaning of the word **inquired**?

- A. “. . . Toto barked sharply and made a snap at the tin legs . . .” (paragraph 12)
- B. “. . . no one has ever heard me before or come to help me.” (paragraph 14)
- C. “. . . if I am well oiled I shall soon be all right again.” (paragraph 16)
- D. “You will find an oil-can on a shelf in my cottage.” (paragraph 16)

Today you will read and think about the passages “The Rescue of the Tin Woodman” and “Arriving at Emerald City” from *The Wonderful Wizard of Oz*. As you read these texts, you will gather information and answer questions about Dorothy and her actions so you can write an essay.

Read the passage “The Rescue of the Tin Woodman.” Then answer the questions.

The Rescue of the Tin Woodman  
from *The Wonderful Wizard of Oz*  
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1 When Dorothy awoke the sun was shining through the trees and Toto had long been out chasing birds around him and squirrels. She sat up and looked around her. Scarecrow, still standing patiently in his corner, waiting for her.

2 “We must go and search for water,” she said to him.

3 “Why do you want water?” he asked.

4 “To wash my face clean after the dust of the road, and to drink, so the dry bread will not stick in my throat.”

5 “It must be inconvenient to be made of flesh,” said the Scarecrow thoughtfully, “for you must sleep, and eat and drink. However, you have brains, and it is worth a lot of bother to be able to think properly.”

6 They left the cottage and walked through the trees until they found a little spring of clear water, where Dorothy drank and bathed and ate her breakfast. She saw there was not much bread left in the basket, and the girl was thankful the Scarecrow did not have to eat anything, for there was scarcely enough for herself and Toto for the day.

7 When she had finished her meal, and was about to go back to the road of yellow brick, she was startled to hear a deep groan nearby.

8 “What was that?” she asked timidly.

9 “I cannot imagine,” replied the Scarecrow; “but we can go and see.”

10 Just then another groan reached their ears, and the sound seemed to come from behind them. They turned and walked through the forest a few steps, when Dorothy discovered something shining in a ray of sunshine that fell between the trees. She ran to the place and then stopped short, with a little cry of surprise.

11 One of the big trees had been partly chopped through, and standing beside it, with an uplifted axe in his hands, was a man made entirely of tin. His head and arms and legs were jointed upon his body, but he stood perfectly motionless, as if he could not stir at all.

12 Dorothy looked at him in amazement, and so did the Scarecrow, while Toto barked sharply and made a snap at the tin legs, which hurt his teeth.

13 “Did you groan?” asked Dorothy.

14 “Yes,” answered the tin man, “I did. I’ve been groaning for more than a year, and no one has ever heard me before or come to help me.”

15 “What can I do for you?” she inquired softly, for she was moved by the sad voice in which the man spoke.

16 “Get an oil-can and oil my joints,” he answered. “They are rusted so badly that I cannot move them at all; if I am well oiled I shall soon be all right again. You will find an oil-can on a shelf in my cottage.”

17 Dorothy at once ran back to the cottage and found the oil-can, and then she returned and asked anxiously, “Where are your joints?”

18 “Oil my neck, first,” replied the Tin Woodman. So she oiled it, and as it was quite badly rusted the Scarecrow took hold of the tin head and moved it gently from side to side until it worked freely, and then the man could turn it himself.

19 “Now oil the joints in my arms,” he said. And Dorothy oiled them and the Scarecrow bent them carefully until they were quite free from rust and as good as new.

20 The Tin Woodman gave a sigh of satisfaction and lowered his axe, which he leaned against the tree.

21 “This is a great comfort,” he said. “I have been holding that axe in the air ever since I rusted, and I’m glad to be able to put it down at last. Now, if you will oil the joints of my legs, I shall be all right once more.”

22 So they oiled his legs until he could move them freely; and he thanked them again and again for his release, for he seemed a very polite creature, and very grateful.

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### Part A

Why does Scarecrow question Dorothy when she says in paragraph 2 that they “must go and search for water”?

- A. He is happy that she wants to go into the woods to get food.
- B. He is afraid to go into the woods toward the groaning noise.
- C. He does not understand why she needs the water.
- D. He does not want to wait for her anymore.

### Part B

Which paragraph in the passage **best** supports the answer to Part A?

- A. paragraph 4
- B. paragraph 5
- C. paragraph 6
- D. paragraph 7

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- 4 “To wash my face clean after the dust of the road, and to drink, so the dry bread will not stick in my throat.”
- 5 “It must be inconvenient to be made of flesh,” said the Scarecrow thoughtfully, “for you must sleep, and eat and drink. However, you have brains, and it is worth a lot of bother to be able to think properly.”
- 6 They left the cottage and walked through the trees until they found a little spring of clear water, where Dorothy drank and bathed and ate her breakfast. She saw there was not much bread left in the basket, and the girl was thankful the Scarecrow did not have to eat anything, for there was scarcely enough for herself and Toto for the day.
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- 17 Dorothy at once ran back to the cottage and found the oil-can, and then she returned and asked anxiously, “Where are your joints?”
- 18 “Oil my neck, first,” replied the Tin Woodman. So she oiled it, and as it was quite badly rusted the Scarecrow took hold of the tin head and moved it gently from side to side until it worked freely, and then the man could turn it himself.
- 19 “Now oil the joints in my arms,” he said. And Dorothy oiled them and the Scarecrow bent them carefully until they were quite free from rust and as good as new.
- 20 The Tin Woodman gave a sigh of satisfaction and lowered his axe, which he leaned against the tree.
- 21 “This is a great comfort,” he said. “I have been holding that axe in the air ever since I rusted, and I’m glad to be able to put it down at last. Now, if you will oil the joints of my legs, I shall be all right once more.”
- 22 So they oiled his legs until he could move them freely; and he thanked them again and again for his release, for he seemed a very polite creature, and very grateful.

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### Part A

Read the sentence from paragraph 22 of the passage.

So they oiled his legs until he could move them freely; and he thanked them again and again for his release, for he seemed a very polite creature, and very grateful.

Which word means nearly the same as **release** as it is used in the sentence?

- A. inquiry
- B. pleasure
- C. freedom
- D. movement

### Part B

Which detail from the passage gives the **best** clue to the meaning of **release**?

- A. “What can I do for you?” she inquired softly, for she was moved by the sad voice in which the man spoke.” (paragraph 15)
- B. “Dorothy at once ran back to the cottage and found the oil-can, and then she returned and asked anxiously, ‘Where are your joints?’” (paragraph 17)
- C. “Oil my neck, first,” replied the Tin Woodman.” (paragraph 18)
- D. “I have been holding that axe in the air ever since I rusted, and I’m glad to be able to put it down at last.” (paragraph 21)



Today you will read and think about the passages “The Rescue of the Tin Woodman” and “Arriving at Emerald City” from *The Wonderful Wizard of Oz*. As you read these texts, you will gather information and answer questions about Dorothy and her actions so you can write an essay.

Read the passage “The Rescue of the Tin Woodman.” Then answer the questions.

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- 6 They left the cottage and walked through the trees until they found a little spring of clear water, where Dorothy drank and bathed and ate her breakfast. She saw there was not much bread left in the basket, and the girl was thankful the Scarecrow did not have to eat anything, for there was scarcely enough for herself and Toto for the day.
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From THE WONDERFUL WIZARD OF OZ—Public Domain

### Part A

Which of these is the **best** summary of “The Rescue of the Tin Woodman”?

- A. Two friends and a dog go on a journey together and are surprised when they find a strange sound coming from the woods. They go into the woods to explore.
- B. Some friends almost run out of food and must search the woods for more. They come across a man who became stuck and could not move. He is thankful they rescue him.
- C. Dorothy becomes fearful when she almost runs out of food and hears strange sounds coming from the woods. She is thankful that the Scarecrow does not have to eat and is surprised by what they find in the woods. Dorothy is anxious to help the man.
- D. While searching for water near the woods, Dorothy, Scarecrow, and Toto hear a strange groaning sound. They find a man made from tin who is unable to move because his joints have rusted. They rescue the tin man by oiling his joints and setting him free.

### Part B

Which paragraph in the passage contains information that is important to include in a summary?

- A. paragraph 3
- B. paragraph 12
- C. paragraph 13
- D. paragraph 22



Today you will read and think about the passages “The Rescue of the Tin Woodman” and “Arriving at Emerald City” from *The Wonderful Wizard of Oz*. As you read these texts, you will gather information and answer questions about Dorothy and her actions so you can write an essay.

Read the passage “Arriving at Emerald City.” Then answer the questions.

Arriving at Emerald City  
from *The Wonderful Wizard of Oz*  
by L. Frank Baum

1 The next morning, as soon as the sun was up, they started on their way, and soon saw a beautiful green glow in the sky just before them.

2 “That must be the Emerald City,” said Dorothy.

3 As they walked on, the green glow became brighter and brighter, and it seemed that at last they were nearing the end of their travels. Yet it was afternoon before they came to the great wall that surrounded the City. It was high and thick and of a bright green color.

4 In front of them, and at the end of the road of yellow brick, was a big gate, all studded with emeralds that glittered so in the sun that even the painted eyes of the Scarecrow were dazzled by their brilliancy.

5 There was a bell beside the gate, and Dorothy pushed the button and heard a silvery tinkle sound within. Then the big gate swung slowly open, and they all passed through and found themselves in a high-arched room, the walls of which glistened with countless emeralds.

6 Before them stood a little man about the same size as the Munchkins. He was clothed all in green, from his head to his feet, and even his skin was of a greenish tint. At his side was a large green box.

7 When he saw Dorothy and her companions, the man asked, “What do you wish in the Emerald City?”

8 “We came here to see the Great Oz,” said Dorothy.

9 The man was so surprised at this answer that he sat down to think it over.

10 “It has been many years since anyone asked me to see Oz,” he said, shaking his head in perplexity. “He is powerful and terrible, and if you come on an idle or foolish errand to bother the wise reflections of the Great Wizard, he might be angry and destroy you all in an instant.”

11 “But it is not a foolish errand, nor an idle one,” replied the Scarecrow. “It is important. And we have been told that Oz is a good Wizard.”

12 “So he is,” said the green man, “and he rules the Emerald City wisely and well. But to those who are not honest, or who approach him from curiosity, he is most terrible, and few have ever dared ask to see his face. I am the Guardian of the Gates, and since you demand to see the Great Oz, I must take you to his Palace. But first you must put on the spectacles .”

13 “Why?” asked Dorothy.

14 “Because if you did not wear spectacles the brightness and glory of the Emerald City would blind you. Even those who live in the City must wear spectacles night and day. They are all locked on, for Oz so ordered it when the City was first built, and I have the only key that will unlock them.”

15 He opened the big box, and Dorothy saw that it was filled with spectacles of every size and shape. All of them had green glasses in them. The Guardian of the Gates found a pair that would just fit Dorothy and put them over her eyes. There were two golden bands fastened to them that passed around the back of her head, where they were locked together by a little key that was at the end of a chain the Guardian of the Gates wore around his neck. When they were on, Dorothy could not take them off had she wished, but of course she did not wish to be blinded by the glare of the Emerald City, so she said nothing.

16 Then the green man fitted spectacles for the Scarecrow and the Tin Woodman and the Lion, and even on little Toto, and all were locked fast with the key.

17 Then the Guardian of the Gates put on his own glasses and told them he was ready to show them to the Palace. Taking a big golden key from a peg on the wall, he opened another gate, and they all followed him through the portal into the streets of the Emerald City.

From *The Wonderful Wizard of Oz*—Public Domain

### Part A

In the passage “Arriving at the Emerald City,” what does the word **perplexity** mean as it is used in paragraph 10?

- A. forgetfulness
- B. uncertainty
- C. disagreement
- D. anxiety

### Part B

Select one sentence in paragraphs 5 through 9 that contains a clue to the meaning of **perplexity**.

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Read the passage “Arriving at Emerald City.” Then answer the questions.

Arriving at Emerald City

from *The Wonderful Wizard of Oz*

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- 4 In front of them, and at the end of the road of yellow brick, was a big gate, all studded with emeralds that glittered so in the sun that even the painted eyes of the Scarecrow were dazzled by their brilliancy.
- 5 There was a bell beside the gate, and Dorothy pushed the button and heard a silvery tinkle sound within. Then the big gate swung slowly open, and they all passed through and found themselves in a high-arched room, the walls of which glistened with countless emeralds.
- 6 Before them stood a little man about the same size as the Munchkins. He was clothed all in green, from his head to his feet, and even his skin was of a greenish tint. At his side was a large green box.
- 7 When he saw Dorothy and her companions, the man asked, “What do you wish in the Emerald City?”
- 8 “We came here to see the Great Oz,” said Dorothy.
- 9 The man was so surprised at this answer that he sat down to think it over.
- 10 “It has been many years since anyone asked me to see Oz,” he said, shaking his head in perplexity. “He is powerful and terrible, and if you come on an idle or foolish errand to bother the wise reflections of the Great Wizard, he might be angry and destroy you all in an instant.”
- 11 “But it is not a foolish errand, nor an idle one,” replied the Scarecrow. “It is important. And we have been told that Oz is a good Wizard.”
- 12 “So he is,” said the green man, “and he rules the Emerald City wisely and well. But to those who are not honest, or who approach him from curiosity, he is most terrible, and few have ever dared ask to see his face. I am the Guardian of the Gates, and since you demand to see the Great Oz, I must take you to his Palace. But first you must put on the spectacles .”
- 13 “Why?” asked Dorothy.
- 14 “Because if you did not wear spectacles the brightness and glory of the Emerald City would blind you. Even those who live in the City must wear spectacles night and day. They are all locked on, for Oz so ordered it when the City was first built, and I have the only key that will unlock them.”
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- 16 Then the green man fitted spectacles for the Scarecrow and the Tin Woodman and the Lion, and even on little Toto; and all were locked fast with the key.
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From THE WONDERFUL WIZARD OF OZ—Public Domain

**Part A**

Which statement **best** describes what Dorothy thinks of the Emerald City as she first arrives?

- A. The gates and walls of the Emerald City are radiant.
- B. The streets of the Emerald City are clean and simple.
- C. The people of the Emerald City are festive and excited.
- D. The sights and sounds of the Emerald City are terrifying.

**Part B**

Which paragraph in the passage **best** supports the answer to Part A?

- A. paragraph 4
- B. paragraph 6
- C. paragraph 10
- D. paragraph 12

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Arriving at Emerald City The Rescue of the Tin Woodman

Read the passage "Arriving at Emerald City." Then answer the questions.

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Read the passage "The Rescue of the Tin Woodman." Then answer the questions.

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1. When Dorothy awoke the sun was shining through the trees and Toto had long been out chasing birds around him and squirrels. She sat up and looked around her. Scarecrow, still standing patiently in his corner, waiting for her.
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16. "Get an oil-can and oil my joints," he answered. "They are rusted so badly that I cannot move them at all; if I am well oiled I shall soon be all right again. You will find an oil-can on a shelf in my cottage."
17. Dorothy at once ran back to the cottage and found the oil-can, and then she returned and asked anxiously, "Where are your joints?"
18. "Oil my neck, first," replied the Tin Woodman. So she oiled it, and as it was quite badly rusted the Scarecrow took hold of the tin head and moved it gently from side to side until it worked freely, and then the man could turn it himself.
19. "Now oil the joints in my arms," he said. And Dorothy oiled them and the Scarecrow bent them carefully until they were quite free from rust and as good as new.
20. The Tin Woodman gave a sigh of satisfaction and lowered his axe, which he leaned against the tree.
21. "This is a great comfort," he said. "I have been holding that axe in the air ever since I rusted, and I'm glad to be able to put it down at last. Now, if you will oil the joints of my legs, I shall be all right once more."
22. So they oiled his legs until he could move them freely, and he thanked them again and again for his release, for he seemed a very polite creature, and very grateful.

From THE WONDERFUL WIZARD OF OZ—Public Domain

In both "The Rescue of the Tin Woodman" and "Arriving at Emerald City," Dorothy has interesting adventures that reveal her character. Based on her words and actions in both passages, describe two of Dorothy's qualities. Think about the person that Dorothy is. How do those qualities affect her adventures? Support your response with details from both passages.

B / U

Today you will read and think about the passages “The Rescue of the Tin Woodman” and “Arriving at Emerald City” from *The Wonderful Wizard of Oz*. As you read these texts, you will gather information and answer questions about Dorothy and her actions so you can write an essay.

Read the passage “Arriving at Emerald City.” Then answer the questions.

Arriving at Emerald City

from *The Wonderful Wizard of Oz*

by L. Frank Baum

- 1 The next morning, as soon as the sun was up, they started on their way, and soon saw a beautiful green glow in the sky just before them.
- 2 “That must be the Emerald City,” said Dorothy.
- 3 As they walked on, the green glow became brighter and brighter, and it seemed that at last they were nearing the end of their travels. Yet it was afternoon before they came to the great wall that surrounded the City. It was high and thick and of a bright green color.
- 4 In front of them, and at the end of the road of yellow brick, was a big gate, all studded with emeralds that glittered so in the sun that even the painted eyes of the Scarecrow were dazzled by their brilliancy.
- 5 There was a bell beside the gate, and Dorothy pushed the button and heard a silvery tinkle sound within. Then the big gate swung slowly open, and they all passed through and found themselves in a high-arched room, the walls of which glistened with countless emeralds.
- 6 Before them stood a little man about the same size as the Munchkins. He was clothed all in green, from his head to his feet, and even his skin was of a greenish tint. At his side was a large green box.
- 7 When he saw Dorothy and her companions, the man asked, “What do you wish in the Emerald City?”
- 8 “We came here to see the Great Oz,” said Dorothy.
- 9 The man was so surprised at this answer that he sat down to think it over.
- 10 “It has been many years since anyone asked me to see Oz,” he said, shaking his head in perplexity. “He is powerful and terrible, and if you come on an idle or foolish errand to bother the wise reflections of the Great Wizard, he might be angry and destroy you all in an instant.”
- 11 “But it is not a foolish errand, nor an idle one,” replied the Scarecrow. “It is important. And we have been told that Oz is a good Wizard.”
- 12 “So he is,” said the green man, “and he rules the Emerald City wisely and well. But to those who are not honest, or who approach him from curiosity, he is most terrible, and few have ever dared ask to see his face. I am the Guardian of the Gates, and since you demand to see the Great Oz, I must take you to his Palace. But first you must put on the spectacles .”
- 13 “Why?” asked Dorothy.
- 14 “Because if you did not wear spectacles the brightness and glory of the Emerald City would blind you. Even those who live in the City must wear spectacles night and day. They are all locked on, for Oz so ordered it when the City was first built, and I have the only key that will unlock them.”
- 15 He opened the big box, and Dorothy saw that it was filled with spectacles of every size and shape. All of them had green glasses in them. The Guardian of the Gates found a pair that would just fit Dorothy and put them over her eyes. There were two golden bands fastened to them that passed around the back of her head, where they were locked together by a little key that was at the end of a chain the Guardian of the Gates wore around his neck. When they were on, Dorothy could not take them off had she wished, but of course she did not wish to be blinded by the glare of the Emerald City, so she said nothing.
- 16 Then the green man fitted spectacles for the Scarecrow and the Tin Woodman and the Lion, and even on little Toto; and all were locked fast with the key.
- 17 Then the Guardian of the Gates put on his own glasses and told them he was ready to show them to the Palace. Taking a big golden key from a peg on the wall, he opened another gate, and they all followed him through the portal into the streets of the Emerald City.

From THE WONDERFUL WIZARD OF OZ—Public Domain

**Part A**

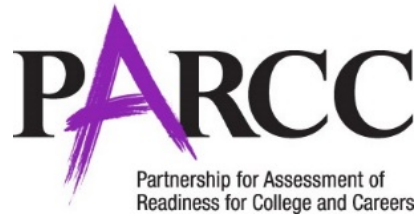
How does Dorothy feel about the green glasses?

- A. She worries that they will not fit her.
- B. She is fearful she will not be able to take them off.
- C. She is puzzled about why they need to wear them.
- D. She wants to see what the city looks like without them.

**Part B**

Which paragraph supports the answer to Part A?

- A. paragraph 12
- B. paragraph 13
- C. paragraph 14
- D. paragraph 15



## **2015 Released Items: Grade 4 End-of-Year M/L Informational Text Set**

The End-of-Year medium/long (M/L) informational text set requires students to read an informational text and answer questions.

The 2015 blueprint for the grade 4 End-of-Year M/L informational text set includes seven Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. This document includes a complete M/L informational text set from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**PARCC EOY Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 4**

EOY Text Type: Informational M-L		
Passage(s): Butterflies		
Item Code	Answer(s)	Standards/Evidence Statement Alignment
VF561248	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: B</b>	RI 4.1.1 RI 4.1.2 RI 4.5.1
VF561249	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A</b>	RI 4.1.1 RI 4.3.3
VF561252	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RI 4.1.1 RI 4.3.3
VF561682	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RI 4.1.2 L 4.4.1 RI 4.4.1
VF561776	<b>Item Type: TECR</b> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid #ccc; padding: 10px; width: 45%;"> <p style="text-align: center; margin-bottom: 5px;"><b>True</b></p> <div style="border: 1px solid #add8e6; padding: 5px; margin-bottom: 5px; text-align: center;">Butterflies carry pollen to plants.</div> <div style="border: 1px solid #add8e6; padding: 5px; margin-bottom: 5px; text-align: center;">Butterflies are in the same order as moths.</div> <div style="border: 1px solid #add8e6; padding: 5px; text-align: center;">Butterflies are food for other types of animals.</div> </div> <div style="border: 1px solid #ccc; padding: 10px; width: 45%;"> <p style="text-align: center; margin-bottom: 5px;"><b>False</b></p> <div style="border: 1px solid #add8e6; padding: 5px; margin-bottom: 5px; text-align: center;">Butterflies live for several years.</div> <div style="border: 1px solid #add8e6; padding: 5px; text-align: center;">Butterflies eat all types of plants.</div> </div> </div>	RI 4.1.1 RI 4.2.2
VF561253	<b>Item Type: TECR</b> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid #ccc; padding: 10px; width: 45%;"> <p style="text-align: center; margin-bottom: 5px;"><b>Butterflies</b></p> <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> <div style="border: 1px solid #add8e6; padding: 5px; text-align: center;">lay eggs</div> <div style="border: 1px solid #add8e6; padding: 5px; text-align: center;">carry pollen</div> </div> <div style="border: 1px solid #add8e6; padding: 5px; text-align: center;">come from a chrysalis</div> </div> <div style="border: 1px solid #ccc; padding: 10px; width: 45%;"> <p style="text-align: center; margin-bottom: 5px;"><b>Caterpillars</b></p> <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> <div style="border: 1px solid #add8e6; padding: 5px; text-align: center;">shed skin</div> <div style="border: 1px solid #add8e6; padding: 5px; text-align: center;">eat leaves</div> </div> </div> </div>	RI 4.1.1 RI 4.3.3
VF561251	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A</b>	RI 4.1.2 RI 4.2.3



Read the passage from the article "Butterflies." Then answer the questions.

from "Butterflies"

by Beth Wagner Brust

**1** Butterflies play an important role in our world. Everyone knows how beautiful butterflies can be. But many people do not realize that they do much more than simply make the world a prettier place.

**2** For one thing, butterflies carry pollen from plant to plant. This helps fruits, vegetables, and flowers produce new seeds, which in turn become new plants. Also, butterflies and caterpillars—the larval or immature stage of what will become a butterfly—are at the bottom of the food chain. This means that they provide food for many other types of animals.

**3** The word "butterfly" was probably first used to describe a common European butterfly, the yellow brimstone. At first, people called it the "butter-colored fly." Then they shortened the name to "butterfly."

**4** Scientists group butterflies and moths in the category, or *order*, known as Lepidoptera, which means "scaled wings." This name fits butterflies and moths very well, because their wings are covered with tiny scales. These are the only insects that have scales.

**5** Butterflies can be found in all but the hottest and coldest parts of the world. More butterflies live in the tropics than anywhere else. That's because in the tropics, there are always plenty of plants for the caterpillars to eat and many blossoms to produce nectar for the butterflies. Tropical butterflies also live the longest—some for up to one year. Butterflies that live in more temperate climates have an average lifespan of just a few weeks or a few months. Some live a mere few hours.

**6** Butterflies have always fascinated people. In the 1800s, butterfly collecting was a popular pastime. People hunted, collected, and studied any specimens they could find. Today, many people "hunt" butterflies with cameras so they can "capture" them on film instead of catching them.

**7** Some people plant special gardens with flowers and grasses that will attract butterflies. That's a great way to enjoy butterflies in your own backyard!

**8** Twenty thousand species of butterflies brighten the world. Butterflies have a wonderful variety of colors, wing shapes, and sizes. The largest is the *Queen Alexandrabirdwing*. It has a bigger wingspan than many birds. [One of] the world's smallest butterfly[ies], the *small blue*, measures less than an inch from wingtip to wingtip.

**9** No two butterflies of the same species are exactly alike. Each is a bit different from the other. Often, the most colorful butterflies are males. Females tend to be duller looking, which lets them blend in with their surroundings. This helps to protect them from predators while laying their eggs. But whether male or female, large or small, the fluttering and soaring butterflies make fields, forests, and mountainsides come alive!

**10** Like magic, a butterfly changes from a sluggish caterpillar into a beautiful, graceful adult. This magic of nature is called *metamorphosis*. The reason it seems like magic is because the immature or larval stage in this development—the caterpillar—is completely unlike the adult butterfly. Looks, life-styles, and eating habits are different.

**11** 1. A female butterfly knows where to lay her eggs so that the caterpillars will have plenty of the right kinds of leaves to eat when they hatch. A caterpillar would rather starve than eat the wrong plant!

**12** 2. Butterfly eggs come in many shapes and textures. Some are smooth, while others have grooves on the surface. After several days, the egg is ready to hatch. Then the caterpillar eats its way out of the egg, head first.

**13** 3. Once free of the egg, the caterpillar turns and eats its shell. The eggshell provides important nutrients that the caterpillar will need to keep growing.

**14** 4. A caterpillar's skin cannot stretch as it grows. So, like snakes, caterpillars must shed their skins to make room for their bigger bodies.

**15** 5. Before shedding its skin for the last time, the caterpillar attaches itself to a stem by spinning a silk "button." Once secure, it wiggles out its old skin to expose a tough new skin. This new skin hardens almost immediately—it is called a chrysalis.

**16** There are four stages in a butterfly's life cycle. The first is the egg laid by the female. After 5 to 10 days, a tiny *caterpillar* hatches from the egg. The caterpillar begins an eating binge that continues through its stage in a butterfly's life. The well-fed caterpillar now sustains life through the next stage of development—the *pupa* or *chrysalis*. During this dormant but transitional stage, no food is taken in. At the end of this stage, transformation is complete, and the *adult butterfly* emerges from the chrysalis. If conditions are unfavorable at any stage, development may be delayed until conditions improve.

Adaptation of "Butterflies" by Beth Wagner Brust from Zoobooks February 2010 issue, copyright © 2010 by Wildlife Education Ltd. Used by permission.

### Part A

How is the information in paragraph 2 mainly organized?

- A. comparison and contrast
- B. problem and solution
- C. chronological order
- D. cause and effect

### Part B

Which phrase from paragraph 2 **best** supports the answer to Part A?

- A. "... flowers produce new seeds ..."
- B. "... which in turn become new plants ..."
- C. "... stage of what will become a butterfly ..."
- D. "... bottom of the food chain ..."

Read the passage from the article "Butterflies." Then answer the questions.

from "Butterflies"

by Beth Wagner Brust

1 Butterflies play an important role in our world. Everyone knows how beautiful butterflies can be. But many people do not realize that they do much more than simply make the world a prettier place.

2 For one thing, butterflies carry pollen from plant to plant. This helps fruits, vegetables, and flowers produce new seeds, which in turn become new plants. Also, butterflies and caterpillars—the larval or immature stage of what will become a butterfly—are at the bottom of the food chain. This means that they provide food for many other types of animals.

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### Part A

According to the passage, where did the word "butterfly" come from?

- A. from the shape of the wings of butterflies
- B. from the many colors found on butterflies
- C. from the name that people used to call yellow butterflies
- D. from the name of the place where butterflies were first discovered

### Part B

Which phrase from the passage **best** supports the answer to Part A?

- A. "... people called it the 'butter-colored fly' . . . ." (paragraph 3)
- B. "... which means 'scaled wings' . . . ." (paragraph 4)
- C. "More butterflies live in the tropics . . . ." (paragraph 5)
- D. "... butterflies have a wonderful variety of colors . . . ." (paragraph 8)



Read the passage from the article "Butterflies." Then answer the questions.

from "Butterflies"

by Beth Wagner Brust

**1** Butterflies play an important role in our world. Everyone knows how beautiful butterflies can be. But many people do not realize that they do much more than simply make the world a prettier place.

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### Part A

Why are female butterflies usually less colorful than male butterflies?

- A. so females can blend in with their environment to hide
- B. so other butterflies can tell which type females are
- C. so bees will let females get to the best flowers
- D. so other animals know that females taste bad

### Part B

Which of these statements from the passage **best** supports the answer to Part A?

- A. "For one thing, butterflies carry pollen from plant to plant." (paragraph 2)
- B. "This means that they provide food for many other types of animals." (paragraph 2)
- C. "Each is a bit different from the other." (paragraph 9)
- D. "This helps to protect them from predators while laying their eggs." (paragraph 9)

Read the passage from the article "Butterflies." Then answer the questions.

from "Butterflies"

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### Part A

What does the word **metamorphosis** mean as it is used in paragraph 10?

- A. a process moving from one stage of life to another
- B. the act of traveling from plant to plant
- C. the kind of flowers that butterflies prefer to carry pollen to
- D. a type of butterfly with blue wings

### Part B

Which of these phrases from the passage **best** supports the answer to Part A?

- A. "Tropical butterflies also live the longest . . ." (paragraph 5)
- B. "Twenty thousand species of butterflies . . ." (paragraph 8)
- C. ". . . fluttering and soaring butterflies . . ." (paragraph 9)
- D. ". . . a butterfly changes from a sluggish caterpillar . . ." (paragraph 10)

Read the passage from the article "Butterflies." Then answer the questions.

from "Butterflies"

by Beth Wagner Brust

- 1 Butterflies play an important role in our world. Everyone knows how beautiful butterflies can be. But many people do not realize that they do much more than simply make the world a prettier place.
- 2 For one thing, butterflies carry pollen from plant to plant. This helps fruits, vegetables, and flowers produce new seeds, which in turn become new plants. Also, butterflies and caterpillars—the larval or immature stage of what will become a butterfly—are at the bottom of the food chain. This means that they provide food for many other types of animals.
- 3 The word "butterfly" was probably first used to describe a common European butterfly, the yellow brimstone. At first, people called it the "butter-colored fly." Then they shortened the name to "butterfly."
- 4 Scientists group butterflies and moths in the category, or *order*, known as Lepidoptera, which means "scaled wings." This name fits butterflies and moths very well, because their wings are covered with tiny scales. These are the only insects that have scales.
- 5 Butterflies can be found in all but the hottest and coldest parts of the world. More butterflies live in the tropics than anywhere else. That's because in the tropics, there are always plenty of plants for the caterpillars to eat and many blossoms to produce nectar for the butterflies. Tropical butterflies also live the longest—some for up to one year. Butterflies that live in more temperate climates have an average lifespan of just a few weeks or a few months. Some live a mere few hours.
- 6 Butterflies have always fascinated people. In the 1800s, butterfly collecting was a popular pastime. People hunted, collected, and studied any specimens they could find. Today, many people "hunt" butterflies with cameras so they can "capture" them on film instead of catching them.
- 7 Some people plant special gardens with flowers and grasses that will attract butterflies. That's a great way to enjoy butterflies in your own backyard!
- 8 Twenty thousand species of butterflies brighten the world. Butterflies have a wonderful variety of colors, wing shapes, and sizes. The largest is the *Queen Alexandrabirdwing*. It has a bigger wingspan than many birds. [One of] the world's smallest butterfly[ies], the *small blue*, measures less than an inch from wingtip to wingtip.
- 9 No two butterflies of the same species are exactly alike. Each is a bit different from the other. Often, the most colorful butterflies are males. Females tend to be duller looking, which lets them blend in with their surroundings. This helps to protect them from predators while laying their eggs. But whether male or female, large or small, the fluttering and soaring butterflies make fields, forests, and mountainsides come alive!
- 10 Like magic, a butterfly changes from a sluggish caterpillar into a beautiful, graceful adult. This magic of nature is called *metamorphosis*. The reason it seems like magic is because the immature or larval stage in this development—the caterpillar—is completely unlike the adult butterfly. Looks, life-styles, and eating habits are different.
- 11 1. A female butterfly knows where to lay her eggs so that the caterpillars will have plenty of the right kinds of leaves to eat when they hatch. A caterpillar would rather starve than eat the wrong plant!
- 12 2. Butterfly eggs come in many shapes and textures. Some are smooth, while others have grooves on the surface. After several days, the egg is ready to hatch. Then the caterpillar eats its way out of the egg, head first.
- 13 3. Once free of the egg, the caterpillar turns and eats its shell. The eggshell provides important nutrients that the caterpillar will need to keep growing.
- 14 4. A caterpillar's skin cannot stretch as it grows. So, like snakes, caterpillars must shed their skins to make room for their bigger bodies.
- 15 5. Before shedding its skin for the last time, the caterpillar attaches itself to a stem by spinning a silk "button." Once secure, it wiggles out its old skin to expose a tough new skin. This new skin hardens almost immediately—it is called a chrysalis.
- 16 There are four stages in a butterfly's life cycle. The first is the egg laid by the female. After 5 to 10 days, a tiny *caterpillar* hatches from the egg. The caterpillar begins an eating binge that continues through its stage in a butterfly's life. The well-fed caterpillar now sustains life through the next stage of development—the *pupa* or *chrysalis*. During this dormant but transitional stage, no food is taken in. At the end of this stage, transformation is complete, and the *adult butterfly* emerges from the chrysalis. If conditions are unfavorable at any stage, development may be delayed until conditions improve.

Adaptation of "Butterflies" by Beth Wagner Brust from Zoobooks February 2010 issue, copyright © 2010 by Wildlife Education Ltd. Used by permission.

Select and drag each statement into the correct box to show whether the statement is true or false.

Butterflies live for several years.

Butterflies carry pollen to plants.

Butterflies eat all types of plants.

Butterflies are in the same order as moths.

Butterflies are food for other types of animals.

True

False

Read the passage from the article "Butterflies." Then answer the questions.

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Select and drag each phrase into the correct box to show whether the phrase refers to butterflies or caterpillars.

lay eggs

shed skin

eat leaves

carry  
pollen

come from  
a chrysalis

Butterflies

Caterpillars

Read the passage from the article "Butterflies." Then answer the questions.

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## Part A

Which sentences **best** summarize the passage?

- A. People have studied butterflies for years, but now they study them differently. Most people prefer to film butterflies instead of catching them.
- B. People enjoy looking at butterflies, but there is more to butterflies than their beauty. They are amazing insects that serve a purpose.
- C. Butterflies are known for their wings, but they have other forms too. Butterflies start as eggs and then turn into caterpillars.
- D. Butterflies live in many areas, but they prefer warm areas. They live longer in warm areas.

## Part B

Which of these sentences from the passage **best** supports the answer to Part A?

- A. "But many people do not realize that they do much more than simply make the world a prettier place." (paragraph 1)
- B. "That's because in the tropics, there are always plenty of plants for the caterpillars to eat and many blossoms to produce nectar for the butterflies." (paragraph 5)
- C. "Today, many people 'hunt' butterflies with cameras so they can 'capture' them on film instead of catching them." (paragraph 6)
- D. "Before shedding its skin for the last time, the caterpillar attaches itself to a stem by spinning a silk 'button.'" (paragraph 15)





## **2015 Released Items: Grade 4 Performance-Based Assessment Narrative Writing Task**

The Narrative Writing Task focuses on one literary text. Students read the text, answer questions, and write a narrative response that is tied to and draws on the text.

The 2015 blueprint for PARCC's grade 4 Narrative Writing Task includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. This document includes a complete Narrative Writing Task from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- Sample scored student responses with practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment



**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 4**

<b>Task: Narrative Writing Task (NWT)</b>		
<b>Passage(s): Sally's Rescue</b>		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
VH002250	<b>Item Type: EBSR</b> Part A: A Part B: A	RL 4.1.1 RL 4.3.2
VF647805	<b>Item Type: EBSR</b> Part A: A Part B: B	RL 4.1.2 RL 4.3.1
VH035976	<b>Item Type: EBSR</b> Part A: B Part B: D	RL 4.1.2 RL 4.3.3
VF647794	<b>Item Type: EBSR</b> Part A: D Part B: A	RL 4.1.2 RL 4.2.1
VH002243	<b>Item Type: EBSR</b> Part A: C Part B: D	RL 4.1.1 RL 4.3.1
VF647817	<b>Item Type: PCR</b> Refer to Grade 4-5 Scoring Rubric	W 4.3 W 4.4-4.10

Today you will read the story "Sally's Rescue." As you read, pay close attention to the characters and events as you answer the questions to prepare to write a narrative story.

Read the story "Sally's Rescue." Then answer the questions.

Sally's Rescue

by Roderick J. Robison

- 1 Sitting at the cabin's breakfast table, Anna and Jim could see the sun's rays flickering on the calm water in the bay. It was a welcome sight after the storm. During the two days of heavy wind and rain, they hadn't left the cabin.
- 2 "We're going down to the beach," said Anna, hardly able to contain her excitement.
- 3 "Have fun. I hope you find something good washed up on the shore," their mother replied.
- 4 The two children bolted out the front door and ran down the hill to the gravel beach. A strange grayish lump looked out of place in the seaweed that had washed ashore. As they drew closer they noticed it was moving! There, at the water's edge, a baby seal swiveled her head and peered up at them. Underneath her, strewn about on the rocks, was a section of fishnet.
- 5 "Hello, girl. What a beautiful seal you are!" said Anna.
- 6 The seal tilted her head at the sound of Anna's voice.
- 7 "She looks so sad," said Jim. "Maybe she's hurt. I'll get Mom and Dad." Moments later he was back with their parents.
- 8 "She's just a pup, probably less than a month old," said Mom.
- 9 "H'm. Appears to be caught in the net," added Dad as he knelt down and gently untangled the netting. "There. That does it." He placed the seal in the shallow water.
- 10 "Good-bye, girl," said Anna.
- 11 "Good-bye, seal," said Jim.
- 12 The seal didn't swim off as they expected. She just looked up at them with sadness in her two dark, beady eyes. Mom waded out into the water and gently pushed the seal toward the sea, but she just swam back to the shore.
- 13 "I'm going to name her Sally," said Anna. "Can we keep her? Please?"
- 14 Before her parents could reply, Jim interrupted. "What are those?" he asked, pointing at two dark bumps bobbing way out on the surface of the sea.
- 15 Dad lifted his binoculars and focused them. "They're seals," he replied.
- 16 "Do you think they're Sally's parents?" asked Anna.
- 17 "They very well could be," replied Mom. "If they are, they're probably looking for her right now."
- 18 "They must miss her very much," said Jim.
- 19 "And she must miss them very much," added Anna.
- 20 "Seals are shy around people," said Dad. "Let's go away so they can come and get her."
- 21 Anna and Jim watched from the cabin window, but by low tide no seals had come to Sally. Finally Dad carried a wood-slatted fish box to the water's edge. Anna put a sardine inside and backed away. After a while, Sally made her way into the box and gobbled the sardine.
- 22 They loaded the box with Sally in it onto the boat and motored out into the bay, in search of her family. Sally sat up front in the bow, looking out alertly over the water, sniffing the salt air.
- 23 Dad cut the motor as they approached the first group of rocks, where six dark seals were sunning themselves.
- 24 "I don't think that's them," said Jim, as the seals dove into the water.
- 25 They motored further up the bay and then drifted toward a large rock. Only a single seal sat on it, and he was white and whiskery.
- 26 "H'm," said Dad, scanning a small, rocky ledge up ahead. On the ledge were two spotted gray seals.
- 27 Sally whimpered as the boat approached the ledge and, before anyone could bid her farewell, scrambled out of the fish box and dove into the water to join the two seals.
- 28 That night at the dinner table, just before sunset, Anna said, "How do we know for sure that those were Sally's parents on that ledge?"
- 29 "Oh, I don't think we need to worry about that," said Jim, pointing out to the bay. Three gray seals poked their heads above the surface and lingered for a few moments as if to say thank you. Then they dove under as the sun disappeared below the horizon.

"Sally's Rescue" by Roderick J. Robison from *Ladybug* Vol 17, No. 2 August 2007 issue, copyright © 2007 by Carus Publishing Company. Reprinted by permission of Ladybug Magazine.

Part A

Which paragraph in the story **best** describes the setting of "Sally's Rescue"?

- A. paragraph 1
- B. paragraph 7
- C. paragraph 15
- D. paragraph 20

Part B

Which evidence from the story provides additional details about the setting?

- A. "... ran down the hill to the gravel beach." (paragraph 4)
- B. "Hello, girl. What a beautiful seal you are!" said Anna." (paragraph 5)
- C. "They must miss her very much' . . . ." (paragraph 18)
- D. "... scrambled out of the fish box . . ." (paragraph 27)



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Part A

Which **best** describes why Jim says, "I'll get Mom and Dad" in paragraph 7?

- A. to ask for their help with the lost seal
- B. to ask for their permission to keep the seal
- C. to ask for a boat ride to see the seal's parents
- D. to ask for binoculars to look for the seal's parents

Part B

Which paragraph in the story **best** supports the answer to Part A?

- A. paragraph 6
- B. paragraph 9
- C. paragraph 13
- D. paragraph 14

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- 27 Sally whimpered as the boat approached the ledge and, before anyone could bid her farewell, scrambled out of the fish box and dove into the water to join the two seals.
- 28 That night at the dinner table, just before sunset, Anna said, "How do we know for sure that those were Sally's parents on that ledge?"
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"Sally's Rescue" by Roderick J. Robison from Ladybug Vol 17, No. 2 August 2007 issue, copyright © 2007 by Carus Publishing Company. Reprinted by permission of Ladybug Magazine.

Part A

Which event **best** helps Sally?

- A. Dad puts the seal in shallow water.
- B. The family drives the boat to the two spotted seals.
- C. Dad looks through binoculars for other seals in the sea.
- D. The family leaves the seal alone to see if other seals will rescue her.

Part B

Which paragraph in the story **best** supports the answer to Part A?

- A. paragraph 9
- B. paragraph 15
- C. paragraph 20
- D. paragraph 22

Today you will read the story "Sally's Rescue." As you read, pay close attention to the characters and events as you answer the questions to prepare to write a narrative story.

Read the story "Sally's Rescue." Then answer the questions.

Sally's Rescue

by Roderick J. Robison

1 Sitting at the cabin's breakfast table, Anna and Jim could see the sun's rays flickering on the calm water in the bay. It was a welcome sight after the storm. During the two days of heavy wind and rain, they hadn't left the cabin.

2 "We're going down to the beach," said Anna, hardly able to contain her excitement.

3 "Have fun. I hope you find something good washed up on the shore," their mother replied.

4 The two children bolted out the front door and ran down the hill to the gravel beach. A strange grayish lump looked out of place in the seaweed that had washed ashore. As they drew closer they noticed it was moving! There, at the water's edge, a baby seal swiveled her head and peered up at them. Underneath her, strewn about on the rocks, was a section of fishnet.

5 "Hello, girl. What a beautiful seal you are!" said Anna.

6 The seal tilted her head at the sound of Anna's voice.

7 "She looks so sad," said Jim. "Maybe she's hurt. I'll get Mom and Dad." Moments later he was back with their parents.

8 "She's just a pup, probably less than a month old," said Mom.

9 "H'm. Appears to be caught in the net," added Dad as he knelt down and gently untangled the netting. "There. That does it." He placed the seal in the shallow water.

10 "Good-bye, girl," said Anna.

11 "Good-bye, seal," said Jim.

12 The seal didn't swim off as they expected. She just looked up at them with sadness in her two dark, beady eyes. Mom waded out into the water and gently pushed the seal toward the sea, but she just swam back to the shore.

13 "I'm going to name her Sally," said Anna. "Can we keep her? Please?"

14 Before her parents could reply, Jim interrupted. "What are those?" he asked, pointing at two dark bumps bobbing way out on the surface of the sea.

15 Dad lifted his binoculars and focused them. "They're seals," he replied.

16 "Do you think they're Sally's parents?" asked Anna.

17 "They very well could be," replied Mom. "If they are, they're probably looking for her right now."

18 "They must miss her very much," said Jim.

19 "And she must miss them very much," added Anna.

20 "Seals are shy around people," said Dad. "Let's go away so they can come and get her."

21 Anna and Jim watched from the cabin window, but by low tide no seals had come to Sally. Finally Dad carried a wood-slatted fish box to the water's edge. Anna put a sardine inside and backed away. After a while, Sally made her way into the box and gobbled the sardine.

22 They loaded the box with Sally in it onto the boat and motored out into the bay, in search of her family. Sally sat up front in the bow, looking out alertly over the water, sniffing the salt air.

23 Dad cut the motor as they approached the first group of rocks, where six dark seals were sunning themselves.

24 "I don't think that's them," said Jim, as the seals dove into the water.

25 They motored further up the bay and then drifted toward a large rock. Only a single seal sat on it, and he was white and whiskery.

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## Part A

What is a theme of "Sally's Rescue"?

- A. Making new friends is important.
- B. Exploring is a way to find new adventures.
- C. Finding fun things to do sometimes takes time.
- D. Solving a problem sometimes takes much effort.

## Part B

Which detail from the story **best** supports the answer to Part A?

- A. The family makes many different attempts to save the seal.
- B. The children have to spend time indoors while the storm passes.
- C. The children go to the beach to find something to do with their time.
- D. The family is kind to the seals in the bay throughout the day.

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## Part A

How does Sally feel at the end of the story?

- A. confused
- B. excited
- C. grateful
- D. hopeful

## Part B

Which phrase from the story **best** supports the answer to Part A?

- A. "The seal tilted her head at the sound of Anna's voice." (paragraph 6)
- B. "After a while, Sally made her way into the box and gobbled the sardine." (paragraph 21)
- C. "Sally whimpered as the boat approached the ledge . . . ." (paragraph 27)
- D. "Three gray seals poked their heads above the surface and lingered for a few moments as if to say thank you." (paragraph 29)

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Imagine what the story would be like from the seal's point of view. Consider how it would be different from the story you read. Rewrite the story to tell it from the seal's point of view.

**B** *I* U    



## **2015 Released Items: Grade 4 Performance-Based Assessment Research Simulation Task**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

The 2015 blueprint for PARCC's grade 4 Research Simulation Task includes nine Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. This document includes a complete Research Simulation Task from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

### **Additional related materials not included in this document:**

- Sample scored student responses with practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

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**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 4**

<b>Task:</b> Research Simulation Task (RST)		
<b>Passage(s):</b> From Owen & Mzee-The Language of Friendship: “Helping Paws” from Animal Heroes-True Rescue Stories: Fooled by Nature-Animal Partnership		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
1791_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RI 4.1.2 L 4.4.1 RI 4.4.1
1715_A	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RI 4.1.1 RI 4.3.1
1002_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D, F	RI 4.1.2 RI 4.2.1
1006_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C	RI 4.1.2 RI 4.4.1 L 4.4.1
1007_A	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> C	RI 4.1.2 RI 4.5.1
1009_A	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> D	RI 4.1.2 RI 4.2.2 RI 4.2.1
1008_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RI 4.1.2 RI 4.6.2
1011_A	<b>Item Type:</b> TECR <b>Part A:</b> C, E <b>Part B:</b>  scratching up the ground rooting for food	RI 4.1.2 RI 4.4.1 L 4.4.1
1012_A	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> D	RI 4.1.2 RI 4.8.2 RI 4.3.3

1014	<b>Item Type: PCR</b> Refer to Grade 4-5 Scoring Rubric	RI 4.1.2 RI 4.3.3 RI 4.9.1 W 4.2 W 4.4-4.10
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Today you will research relationships between animals. You will read a passage from the book *Owen & Mzee: The Language of Friendship*. Then you will read the article "Helping Paws" and view the video *Foiled by Nature: Animal Partnership*. As you review these sources, you will gather information and answer questions about relationships between animals so you can write an essay.

Read the passage from *Owen & Mzee: The Language of Friendship*. Then answer the questions.

from *Owen & Mzee: The Language of Friendship*

told by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu

- 1 In a special place in Kenya live two great friends: a young hippopotamus named Owen, and a 130-year-old giant tortoise named Mzee. No one guessed that they would become friends, or that they would become famous around the world. And no one expected that their friendship would last so long. But the story of Owen and Mzee has always been full of surprises.
- 2 Here is the true story of their first remarkable year and a half together.
- 3 When Owen was a baby, he lived with his mother in a pod with about twenty other hippos. Their home was the Sabaki River in Kenya. But when Owen was about one year old, his life changed forever.
- 4 That December, the river flooded, and the hippo pod was washed down to the river mouth, near the coastal village of Malindi. That is where the hippos were on the morning of December 26, 2004, when the surging waves of a powerful tsunami struck. Afterwards, only one hippopotamus could be seen: the baby hippo who came to be known as Owen.
- 5 Hundreds of villagers and visitors worked all day to rescue Owen from the coral reef on which he was stranded. Owen was only about two feet tall, but he weighed a solid 600 pounds, and the seawater made him very slippery. Owen wasn't used to people, and out of fear and anger, he tried to escape from anyone who came near. Finally, a courageous visitor named Owen Sobien tackled the baby hippo, giving the others just enough time to secure him with a net. The joyous crowd named the hippo Owen in honor of this brave man.
- 6 Many hours later, after a long, jolting ride in the back of a truck, Owen arrived at what would become his new home: a lush wildlife sanctuary called Haller Park, which was developed on the site of a restored limestone quarry. The park workers, including Dr. Paula Kahumbu, the manager, Sabine Baer, ecologist, and Stephen Tsei, the chief animal caretaker, thought carefully about where in the park Owen should go. Three full-grown hippos already lived at Haller Park. But hippos often attack other hippos they don't know, and young Owen might be in danger if he were placed with them. Instead, they chose an enclosure, or *boma*, where smaller, gentler animals lived: bushbucks, vervet monkeys, and a few Aldabra tortoises. One of those tortoises was a grumpy 130-year-old male named Mzee.



Haller Park's restored tropical forest is a diverse ecosystem.

- 7 It was late at night when Owen was finally set free into the *boma*. No one could believe what happened next. Owen scrambled straight across the clearing to Mzee and crouched down behind him. Mzee seemed annoyed and crawled away. But Owen followed. The next morning, Owen and Mzee were found snuggled up against each other. Their extraordinary friendship had begun.
- 8 At first, Dr. Paula, Sabine, and Stephen doubted that the bond between this baby hippo and giant tortoise would last. They expected Owen would soon realize that his new "parent" was not a hippo at all. And it is virtually unheard of for a reptile such as Mzee to form any attachments with another animal, especially a mammal such as Owen. But nothing turned out the way anyone expected.
- 9 During the first days after Owen's rescue, his caretakers were worried because Owen wasn't eating the leaves that Stephen left out for him. Still a nursing baby, Owen hadn't learned yet how to forage for grass. Then they noticed that Mzee seemed to be showing Owen what to do. Before long, Owen was chewing on a few leaves, too.
- 10 As the weeks went on, everyone watched in wonder as Owen and Mzee spent more and more time together. They wallowed in the pond together, ate together, and slept side by side. Mzee's companionship seemed to be helping Owen heal from the trauma of his difficult experiences.



Owen is protective of Mzee. His open mouth means "stay away!"

- 11 News of this astonishing friendship spread quickly around the world. People flocked to Haller Park to see Owen and Mzee for themselves. Those who couldn't travel to Kenya read about them in books, in news stories, and on the Internet. Owen and Mzee were beloved stars.
- 12 Now, a year and a half later, their friendship is stronger than ever. Their bond has developed beyond what anyone has ever seen between two such different animals. To the workers who observe them every day, Owen and Mzee clearly seem to have true affection for each other. They often see Owen licking Mzee's face, or Mzee resting his head on Owen's broad belly. They seem happiest when they are together.

From OWEN AND MZEE told by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu with photographs by Peter Greste. Copyright © 2007 by Turtle Pond Publications LLC and Lafarge Eco Systems Ltd. Photographs copyright © 2007, 2006, 2005 by Peter Greste. Reprinted by permission of Scholastic Inc.

#### Part A

What is the meaning of the word **extraordinary** as it is used in paragraph 7 of the passage from *Owen and Mzee: The Language of Friendship*?

- A. very surprising
- B. peaceful
- C. likely to occur
- D. famous

#### Part B

Which detail from the passage supports the answer to Part A?

- A. "Instead, they chose an enclosure, or *boma*, where smaller, gentler animals lived . . . ." (paragraph 6)
- B. ". . . everyone watched in wonder as Owen and Mzee spent more and more time together." (paragraph 10)
- C. "Owen and Mzee were beloved stars." (paragraph 11)
- D. "Now, a year and a half later, their friendship is stronger than ever." (paragraph 12)

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#### Part A

Why did the Haller Park manager carefully consider which area would be best for Owen?

- A. Owen was dangerous because he was afraid of people.
- B. Owen was helpless and could be easily injured.
- C. Owen was angry because his mother disappeared.
- D. Owen was young and lacked social skills.

#### Part B

Which detail from the passage supports the answer to Part A?

- A. "But when Owen was about one year old, his life changed . . ." (paragraph 3)
- B. "Owen was only about two feet tall, but he weighed a solid 600 pounds . . ." (paragraph 5)
- C. ". . . he tried to escape from anyone who came near." (paragraph 5)
- D. ". . . they chose an enclosure, or *boma*, where smaller, gentler animals lived . . ." (paragraph 6)

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- 1 In a special place in Kenya live two great friends: a young hippopotamus named Owen, and a 130-year-old giant tortoise named Mzee. No one guessed that they would become friends, or that they would become famous around the world. And no one expected that their friendship would last so long. But the story of Owen and Mzee has always been full of surprises.
- 2 Here is the true story of their first remarkable year and a half together.
- 3 When Owen was a baby, he lived with his mother in a pod with about twenty other hippos. Their home was the Sabaki River in Kenya. But when Owen was about one year old, his life changed forever.
- 4 That December, the river flooded, and the hippo pod was washed down to the river mouth, near the coastal village of Malindi. That is where the hippos were on the morning of December 26, 2004, when the surging waves of a powerful tsunami struck. Afterwards, only one hippopotamus could be seen: the baby hippo who came to be known as Owen.
- 5 Hundreds of villagers and visitors worked all day to rescue Owen from the coral reef on which he was stranded. Owen was only about two feet tall, but he weighed a solid 600 pounds, and the seawater made him very slippery. Owen wasn't used to people, and out of fear and anger, he tried to escape from anyone who came near. Finally, a courageous visitor named Owen Sobien tackled the baby hippo, giving the others just enough time to secure him with a net. The joyous crowd named the hippo Owen in honor of this brave man.
- 6 Many hours later, after a long, jolting ride in the back of a truck, Owen arrived at what would become his new home: a lush wildlife sanctuary called Haller Park, which was developed on the site of a restored limestone quarry. The park workers, including Dr. Paula Kahumbu, the manager, Sabine Baer, ecologist, and Stephen Tuei, the chief animal caretaker, thought carefully about where in the park Owen should go. Three full-grown hippos already lived at Haller Park. But hippos often attack other hippos they don't know, and young Owen might be in danger if he were placed with them. Instead, they chose an enclosure, or *boma*, where smaller, gentler animals lived: bushbucks, vervet monkeys, and a few Aldabra tortoises. One of those tortoises was a grumpy 130-year-old male named Mzee.



Haller Park's restored tropical forest is a diverse ecosystem.

- 7 It was late at night when Owen was finally set free into the *boma*. No one could believe what happened next. Owen scrambled straight across the clearing to Mzee and crouched down behind him. Mzee seemed annoyed and crawled away. But Owen followed. The next morning, Owen and Mzee were found snuggled up against each other. Their extraordinary friendship had begun.
- 8 At first, Dr. Paula, Sabine, and Stephen doubted that the bond between this baby hippo and giant tortoise would last. They expected Owen would soon realize that his new "parent" was not a hippo at all. And it is virtually unheard of for a reptile such as Mzee to form any attachments with another animal, especially a mammal such as Owen. But nothing turned out the way anyone expected.
- 9 During the first days after Owen's rescue, his caretakers were worried because Owen wasn't eating the leaves that Stephen left out for him. Still a nursing baby, Owen hadn't learned yet how to forage for grass. Then they noticed that Mzee seemed to be showing Owen what to do. Before long, Owen was chewing on a few leaves, too.
- 10 As the weeks went on, everyone watched in wonder as Owen and Mzee spent more and more time together. They wallowed in the pond together, ate together, and slept side by side. Mzee's companionship seemed to be helping Owen heal from the trauma of his difficult experiences.



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- 11 News of this astonishing friendship spread quickly around the world. People flocked to Haller Park to see Owen and Mzee for themselves. Those who couldn't travel to Kenya read about them in books, in news stories, and on the Internet. Owen and Mzee were beloved stars.
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#### Part A

Which alternate title **best** expresses the main idea of the passage from *Owen & Mzee: The Language of Friendship*?

- A. Unlikely Companions Who Help Each Other
- B. Becoming Famous Around the World
- C. Animals Living Together in Kenya
- D. Danger on a Coral Reef

#### Part B

Which **two** sentences from the passage **best** support the answer to Part A?

- A. "Afterwards, only one hippopotamus could be seen: the baby hippo who came to be known as Owen." (paragraph 4)
- B. "Hundreds of villagers and visitors worked all day to rescue Owen from the coral reef on which he was stranded." (paragraph 5)
- C. "But hippos often attack other hippos they don't know, and young Owen might be in danger if he were placed with them." (paragraph 6)
- D. "The next morning, Owen and Mzee were found snuggled up against each other." (paragraph 7)
- E. "Those who couldn't travel to Kenya read about them in books, in news stories, and on the Internet." (paragraph 11)
- F. "Their bond has developed beyond what anyone has ever seen between two such different animals." (paragraph 12)

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Read the article “Helping Paws.” Then answer the questions.

Helping Paws

from *Animal Heroes: True Rescue Stories*

by Sandra Markle

1 Craig Cook has a very special service partner—a twenty-five-year-old female capuchin monkey named Minnie. In 1996, when he was thirty years old, Craig was in a car accident that left him a quadriplegic, someone whose arms and legs don’t work properly. For several years, Craig needed help from other people for such basic needs as getting a drink of water. Then Minnie came to Craig through the Helping Hands Organization.

2 Minnie was born at Southwick’s Zoo in Mendon, Massachusetts, as part of the special Helping Hands program. While she was a baby, she was given to a foster family who cared for her and helped her learn to live with people. She learned basic skills such as obeying rules and fetching on command.

3 Next, Minnie attended the Helping Hands Monkey College for two years. At the college, she learned tasks that would help a handicapped person. These included taking food out of a refrigerator, turning pages in a book one at a time, and picking up objects that had been dropped. It is a long training process, but capuchin monkeys can live to be forty-five years old. So they can be counted on to provide service for many years.

4 Craig said, “Living with Minnie is like living with a good friend. And since she’s been with me, Minnie’s learned even more neat things to do, like make popcorn in the microwave. Thanks to Minnie, I can live independently with caregivers only coming in for a short time each day. And, when I go out, instead of being seen as the guy in the wheelchair, I’m now the guy with the monkey. How cool is that?”

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### Part A

What is the meaning of the word **independently** as it is used in paragraph 4 of “Helping Paws”?

- A. without assistance
- B. with a hopeful feeling
- C. without any frustration
- D. with an important purpose

### Part B

Which detail from the article helps the reader understand the meaning of **independently**?

- A. “. . . needed help from other people for such basic needs as getting a drink of water.” (paragraph 1)
- B. “. . . learned tasks that would help a handicapped person.” (paragraph 3)
- C. “. . . caregivers only coming in for a short time each day.” (paragraph 4)
- D. “. . . now the guy with the monkey.” (paragraph 4)



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### Part A

How does the author of “Helping Paws” organize the information?

- A. by showing how Craig and Minnie are alike and how they are different
- B. by explaining why Minnie attended Helping Hands Monkey College
- C. by providing detailed descriptions of both Craig and Minnie
- D. by presenting Craig’s challenge and its solution

### Part B

Which sentence from “Helping Paws” provides evidence for the answer to Part A?

- A. “She learned basic skills such as obeying rules and fetching on command.” (paragraph 2)
- B. “And since she’s been with me, Minnie’s learned even more neat things to do, like make popcorn in the microwave.” (paragraph 4)
- C. “Thanks to Minnie, I can live independently with caregivers only coming in for a short time each day.” (paragraph 4)
- D. “And when I go out, instead of being seen as the guy in the wheelchair, I’m now the guy with the monkey.” (paragraph 4)

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#### Part A

What is a main idea of the article “Helping Paws”?

- A. Craig is no longer lonely because Minnie is constantly by his side.
- B. Craig can now travel to other places because of Minnie’s help.
- C. Minnie has taught Craig that animals are good companions.
- D. Minnie has provided a way for Craig to live with less help from others.

#### Part B

Which sentence from “Helping Paws” supports the answer to Part A?

- A. “Craig Cook has a very special service partner—a twenty-five-year-old female capuchin monkey named Minnie.” (paragraph 1)
- B. “For several years, Craig needed help from other people for such basic needs as getting a drink of water.” (paragraph 1)
- C. “It is a long training process, but capuchin monkeys can live to be forty-five years old.” (paragraph 3)
- D. “Thanks to Minnie, I can live independently with caregivers only coming in for a short time each day.” (paragraph 4)

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from *Owen & Mzee: The Language of Friendship* **Helping Paws**

Read the passage from *Owen & Mzee: The Language of Friendship*. Then answer the questions.

from *Owen & Mzee: The Language of Friendship*

told by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu

- In a special place in Kenya live two great friends: a young hippopotamus named Owen, and a 130-year-old giant tortoise named Mzee. No one guessed that they would become friends, or that they would become famous around the world. And no one expected that their friendship would last so long. But the story of Owen and Mzee has always been full of surprises.
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- Hundreds of villagers and visitors worked all day to rescue Owen from the coral reef on which he was stranded. Owen was only about two feet tall, but he weighed a solid 600 pounds, and the seawater made him very slippery. Owen wasn't used to people, and out of fear and anger, he tried to escape from anyone who came near. Finally, a courageous visitor named Owen Soben tackled the baby hippo, giving the others just enough time to secure him with a net. The joyous crowd named the hippo Owen in honor of this brave man.
- Many hours later, after a long, jolting ride in the back of a truck, Owen arrived at what would become his new home: a lush wildlife sanctuary called Haller Park, which was developed on the site of a restored limestone quarry. The park workers, including Dr. Paula Kahumbu, the manager, Sabine Baer, ecologist, and Stephen Tuse, the chief animal caretaker, thought carefully about where in the park Owen should go. These full-grown hippos already lived at Haller Park. But hippos often attack other hippos they don't know, and young Owen might be in danger if he were placed with them. Instead, they chose an enclosure, or *boma*, where smaller, gentler animals lived: bushbucks, vervet monkeys, and a few Aldabra tortoises. One of those tortoises was a grumpy 130-year-old male named Mzee.



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- At first, Dr. Paula, Sabine, and Stephen doubted that the bond between this baby hippo and giant tortoise would last. They expected Owen would soon realize that his new "parent" was not a hippo at all. And it is virtually unheard of for a reptile such as Mzee to form any attachments with another animal, especially a mammal such as Owen. But nothing turned out the way anyone expected.
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- As the weeks went on, everyone watched in wonder as Owen and Mzee spent more and more time together. They wallowed in the pond together, ate together, and slept side by side. Mzee's companionship seemed to be helping Owen heal from the trauma of his difficult experiences.



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Part A

How is Craig and Minnie's friendship in "Helping Paws" different from Owen and Mzee's friendship in the passage from *Owen & Mzee: The Language of Friendship*?

- A. Minnie went through special training to learn how to help Craig.
- B. Craig and Minnie spend a lot of time together.
- C. Minnie has helped Craig recover from a difficult experience.
- D. Craig and Minnie are different from one another.

Part B

Minnie and Craig's friendship is not as surprising as Owen and Mzee's friendship.

Which sentence from "Helping Paws" shows why this statement is true?

- A. "Craig Cook has a very special service partner—a twenty-five-year-old female capuchin monkey named Minnie." (paragraph 1)
- B. "While she was a baby, she was given to a foster family who cared for her and helped her learn to live with people." (paragraph 2)
- C. "Craig said, 'Living with Minnie is like living with a good friend.'" (paragraph 4)
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### Part A

Read the information presented in the video.

Mongoosees spend hours foraging for insects, scratching up the ground like chickens rooting for food. This throws up too many tasty morsels for the mongoosees to keep for themselves. So the hornbills follow closely behind and feast on the leftovers. (0:46–1:04)

Which **two** words have a similar meaning to **foraging** as it is used in the video?

- A. fighting
- B. hoping
- C. hunting
- D. listening
- E. searching
- F. tasting

### Part B

Which details from the video help the reader understand the meaning of the word **foraging**?

Select **two** details that apply.

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### Part A

How does the video help readers understand the strong connection between dwarf mongooses and hornbills?

- A. It describes the habits of hornbills.
- B. It identifies their common enemies.
- C. It explains what dwarf mongooses eat.
- D. It illustrates how their partnership works.

### Part B

Which detail from the video **best** supports the answer to Part A?

- A. “At dawn in Kenya, East Africa, red-billed hornbills are already wide awake, waiting for their neighbors, dwarf mongooses, to get up.” (0:01–0:10)
- B. “Mongooses spend hours foraging for insects, scratching up the ground like chickens rooting for food.” (0:45–0:52)
- C. “And with some of the hornbill flock perched in the trees, they have an even better chance of spotting danger—like this black eagle.” (1:22–1:32)
- D. “The mongooses find food while the hornbills watch their backs.” (1:49–1:52)

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Copyright restrictions prevent the video *Foiled by Nature: Animal Partnership* from being displayed in this format. The content was available on the HowStuffWorks website, accessible via the Internet, as of October 15, 2015. You may also check your local library for other sources of this video.

You have read the passage from *Owen & Mzee: The Language of Friendship*, which describes how a hippo and a tortoise depend on one another. You have also viewed a video about the connection between mongooses and hornbills. Think about how these relationships are different.

Write an essay that describes how the friendship between Owen and Mzee is different from the relationship between mongooses and hornbills. Use examples from both the article and the video to support your conclusions.

**B** / *I* / U | | | |



## **2015 Released Items: Grade 4 End-of-Year Short/Medium Literary Text Set**

The End-of-Year short/medium (S/M) literary text set requires students to read a literary text and answer questions.

The 2015 blueprint for the grade 4 End-of-Year S/M literary text set includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. A complete S/M literary text set from an online summative assessment form is included in this document, as well as additional items from a paper form and/or online form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**PARCC EOY Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 4**

EOY Text Type: Literary S-M		
Passage(s): Troll and Dragon		
Item Code	Answer(s)	Standards/Evidence Statement Alignment
VF969172	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RL 4.1.2 L 4.4.1 RL 4.4.1
VF979732	<b>Item Type: TECR</b> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Queen: "What shall I do?"</p> <p style="text-align: center; border: 1px solid #007bff; border-radius: 5px; display: inline-block; padding: 2px 10px;">Concerned</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Prince: "Leave this to me."</p> <p style="text-align: center; border: 1px solid #007bff; border-radius: 5px; display: inline-block; padding: 2px 10px;">Confident</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Troll: "... the troll stomped out ..."</p> <p style="text-align: center; border: 1px solid #007bff; border-radius: 5px; display: inline-block; padding: 2px 10px;">Angry</p> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p style="text-align: center;">Dragon: "... he snatched up his treasure chest and flew away."</p> <p style="text-align: center; border: 1px solid #007bff; border-radius: 5px; display: inline-block; padding: 2px 10px;">Scared</p> </div>	RL 4.1.2 RL 4.3.1
VF979017	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RL 4.1.2 RL 4.3.2
VF969190	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RL 4.1.2 RL 4.2.1

VF981577	<p><b>Item Type: TECR</b></p> <table border="0"> <tr> <td style="text-align: center;">When</td> <td style="text-align: center;">Where</td> </tr> <tr> <td>The prince rides his horse.</td> <td style="border: 1px solid black; text-align: center;">The road</td> </tr> <tr> <td>The troll unknots a sack of gold.</td> <td style="border: 1px solid black; text-align: center;">The cave on the western road</td> </tr> <tr> <td>The messenger talks to the queen and the prince.</td> <td style="border: 1px solid black; text-align: center;">The palace</td> </tr> <tr> <td>The dragon points to a chest of gold.</td> <td style="border: 1px solid black; text-align: center;">The cave on the eastern road</td> </tr> </table>	When	Where	The prince rides his horse.	The road	The troll unknots a sack of gold.	The cave on the western road	The messenger talks to the queen and the prince.	The palace	The dragon points to a chest of gold.	The cave on the eastern road	<p>RL 4.1.2 RL 4.3.2</p>
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VF969178	<p><b>Item Type: EBSR (paper form—additional item)</b> <b>Part A: D</b> <b>Part B: A</b></p>	<p>RL 4.1.2 L 4.5.3 RL 4.4.1</p>										
VF969205	<p><b>Item Type: EBSR (paper form—additional item)</b> <b>Part A: A</b> <b>Part B: D</b></p>	<p>RL 4.1.1 RL 4.3.1</p>										

Read the passage "Troll and Dragon." Then answer the questions.

Troll and Dragon

by Maggie Murphy

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- 6 "We don't have enough knights to drive away trolls and dragons," the queen said glumly. "What shall I do?"
- 7 Gabriel thought awhile. Then he said, "Leave this to me."
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- 9 "Turn back, Prince," said the troll, "or toss in a gold piece."
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- 14 "I'll let him know," said Gabriel politely. Then he turned his horse and trotted to the eastern road.
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**Part A**

Read the sentence from paragraph 8 of the passage.

As he drew close, the troll stomped out and unknotted a huge sack stuffed with gold.

What does the word **drew** mean as it is used in the sentence?

- A. moved
- B. pushed
- C. sketched
- D. stopped

**Part B**

Which sentence from the passage **best** supports the answer to Part A?

- A. "A messenger ran into the room." (paragraph 4)
- B. "Their small kingdom was ringed by high mountains." (paragraph 5)
- C. "Your gold is exactly what I've come to talk about, Troll," said Gabriel." (paragraph 10)
- D. "Then he turned his horse and trotted to the eastern road." (paragraph 14)

Read the passage "Troll and Dragon." Then answer the questions.

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Drag and drop each word from the list into the correct box in the chart to describe the characters in "Troll and Dragon."

Angry

Confident

Concerned

Scared

Queen: "What shall I do?"

Prince: "Leave this to me."

Troll: "... the troll stomped out ..."

Dragon:  
"... he snatched up his treasure chest and flew away."



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Part A

Why did the troll leave his cave after receiving the message from the prince?

- A. to have lunch with his aunt
- B. to avoid fighting the dragon
- C. to put his gold in a safe place
- D. to prepare for battle with the dragon

Part B

Which detail from the passage **best** supports the answer to Part A?

- A. "... unknotted a huge sack stuffed with gold." (paragraph 8)
- B. "I'm begging you to fight in the mountains. . . ." (paragraph 10)
- C. "Is this dragon big?" (paragraph 11)
- D. "No one makes better cockroach pudding than she does." (paragraph 13)



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**Part A**

Which statement **best** expresses the theme of "Troll and Dragon"?

- A. You do not have to fight to win.
- B. You never need to accept defeat.
- C. Always work to settle differences.
- D. Adults teach children important values.

**Part B**

Which sentence from the passage **best** supports the answer to Part A?

- A. "I've received some not-so-good news," said the queen." (paragraph 2)
- B. "He says that no one can pass without handing over a gold coin." (paragraph 2)
- C. "Then he said, 'Leave this to me.'" (paragraph 7)
- D. "I'm surprised you haven't heard of him, Dragon." (paragraph 18)

Read the passage "Troll and Dragon." Then answer the questions.

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by Maggie Murphy

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The passage is set in different places. Drag and drop the locations from the word box into the boxes in the chart to describe the setting of different events in the passage.

The road

The palace

The cave on the western road

The cave on the eastern road

When	Where
The prince rides his horse.	
The troll unknots a sack of gold.	
The messenger talks to the queen and the prince.	
The dragon points to a chest of gold.	

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**Part A**

Read the sentences from paragraph 6 of the passage.

"We don't have enough knights to drive away trolls and dragons," the queen said glumly. "What shall I do?"

Which word has a meaning similar to **glumly** as it is used in the sentence?

- A. angrily
- B. politely
- C. quietly
- D. sadly

**Part B**

Which sentence from the passage **best** supports the answer to Part A?

- A. "'You look upset, Mom,' Prince Gabriel said." (paragraph 1)
- B. "A messenger ran into the room." (paragraph 4)
- C. "Gabriel thought awhile." (paragraph 7)
- D. "The troll slung his sack over his shoulder." (paragraph 13)

Read the passage "Troll and Dragon." Then answer the questions.

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**Part A**

Which word **best** describes Prince Gabriel?

- A. clever
- B. foolish
- C. friendly
- D. stubborn

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- A. "Don't worry. At least the eastern road is still open. . . ." (paragraph 3)
- B. "Oh no," said Gabriel." (paragraph 5)
- C. "I'll let him know," said Gabriel politely." (paragraph 14)
- D. *That's that*, thought Gabriel, grinning." (paragraph 20)



Math  
Spring Operational 2015  
Grade 4  
End of Year Assessment  
Alignment Document

**Sequence:** The item order number as it appears in the released item set and answer key

**UIN:** A unique item number used to identify the item in the internal item bank

**Task Type:** Type I, II, or III. See the Informational Guides on [parconline.org](http://parconline.org) for more information

**Evidence Statements:** The PARCC evidence statement to which the item is aligned

**Forms Represented:** All forms on which the item appeared in this release administration

	Sequence	UIN (in sequence)	Task Type	Evidence Statements	Forms Represented									
					online						paper			
					1	2	3	4	5	6	1	2	3	4
End Of Year Grade 4	1	M00103	Type I	4.NBT.4-1	✓	✓					✓		✓	
	2	M00242	Type I	4.NF.4c	✓	✓				✓				
	3	VF540945	Type I	4.NBT.1		✓	✓							
	4	M00077	Type I	4.NBT.4-1		✓	✓						✓	✓
	5	VF646344	Type I	4.NF.3b-1	✓					✓				
	6	M00102	Type I	4.OA.3-1			✓	✓					✓	
	7	VH033907	Type I	4.NF.1-2			✓	✓						
	8	M01702	Type I	4.NBT.4-2			✓	✓					✓	✓
	9	VF497932	Type I	4.NBT.5-1				✓						
	10	M01682	Type I	4.Int.3				✓	✓				✓	✓
	11	VF937828	Type I	4.OA.2					✓					
	12	VF559072	Type I	4.NF.2-1				✓						
	13	VF888479	Type I	4.NF.6	✓									
	14	M02214	Type I	4.NBT.Int.1					✓					
	15	M02059	Type I	4.NBT.4-2						✓				
	16	VF649051	Type I	4.Int.7						✓				
	17	VF524236	Type I	4.NBT.6-2					✓					
	18	M01870	Type I	4.NF.4b-2					✓	✓				
	19	VF907994	Type I	4.OA.1-2						✓				
	20	M01835	Type I	4.Int.4							✓	✓		
	21	M01477	Type I	4.OA.3-2								✓		
	22	VF565253	Type I	4.G.3			✓		✓				✓	
	23	M01842	Type I	4.MD.6		✓	✓							
	24	M00629	Type I	4.G.1						✓				
	25	VF490098	Type I	4.OA.4-4		✓	✓				✓			✓
	26	M02066	Type I	4.MD.4-2					✓	✓		✓	✓	
	27	VF524361	Type I	4.MD.2-2				✓						
	28	VF692813	Type I	4.MD.5		✓	✓		✓					
	29	VF643119	Type I	4.Int.5		✓			✓				✓	✓
	30	VF643199	Type I	4.NF.3d	✓				✓					
	31	0321-M01489	Type I	4.NF.Int.2	✓			✓			✓			
	32	0272-M01260	Type I	4.NF.Int.1	✓	✓					✓			
	33	0504-M02341	Type I	4.Int.8				✓	✓			✓	✓	
	34	VF652294	Type I	4.MD.7							✓	✓		
	35	0439-M01478	Type I	4.OA.3-2								✓		
	36	0316-M01467	Type I	4.NF.A.Int.1										✓



Math  
Spring Operational 2015

Grade 4  
End of Year Released Items







1. Which number is the value of  $90,372 + 41,685$ ?

- A. 131,857
- B. 131,957
- C. 132,057
- D. 135,117

2. Anne eats  $\frac{3}{4}$  cup of raisins each day. How many total cups of raisins does Anne eat in 14 days?

Enter your answer in the box.

	+	-	×	÷		
	=	<	>	(-)		\$
						

3. Choose the correct word or words to complete the statement.

In the number 44,586, the value of the underlined 4 is Choose... times the value of the 4 to its right.

- one
  - ten
  - one hundred
  - one thousand
  - ten thousand



4. What is the value of  $9,348 + 2,237$ ?

Enter your answer in the box.

VF646344

5. Decide whether each sum is equivalent or not equivalent to  $\frac{7}{10}$ .

Select five correct boxes in the table.

	$\frac{3}{10} + \frac{4}{10}$	$\frac{2}{5} + \frac{5}{5}$	$\frac{1}{10} + \frac{6}{10}$	$\frac{7}{5} + \frac{7}{5}$	$\frac{3}{5} + \frac{4}{5}$
Equivalent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not Equivalent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

M00102

6. In one year, Janie sent 4,368 text messages. Tanner sent 4 times as many text messages as Janie. How many more text messages did Tanner send than Janie?

Enter your answer in the box.

7. Drag and drop the **three** fractions that are equivalent to  $\frac{1}{2}$  to the box.

$\frac{5}{10}$     $\frac{4}{6}$     $\frac{8}{12}$     $\frac{4}{8}$     $\frac{2}{4}$

M01702

8. What is the value of the expression shown?

$$5,736 - 4,859$$

- A. 1,877
- B. 1,123
- C. 977
- D. 877

VF497932

9. Enter your answer in the box to make the number sentence true.

$$5,039 \times 8 = \boxed{\phantom{0000}}$$

10. A factory makes 3,132 chairs each month. What is the total amount of chairs the factory makes in 9 months?

- A. 27,141
- B. 27,978
- C. 28,188
- D. 28,800

VF937828

11. Casey spent 18 minutes coloring. She spent 6 times as long reading.

How much time, in minutes, did Casey spend reading?

Enter your answer in the box.

VF559072

12. Select the symbol from the drop-down menu that correctly compares each pair of fractions.

$\frac{5}{6}$  yard   $\frac{3}{4}$  yard

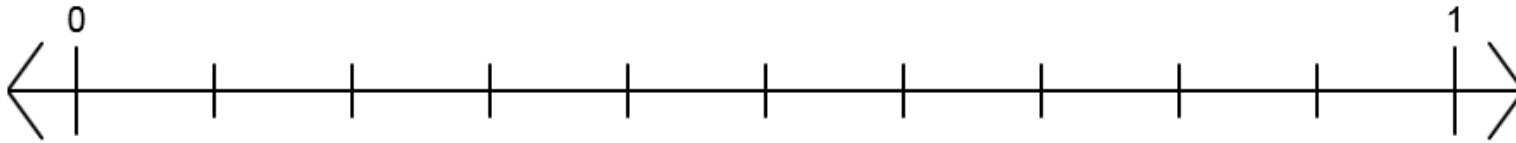
<  
>  
=

$\frac{5}{6}$  yard   $\frac{7}{8}$  yard

$\frac{5}{6}$  yard   $\frac{10}{12}$  yard

$\frac{5}{6}$  yard   $\frac{2}{3}$  yard

13. Plot the point 0.29 on the number line. First, select a section of the number line to zoom in and then select the appropriate point.



M02214

14. The number shown is written in expanded form.

$$4,000 + 60 + 3$$

Which statements are true?

Select the **two** correct answers.

- A. The number is about 100 less than 4,200.
- B. The number is closer to 5,000 than it is to 4,000.
- C. When 350 is added to the number, the value is 4,980.
- D. When rounded to the hundreds place, the number is greater than 4,100.
- E. When the number is multiplied by 2, the product is greater than 8,100.

15. Subtract 3,946 from 6,784.

Enter your answer in the box.

VF649051

16. An airplane flew 1,155 miles on its first trip and 1,695 miles on its second trip.

What is the total number of miles the airplane flew on these two trips?

Enter your answer in the box.

VF524236

17. Fill in the missing numbers to complete the division problem.

Enter your answers in the boxes.

$6,957 \div 7 =$

Remainder:

18. Which expression is equivalent to  $6 \times \frac{2}{3}$  ?

- A.  $3 \times \frac{1}{3}$
- B.  $4 \times \frac{1}{3}$
- C.  $8 \times \frac{1}{3}$
- D.  $12 \times \frac{1}{3}$

VF907994

19. Drag and drop the numbers and a symbol into the boxes to show an equation that represents the statement "161 is 7 times as many as 23."

= 7

M01835

20. During a class trip to an apple farm, a group of students picked 2,436 apples. They packed them into 6 boxes to take to the local food bank. If each box held the same number of apples, how many apples were in each box?

- A. 46 apples
- B. 406 apples
- C. 460 apples
- D. 4,060 apples

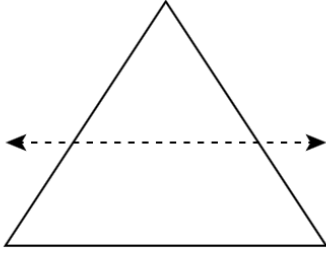
21. A photographer has 591 photos of animals and 234 photos of plants. He wants to put all of the photos into photo books. Each page of the photo books holds 8 photos. What is the fewest number of pages he could use in the photo books?

- A. 73
- B. 74
- C. 103
- D. 104

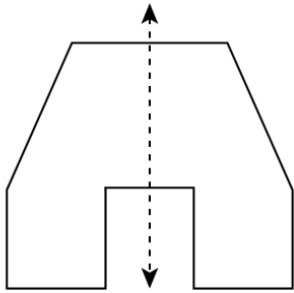
22. Which of these show lines of symmetry?

Select the **three** correct answers.

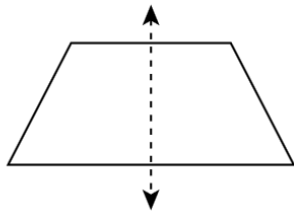
A.



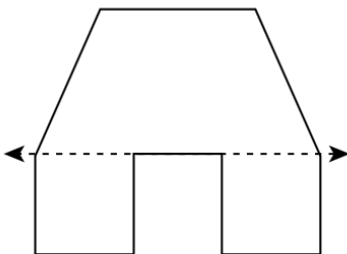
B.



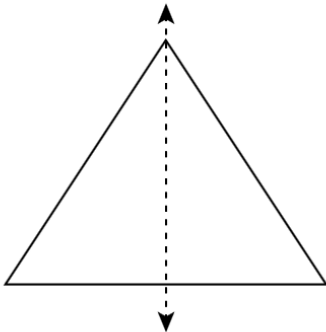
C.



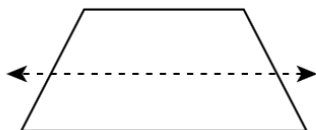
D.



E.

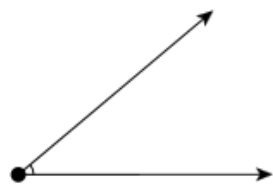


F.





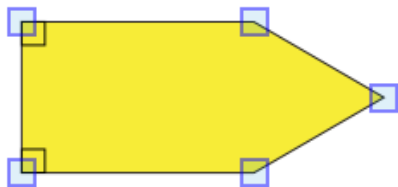
23. Look at the angle shown.



Which measure is closest to the measure of the angle?

- A.  $140^\circ$
- B.  $90^\circ$
- C.  $40^\circ$
- D.  $15^\circ$

24. Select each right angle in the figure.

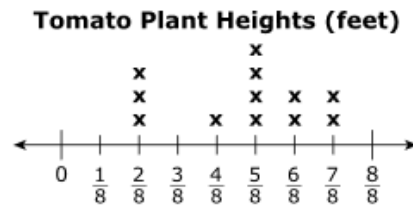


25. Which of these numbers are prime numbers?

Select the **three** numbers that are prime.

- A. 15
- B. 19
- C. 27
- D. 37
- E. 43
- F. 51

26. The line plot represents the heights, in feet, of tomato plants in a garden.



What is the difference, in feet, between the tallest and shortest plant heights?

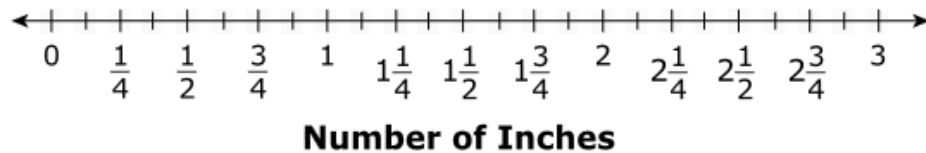
- A.  $\frac{1}{8}$
- B.  $\frac{3}{8}$
- C.  $\frac{5}{8}$
- D.  $\frac{7}{8}$

VF524361

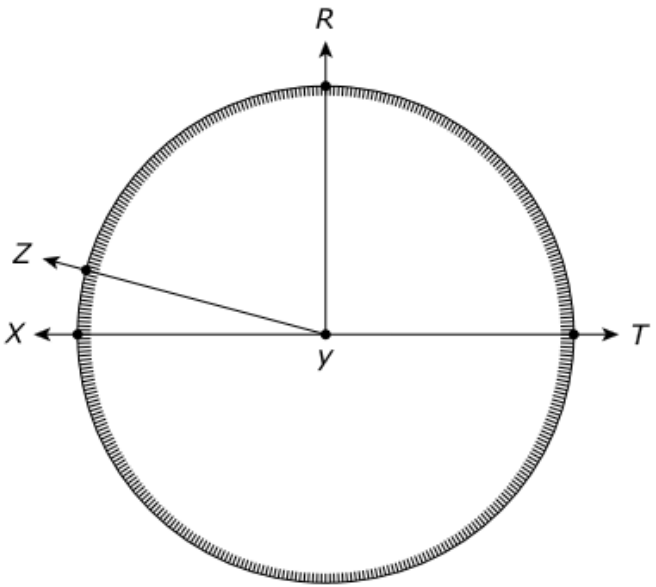
27. Sam cut  $\frac{3}{4}$  inch off a piece of ribbon that was 2 inches long.

Place a point on the number line to show the length, in inches, of the remaining ribbon.

Mark on the number line to plot the point.



28. The circle is divided into 360 equal parts. Point  $y$  represents the center of the circle.



Choose the correct angle to complete the sentence.

The measure of angle  is 15 degrees.

- RYX
- TYX
- XYZ
- ZYR

29. A warehouse had 800 boxes of pens with 30 pens in each box.

**Part A**

What is the total number of pens in **all** the boxes?

Enter your answer in the box.

**Part B**

All the boxes were loaded onto 40 crates for shipping. Each of the 40 crates was loaded with the same number of boxes.

How many pens were in each crate after the boxes were loaded?

Enter your answer in the box.

30. Kyra had a sheet of stickers. She gave  $\frac{5}{8}$  of the sheet of stickers to Phil. She gave  $\frac{2}{8}$  of the sheet of stickers to Lisa.

**Part A**

What fraction of the sheet of stickers did Kyra give to Phil and Lisa in all?

Enter your answer in the boxes.

---

**Part B**

What is the difference between the fraction of the sheet of stickers Kyra gave to Phil and the fraction of the sheet of stickers she gave to Lisa?

Enter your answer in the boxes.

---

31. **Part A**

A plant grew  $\frac{3}{10}$  meter in April and  $\frac{27}{100}$  meter in May. Which expression can be used to find the total amount the plant grew during the two months?

- A.  $\frac{3}{10} + \frac{27}{10}$
- B.  $\frac{30}{10} + \frac{27}{10}$
- C.  $\frac{3}{100} + \frac{27}{100}$
- D.  $\frac{30}{100} + \frac{27}{100}$

**Part B**

A plant grew  $\frac{3}{10}$  meter in April and  $\frac{27}{100}$  meter in May. In June, the plant grew another  $\frac{13}{100}$  meter. Which fractions are equivalent to the fraction of a meter the plant grew during the three months?

Select the **two** correct answers.

- A.  $\frac{7}{10}$
- B.  $\frac{40}{10}$
- C.  $\frac{70}{10}$
- D.  $\frac{4}{100}$
- E.  $\frac{40}{100}$
- F.  $\frac{70}{100}$

32. The table shows the heights of three different plants.

**PLANT HEIGHTS**

Type of Plant	Height (feet)
tomato	$\frac{1}{3}$
pepper	$\frac{3}{6}$
bean	$\frac{5}{12}$

**Part A**

Which statements about the heights of the plants are true?

Select the **three** correct statements.

- A. The bean plant is the tallest plant.
- B. The tomato plant is the shortest plant.
- C. The pepper plant is taller than the bean plant.
- D. The tomato plant is shorter than the bean plant.
- E. The pepper plant is shorter than the tomato plant.

**Part B**

How much taller is the tallest plant than the shortest plant?

- A.  $\frac{1}{12}$  foot
- B.  $\frac{2}{12}$  foot
- C.  $\frac{6}{12}$  foot
- D.  $\frac{10}{12}$  foot



33. The table below shows the number of points scored by three video game players.

Player	Number of Points
player one	8,209
player two	3,824
player three	3,317

**Part A**

What is the combined number of points for all three players?

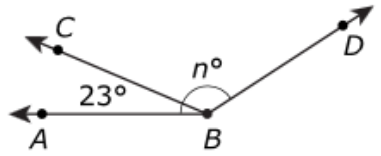
- A. 12,340
- B. 12,033
- C. 14,330
- D. 15,350

**Part B**

How many more points does player one have than the combined points of player two and player three?

- A. 1,068
- B. 2,078
- C. 7,702
- D. 8,716

34. Some angles are shown.



**Part A**

The measure of angle ABD is 147°. Which of these equations could be used to find the measure of angle CBD?

- A.  $23 + n = 147$
- B.  $n - 23 = 147$
- C.  $23 \times n = 147$
- D.  $147 \div 23 = n$

**Part B**

What is the measure, in degrees, of angle CBD?

Enter your answer in the box.

 °

35. **Part A**

A truck delivers 32 cases of soup to a store. Each case holds 8 cans of soup. The store manager plans to place 9 cans on each shelf. What is the fewest number of shelves the manager will need for all of the cans of soup delivered by the truck?

- A. 4
- B. 5
- C. 28
- D. 29

**Part B**

The same truck delivers 9 cases of canned corn. Each case holds 36 cans of corn. When the cases are unpacked, 15 of the cans are missing. The store manager places 7 cans of corn on each shelf. What is the fewest number of shelves the manager will need for all of the cans of corn delivered by the truck?

- A. 44
- B. 45
- C. 46
- D. 47

36. Of the students in one school,  $\frac{1}{12}$  play soccer,  $\frac{3}{8}$  play basketball,  $\frac{2}{5}$  take music lessons, and  $\frac{2}{6}$  take dance lessons.

**Part A**

Which fraction is equivalent to the fraction of students who take music lessons at the school?

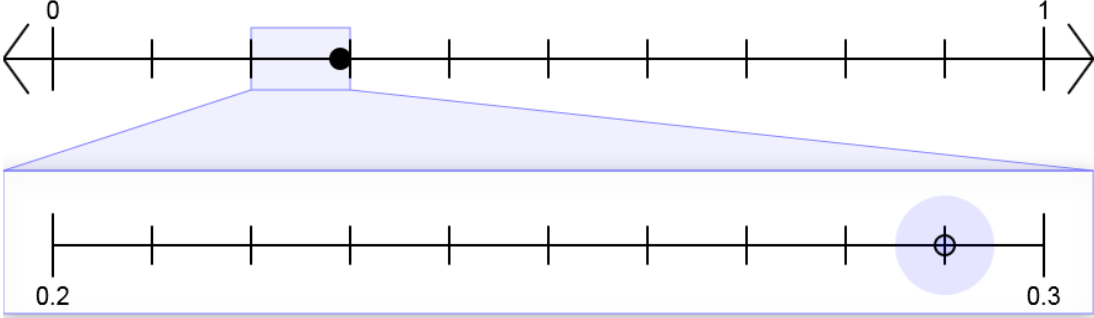
- A.  $\frac{3}{6}$
- B.  $\frac{5}{8}$
- C.  $\frac{4}{10}$
- D.  $\frac{4}{12}$

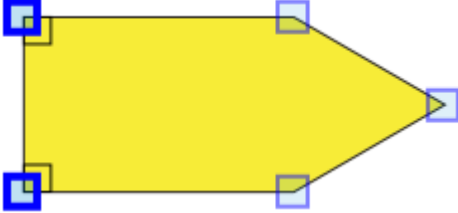
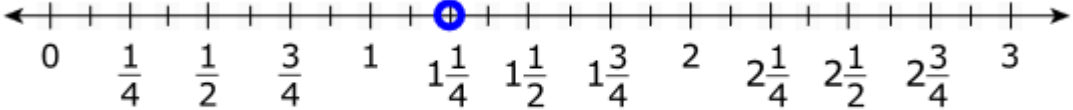
**Part B**

Which list orders the fractions from least to greatest?

- A.  $\frac{1}{12}$ ,  $\frac{2}{5}$ ,  $\frac{2}{6}$ ,  $\frac{3}{8}$
- B.  $\frac{2}{5}$ ,  $\frac{3}{8}$ ,  $\frac{2}{6}$ ,  $\frac{1}{12}$
- C.  $\frac{2}{5}$ ,  $\frac{2}{6}$ ,  $\frac{3}{8}$ ,  $\frac{1}{12}$
- D.  $\frac{1}{12}$ ,  $\frac{2}{6}$ ,  $\frac{3}{8}$ ,  $\frac{2}{5}$

Item Number	Answer Key	Evidence Statement Key																		
1.	C	4.NBT.4-1																		
2.	$\frac{42}{4}$ or equivalent fraction	4.NF.4c																		
3.	ten <input type="button" value="v"/>	4.NBT.1																		
4.	11,585	4.NBT.4-1																		
5.	<table border="1"> <tr> <td></td> <td><math>\frac{3}{10} + \frac{4}{10}</math></td> <td><math>\frac{2}{5} + \frac{5}{5}</math></td> <td><math>\frac{1}{10} + \frac{6}{10}</math></td> <td><math>\frac{7}{5} + \frac{7}{5}</math></td> <td><math>\frac{3}{5} + \frac{4}{5}</math></td> </tr> <tr> <td>Equivalent</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Not Equivalent</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </table>		$\frac{3}{10} + \frac{4}{10}$	$\frac{2}{5} + \frac{5}{5}$	$\frac{1}{10} + \frac{6}{10}$	$\frac{7}{5} + \frac{7}{5}$	$\frac{3}{5} + \frac{4}{5}$	Equivalent	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not Equivalent	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	4.NF.3b-1
	$\frac{3}{10} + \frac{4}{10}$	$\frac{2}{5} + \frac{5}{5}$	$\frac{1}{10} + \frac{6}{10}$	$\frac{7}{5} + \frac{7}{5}$	$\frac{3}{5} + \frac{4}{5}$															
Equivalent	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>															
Not Equivalent	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>															
6.	13,104	4.OA.3-1																		
7.	<table border="1"> <tr> <td><math>\frac{5}{10}</math></td> <td><math>\frac{4}{8}</math></td> <td><math>\frac{2}{4}</math></td> </tr> </table>	$\frac{5}{10}$	$\frac{4}{8}$	$\frac{2}{4}$	4.NF.1-2															
$\frac{5}{10}$	$\frac{4}{8}$	$\frac{2}{4}$																		
8.	D	4.NBT.4-2																		
9.	40,312	4.NBT.5-1																		
10.	C	4.Int.3																		
11.	108	4.OA.2																		

12.	$\frac{5}{6}$ yard <input type="text" value="&gt;"/> $\frac{3}{4}$ yard $\frac{5}{6}$ yard <input type="text" value="&lt;"/> $\frac{7}{8}$ yard $\frac{5}{6}$ yard <input type="text" value="="/> $\frac{10}{12}$ yard $\frac{5}{6}$ yard <input type="text" value="&gt;"/> $\frac{2}{3}$ yard	4.NF.2-1
13.		4.NF.6
14.	A, E	4.NBT.Int.1
15.	2,838	4.NBT.4-2
16.	2,850	4.Int.7
17.	$6,957 \div 7 =$ <input type="text" value="993"/> Remainder: <input type="text" value="6"/>	4.NBT.6-2
18.	D	4.NF.4b-2
19.	<input type="text" value="161"/> = 7 <input type="text" value="×"/> <input type="text" value="23"/>	4.OA.1-2
20.	B	4.Int.4
21.	D	4.OA.3-2
22.	B, C, E	4.G.3
23.	C	4.MD.6

24.		4.G.1
25.	B, D, E	4.OA.4-4
26.	C	4.MD.4-2
27.	 <p style="text-align: center;"><b>Number of Inches</b></p>	4.MD.2-2
28.	The measure of angle <input type="text" value="XYZ"/> is 15 degrees.	4.MD.5
29.	Part A: 24,000 Part B: 600	4.Int.5
30.	<div style="margin-bottom: 10px;"> <input style="width: 80px; height: 25px; border: 1px solid black;" type="text" value="7"/> </div> <hr style="width: 100%; border: 0.5px solid black;"/> <div style="margin-bottom: 10px;"> <input style="width: 80px; height: 25px; border: 1px solid black;" type="text" value="8"/> </div> <div style="margin-bottom: 10px;">       Part A: <span style="margin-left: 100px;">or equivalent fraction</span> </div> <hr style="width: 100%; border: 0.5px solid black;"/> <div style="margin-bottom: 10px;"> <input style="width: 80px; height: 25px; border: 1px solid black;" type="text" value="3"/> </div> <hr style="width: 100%; border: 0.5px solid black;"/> <div style="margin-bottom: 10px;"> <input style="width: 80px; height: 25px; border: 1px solid black;" type="text" value="8"/> </div> <div style="margin-bottom: 10px;">       Part B: <span style="margin-left: 100px;">or equivalent fraction</span> </div>	4.NF.3d
31.	Part A: D Part B: A, F	4.NF.Int.2
32.	Part A: B, C, D Part B: B	4.NF.Int.1
33.	Part A: D Part B: A	4.Int.8

34.	Part A: A Part B: 124	4.MD.7
35.	Part A: D Part B: B	4.OA.3-2
36.	Part A: C Part B: D	4.NF.A.Int.1





Math  
Spring Operational 2015  
Grade 4  
Performance Based Assessment  
Alignment Document

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					1	2	3	4	5	6	1	2	3	4
Performance-Based Assessment Grade 4	1	M00945	Type I	4.NBT.6-1									✓	✓
	2	VF541814	Type I	4.OA.1-2					✓	✓				
	3	M01695	Type I	4.NF.1-2			✓	✓				✓	✓	
	4	VF819715	Type I	4.NF.3a		✓								
	5	VF524029	Type I	4.NF.2-1			✓						✓	
	6	M00074	Type I	4.OA.2		✓	✓					✓	✓	
	7	VF492244	Type I	4.NBT.2					✓	✓	✓			✓
	8	M01451	Type I	4.NF.3b-1	✓	✓						✓	✓	
	9	0040-M00265	Type I	4.NF.3d					✓					
	10	VF884212	Type I	4.NF.A.Int.1					✓	✓				
	11	VF643125	Type II	4.C.4-5				✓	✓					
	12	M02080	Type II	4.C.6-2			✓						✓	
	13	M00778	Type II	4.C.7-4	✓			✓						
	14	0493-M02313Y	Type II	4.C.5-6					✓	✓				
	15	0228-M00781	Type III	4.D.1								✓		
	16	M02320	Type III	4.D.1	✓	✓							✓	✓
	17	VF565302	Type III	4.D.2			✓	✓						



Math  
Spring Operational 2015

Grade 4  
Performance Based Assessment  
Released Items

1. Divide 738 by 6.

Enter your answer in the box.

VF541814

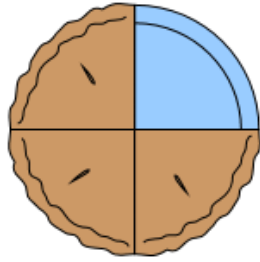
2. Mike is 3 years old. His Uncle Joe is 7 times as old as Mike.

Use the numbers and symbols to find Uncle Joe's age.

Drag and drop the numbers and symbols into each correct box.

3			=	
---	--	--	---	--

3. Jasmine ate  $\frac{1}{4}$  of a pie. She drew a model to represent the fraction of the pie that she ate.



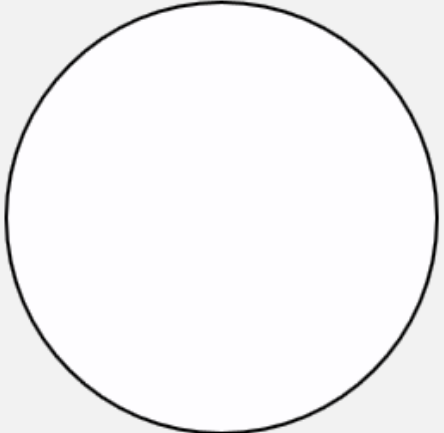
Which fraction is equivalent to the fraction of the pie that Jasmine ate?

- A.  $\frac{2}{5}$
- B.  $\frac{3}{6}$
- C.  $\frac{2}{8}$
- D.  $\frac{1}{12}$

4. Use the circle to show the result of  $\frac{3}{6} + \frac{2}{6}$ .

Divide the figure into the correct number of equal parts by using the More and Fewer buttons. Then shade by selecting the part or parts to represent the answer.

Circle



5. Isabel used  $\frac{2}{3}$  cup of strawberries in a fruit salad. She used less than  $\frac{2}{3}$  cup of blueberries in the same salad. Which of the following could be the fraction of a cup of blueberries that Isabel used?

Select the **three** fractions that could represent the fraction of a cup of blueberries.

A.  $\frac{1}{2}$

B.  $\frac{1}{4}$

C.  $\frac{4}{5}$

D.  $\frac{5}{6}$

E.  $\frac{3}{8}$

M00074

6. An animal weighs 4 pounds. A bald eagle weighs 3 times as much as this animal. How many pounds does the bald eagle weigh?

Enter your answer in the box.

7. What is the expanded form of 50,210?

- A.  $5,000 + 20 + 1$
- B.  $5,000 + 200 + 10$
- C.  $50,000 + 20 + 1$
- D.  $50,000 + 200 + 10$

M01451

8. Which expressions have a value of  $\frac{8}{12}$  ?

Select the **three** correct answers.

- A.  $\frac{2}{12} + \frac{4}{12}$
- B.  $\frac{6}{12} + \frac{2}{12}$
- C.  $\frac{1}{12} + \frac{2}{12} + \frac{4}{12}$
- D.  $\frac{3}{12} + \frac{2}{12} + \frac{2}{12} + \frac{1}{12}$
- E.  $\frac{1}{12} + \frac{2}{12} + \frac{1}{12} + \frac{2}{12} + \frac{1}{12} + \frac{2}{12}$
- F.  $\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12}$



**9. Part A**

Three friends are taking turns filling a tank with water for their science teacher. Sam fills  $\frac{3}{12}$  of the tank and Myra fills  $\frac{4}{12}$  of it. Jeremy also takes his turn filling up the tank. After the three friends have taken their turns, the tank is  $\frac{9}{12}$  full of water. How much of the tank did Jeremy fill?

**Part B**

Three classmates have filled a water tank  $\frac{9}{12}$  full of water. Their science teacher only wanted the tank to be  $\frac{6}{12}$  full of water. How much of the tank will need to be drained for it to be  $\frac{6}{12}$  full of water?

10. **Part A**

The table shows the lengths of five different animals in a zoo. For each animal, select a place in the table to show whether it is less than or greater than  $\frac{5}{10}$  meter in length.

Select one cell per row.

Animal	Length (in meters)	Less than $\frac{5}{10}$ meter	Greater than $\frac{5}{10}$ meter
Blue jay	$\frac{25}{100}$	<input type="checkbox"/>	<input type="checkbox"/>
Cottontail rabbit	$\frac{4}{10}$	<input type="checkbox"/>	<input type="checkbox"/>
Raccoon	$\frac{8}{10}$	<input type="checkbox"/>	<input type="checkbox"/>
Snowy owl	$\frac{67}{100}$	<input type="checkbox"/>	<input type="checkbox"/>
Thread snake	$\frac{11}{100}$	<input type="checkbox"/>	<input type="checkbox"/>

**Part B**

Use the lengths in the table to compare the lengths of the animals.

Select from the drop-down menus to correctly complete each comparison.

blue jay  cottontail rabbit

<

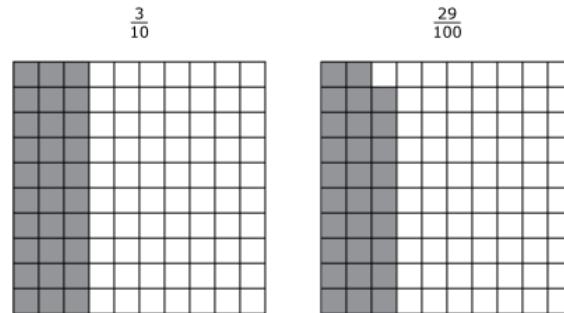
>

=

raccoon  snowy owl

thread snake  blue jay

11. Jessica shades two grids that each equal one whole to represent and compare the fractions  $\frac{3}{10}$  and  $\frac{29}{100}$ .



### Part A

Drag and drop the decimal that represents  $\frac{3}{10}$  and the decimal that represents  $\frac{29}{100}$  into each box to create a true comparison.

### Answer Choices

0.03

0.3

3.1

0.29

0.92

2.9

<

### Part B

Jessica says that  $\frac{3}{10} + \frac{29}{100} = \frac{32}{100}$  because  $3 + 29 = 32$  and there are 100 squares in each of the grids. Explain how you know Jessica is incorrect by using the grids or the decimal inequality you created. Then find the correct sum.

Enter your explanation and your answer in the space provided.

▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

12. A student's work to add the mixed numbers  $1\frac{3}{4}$  and  $2\frac{3}{4}$  is shown.

$$\begin{aligned}
 1\frac{3}{4} + 2\frac{3}{4} &= \frac{4}{4} + \frac{3}{4} + \frac{8}{4} + \frac{3}{4} \\
 &= \frac{4 + 3 + 8 + 3}{4 + 4 + 4 + 4} \\
 &= \frac{18}{16}
 \end{aligned}$$

Explain any errors you see in the work. Find the correct solution. Show your work or explain your answer.

Enter your explanation, your solution, and your work or explanation in the space provided.

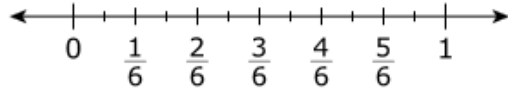


▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

13. Explain how to find  $2 \times \frac{5}{12}$  using the number line.

Find the product.



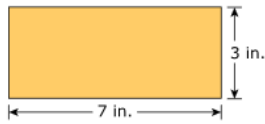
Enter your answer and your explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
§	°	?	

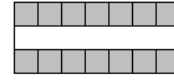
14. A rectangle is shown.



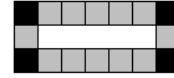
### Part A

A student uses square tiles measuring 1 inch on each side to find the area of the rectangle. Her reasoning is shown.

I covered the top and bottom edges of the rectangle with 7 tiles each.



I then covered the left and right edges with 3 tiles each. I added up all the tiles I used to get a total area of 20 square inches.  $7 + 7 + 3 + 3 = 20$



Identify the two errors in the student's reasoning and describe how to correctly use square tiles to find the area of the rectangle. Give the correct area of the rectangle.

Enter your answers and your description in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	( )	[ ]
=	<	>	≠
\$	°	?	

### Part B

Write a multiplication sentence that models how to find the area of the rectangle shown.

Enter your multiplication sentence in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	( )	[ ]
=	<	>	≠
\$	°	?	

15. **Part A**

A school's art teacher needs 200 sticks of clay. An art shop donates 9 small boxes of clay and 6 large boxes of clay.

Box Size	Number of Sticks of Clay in Each Box
small	7
large	10

How many more sticks of clay will the art teacher need?

Enter your answer in the box.

**Part B**

The art teacher buys the rest of the clay he needs in large boxes. The cost of 1 large box of clay is \$14. What is the total cost for these boxes of clay? Show or explain your work.

Enter your answer and your work or explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

16. A student uses tubes of paint to draw on 1 poster and 2 shirts.

- The student uses 6 tubes of paint to draw on the poster.
- The number of tubes used for the poster is 3 times the number of tubes used for each shirt.
- Each tube contains  $\frac{1}{3}$  ounce of paint.

How many ounces of paint does the student use for 1 shirt? How many ounces of paint does the student use to make 1 poster and 2 shirts? Show your work or explain your answers.

Enter your answers and your work or explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
§	°	?	



17. The table shows the number of baskets 4 different players made during the final game of the season.

**Winter Basketball Record**

Player	Number of Baskets
Tony	6
Michael	18
Scott	12
Dennis	18

**Part A**

Write and solve an equation that can be used to find the total number of baskets made by these 4 players.

Enter your equation and your work in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	( )	[ ]
=	<	>	≠
\$	°	?	

**Part B**

Determine a key greater than 1 for a picture graph representing the data in the table.

Enter your answer in the box.

KEY: 1 Basketball =  Baskets

Then drag and drop the basketball to complete the picture graph using your key.



**Winter Basketball Record**

Player	Number of Baskets
Tony	
Michael	
Scott	
Dennis	

**Part C**

Explain how you created the picture graph. Include reasoning for the key that you chose and how you determined the number of basketballs to place on the graph for each player.

Enter your explanation in the space provided.

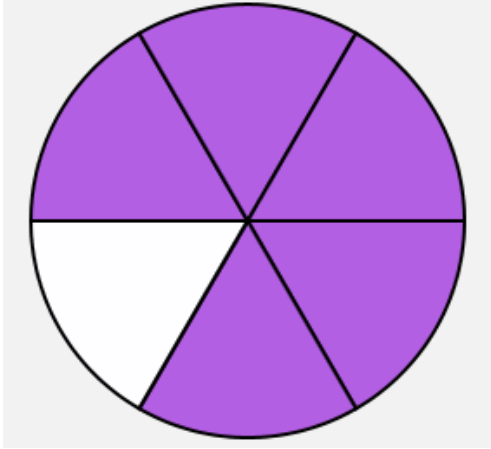


▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	( )	[ ]
=	<	>	≠
\$	°	?	

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding (reviewing sets of real student work).
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key	Evidence Statement Key
1.	123	4.NBT.6-1
2.	<div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 10px; text-align: center;">3</div> <div style="border: 1px solid black; padding: 2px 10px; text-align: center;">×</div> <div style="border: 1px solid black; padding: 2px 10px; text-align: center;">7</div> <div style="border: 1px solid black; padding: 2px 10px; text-align: center;">=</div> <div style="border: 1px solid black; padding: 2px 10px; text-align: center;">21</div> </div>	4.OA.1-2
3.	C	4.NF.1-2
4.	 <p>or any 5 of the 6 shaded (or other equivalent fraction)</p>	4.NF.3a
5.	A,B,E	4.NF.2-1
6.	12	4.OA.2
7.	D	4.NBT.2
8.	B, D, F	4.NF.3b-1

9.	<div style="text-align: center;"> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text" value="2"/> </div> <hr style="width: 60px; margin: 5px auto;"/> <div style="text-align: center;"> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text" value="12"/> </div> <p>Part A:                      or equivalent fraction</p> <div style="text-align: center;"> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text" value="3"/> </div> <hr style="width: 60px; margin: 5px auto;"/> <div style="text-align: center;"> <input style="width: 60px; height: 25px; border: 1px solid black;" type="text" value="12"/> </div> <p>Part B:                      or equivalent fraction</p>	4.NF.3d												
10.	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Less than <math>\frac{5}{10}</math> meter</th> <th style="width: 50%; padding: 5px;">Greater than <math>\frac{5}{10}</math> meter</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/></td> <td style="padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/></td> <td style="padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/></td> <td style="padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/></td> <td style="padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/></td> <td style="padding: 5px;"><input type="checkbox"/></td> </tr> </tbody> </table> <p>Part A:</p> <p>blue jay &lt; <input style="width: 60px; height: 25px; border: 1px solid black;" type="text" value="&gt;"/> cottontail rabbit</p> <p>raccoon &gt; <input style="width: 60px; height: 25px; border: 1px solid black;" type="text" value="&gt;"/> snowy owl</p> <p>thread snake &lt; <input style="width: 60px; height: 25px; border: 1px solid black;" type="text" value="&gt;"/> blue jay</p> <p>Part B:</p>	Less than $\frac{5}{10}$ meter	Greater than $\frac{5}{10}$ meter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4.NF.A.Int. 1
Less than $\frac{5}{10}$ meter	Greater than $\frac{5}{10}$ meter													
<input checked="" type="checkbox"/>	<input type="checkbox"/>													
<input checked="" type="checkbox"/>	<input type="checkbox"/>													
<input type="checkbox"/>	<input checked="" type="checkbox"/>													
<input type="checkbox"/>	<input checked="" type="checkbox"/>													
<input checked="" type="checkbox"/>	<input type="checkbox"/>													
11.	<p>Part A: see rubric</p> <p>Part B: see rubric</p>	4.C.4-5												
12.	See rubric	4.C.6-2												
13.	See rubric	4.C.7-4												
14.	<p>Part A: see rubric</p> <p>Part B: see rubric</p>	4.C.5-6												

15.	Part A: see rubric Part B: see rubric	4.D.1
16.	See rubric	4.D.1
17.	Part A: see rubric Part B: see rubric Part C: see rubric	4.D.2

#11 Part A	
Score	Description
<b>1</b>	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> <li>• <b>Modeling component</b> = 1 point <ul style="list-style-type: none"> <li>○ Machine scored: <math>0.29 &lt; 0.3</math></li> </ul> </li> </ul>
<b>0</b>	Student response is incorrect or irrelevant.
#11 Part B	
Score	Description
<b>3</b>	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"> <li>• <b>Reasoning component</b> = 2 points <ul style="list-style-type: none"> <li>○ Valid explanation, using the grids or the decimal inequality created in Part A, of why Jessica is incorrect Note: An explanation on how <math>\frac{3}{10}</math> is equivalent to <math>\frac{30}{100}</math> or <math>0.3</math> must be provided. If using <math>\frac{3}{10}</math> equivalent to <math>\frac{30}{100}</math>, the explanation must be based off the grids. Simply stating <math>\frac{3}{10}</math> is equivalent to <math>\frac{30}{100}</math> is not sufficient for credit. A response using the decimal comparison model, <math>\frac{3}{10}</math> equivalent to <math>0.3</math>, is also acceptable.</li> <li>○ Valid work or explanation of how to find the correct sum</li> </ul> </li> <li>• <b>Computation component</b> = 1 point <ul style="list-style-type: none"> <li>○ Correct sum, <math>\frac{59}{100}</math> (or equivalent)</li> </ul> </li> </ul> <p>Sample Student Response:</p> <p>Jessica tried to add tenths and hundredths. She used the ten columns on the <math>\frac{3}{10}</math> grid and didn't count the squares because then she would have used <math>\frac{30}{100}</math>.</p> <p>On the grid, <math>\frac{3}{10}</math> is the same as <math>\frac{30}{100}</math> because 3 rows of 10 on the grid is equal to <math>0.3</math> or <math>0.30</math>, which is <math>\frac{30}{100}</math>. When you add the 30 squares covered by <math>\frac{3}{10}</math> to the 29 squares covered by <math>\frac{29}{100}</math>, you get 59 squares out of 100, or <math>\frac{59}{100}</math>.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>• Student may alternatively use the decimal comparison model to explain that <math>\frac{3}{10}</math> is equal to <math>0.3</math> or <math>0.30</math>, which is 30 hundredths.</li> <li>• Student may alternatively use the decimal comparison model to explain that when you add <math>0.30</math> and <math>0.29</math> you get <math>0.59</math>, which is <math>\frac{59}{100}</math>.</li> </ul>
<b>2</b>	Student response includes 2 of the 3 elements
<b>1</b>	Student response includes 1 of the 3 elements

<b>0</b>	Student response is incorrect or irrelevant
----------	---

## #12 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ Valid explanation of errors in work shown</li><li>○ Correct work shown or valid explanation given for finding correct solution</li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct solution, <math>\frac{18}{4}</math> (or equivalent)</li></ul></li></ul> <p>Sample Student Response: The fractions are incorrectly added. The student should not add together the values in the denominator. The correct way to do this problem is:</p> $\begin{aligned}1\frac{3}{4} + 2\frac{3}{4} &= \frac{4}{4} + \frac{3}{4} + \frac{8}{4} + \frac{3}{4} \\ &= \frac{4+3+8+3}{4} \\ &= \frac{18}{4}\end{aligned}$ <p>Or equivalent appropriate work or explanation.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

### #13 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ Valid explanation of how to find <math>\frac{5}{12}</math> using the number line</li><li>○ Valid explanation of how to find <math>2 \times \frac{5}{12}</math> using the number line</li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct product, <math>\frac{10}{12}</math> or equivalent</li></ul></li></ul> <p>Sample Student Response:</p> <p>I know that each tick mark on this number line is equivalent to <math>\frac{1}{12}</math>, so to find <math>\frac{5}{12}</math>, I would count 5 of the tick marks.</p> <p>Then to find <math>2 \times \frac{5}{12}</math>, I would count <math>\frac{5}{12}</math> two times starting at zero on the number line. I would land on <math>\frac{5}{6}</math>, which is the same as <math>\frac{10}{12}</math>. The product is <math>\frac{10}{12}</math>.</p> <p>(or equivalent)</p> <p>Note: Student responses must provide explanations to receive the reasoning component points. Simply identifying the locations of <math>\frac{5}{12}</math> and <math>\frac{10}{12}</math> is not sufficient for reasoning credit.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.



## #14 Part A

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 3 points<ul style="list-style-type: none"><li>○ Identifies error of overlapping tiles on corners</li><li>○ Identifies error of not completely covering the rectangle with tiles</li><li>○ Explains a way to correctly cover the rectangle and determines the area of the rectangle is 21 square inches</li></ul></li></ul> <p>Sample Student Response:</p> <p>One error the student made was she covered each corner of the rectangle twice. Another error she made was she didn't completely cover the entire rectangle.</p> <p>To correctly determine the area, you should cover the entire rectangle with squares without overlapping. If I do this, I would cover the top and bottom edges with 7 tiles each, then I could add another 7 tiles to cover the middle section of the rectangle. In all, I used 21 tiles to cover the entire rectangle with no overlaps. This means that the area of the rectangle is 21 square inches.</p> $7 + 7 + 7 = 21$ <p>(or other valid explanation)</p> <p>Notes:</p> <ul style="list-style-type: none"><li>• If the error made is shown or stated as the perimeter is being found, not area, a point can be given for either the first or second element, but not a point for each.</li><li>• Work that correctly shows the area of the rectangle addresses the requirement to explain the way to cover the rectangle.</li></ul>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

#14 Part B

Score	Description
1	Student response includes the following element. <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ Valid multiplication sentence that models how to find the area of the rectangle shown.</li></ul></li></ul> Sample Student Response: $7 \times 3 = 21$
0	Student response is incorrect or irrelevant.

#15 Part A	
Score	Description
<b>1</b>	Student response includes the following element. <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point               <ul style="list-style-type: none"> <li>○ Machine Scoreable: 77</li> </ul> </li> </ul>
<b>0</b>	Student response is incorrect or irrelevant.
#15 Part B	
Score	Description
<b>2</b>	Student response includes the following 2 elements. <ul style="list-style-type: none"> <li>• <b>Modeling component</b> = 1 point               <ul style="list-style-type: none"> <li>○ Valid work or explanation for how to find the total cost of the remaining boxes of clay</li> </ul> </li> <li>• <b>Computation component</b> = 1 point               <ul style="list-style-type: none"> <li>○ Correct cost, \$112</li> </ul> </li> </ul> <p>Sample Student Response:  <math>77 \div 10 = 7</math>, with a remainder of 7 so the teacher needs 8 boxes.  <math>8 \times 14 = 112</math>            \$112            Or other valid explanation</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#16 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 2 points<ul style="list-style-type: none"><li>○ Correct amount of paint used for 1 shirt, <math>\frac{2}{3}</math> ounce.</li><li>○ Correct amount of paint used for the poster and 2 shirts, <math>\frac{10}{3}</math> ounces or equivalent.</li></ul></li><li>• <b>Modeling component</b> = 2 points<ul style="list-style-type: none"><li>○ Valid work or explanation for both the amount of paint used for 1 shirt and for the amount of paint used for the poster and 2 shirts.</li></ul></li></ul> <p>Sample Student Response:</p> <p>I found the number of tubes used for each shirt by figuring out what number times 3 is equal to 6. Since <math>3 \times \boxed{2} = 6</math>, I now know that for each shirt, 2 tubes are used. To find the number of ounces in 2 tubes, I solved <math>2 \times \frac{1}{3} = \frac{2}{3}</math>. To find the number of ounces used for 1 poster, I solved <math>6 \times \frac{1}{3} = \frac{6}{3}</math>. For the total number of ounces used for 1 poster and 2 shirts, I added <math>\frac{2}{3} + \frac{2}{3} + \frac{6}{3} = \frac{10}{3}</math>. So the total number of ounces used for the poster and 2 shirts is <math>\frac{10}{3}</math>.</p> <p>Notes:</p> <ul style="list-style-type: none"><li>• Student may earn the computation point for an incorrect amount of paint used for the poster and 2 shirts if it is based on an incorrect amount of paint used for 1 shirt with the correct work shown.</li><li>• Student may earn the modeling point even if computation is incorrect as long as he or she they shows valid work or explanation.</li></ul>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

#17 Part A

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ Valid equation that can be used to find the total number of baskets made</li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct total number of baskets made, 54</li></ul></li></ul> <p>Sample Student Response: <math>6 + 18 + 12 + 18 = 54</math></p> <p>Notes:</p> <ul style="list-style-type: none"><li>• A variety of equations are possible, however, each equation must include an equal sign (or say "equals") to show the relationship between the two quantities.</li><li>• Students can earn the computation point if they solve an incorrect equation correctly.</li></ul>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#17 Part B

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ Machine Scored: Valid key that can be used to complete the given picture graph, 2, 3, or 6</li></ul></li><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ Machine Scored: Correctly completed picture graph based on the chosen key</li></ul></li></ul>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

## #17 Part C

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 2 points<ul style="list-style-type: none"><li>○ Valid explanation of how student chose a key</li><li>○ Valid explanation of how student used the chosen key to determine the number of basketballs to place in the graph for each player</li></ul></li></ul> <p>Sample Student Response: All of the numbers in the table are divisible by 3, so I made one basketball equal 3 baskets made. One basketball equals 3 baskets. Tony made 6 baskets and <math>6 \div 3 = 2</math> so I used 2 basketballs in his row. Michael and Dennis made 18 baskets each and <math>18 \div 3 = 6</math> so I used 6 baskets in each of their rows. Scott made 12 baskets and <math>12 \div 3 = 4</math> so I used 4 baskets in his row.</p> <p>Notes:</p> <ul style="list-style-type: none"><li>• A variety of explanations are valid as long as the student shows a clear understanding of how to create a key based on the data given. Valid mathematical language should be used to show understanding.</li><li>• If a computation mistake is made, the modeling points can still be awarded if the explanation is sound.</li><li>• The response does not have to show mathematical computations or work. An explanation of a reasonable method of how the key was used is sufficient to receive credit.</li></ul>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.



## 2015 Released Items: Grade 5 Performance-Based Assessment Literary Analysis Task

The Literary Analysis Task requires students to read two literary texts that are purposely paired. Students read the texts, answer questions for each text and for the texts as a pair, and then write an analytic essay.

The 2015 blueprint for PARCC's grade 5 Literary Analysis Task includes six Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. This document includes a complete Literary Analysis Task from an online summative assessment form.

### Included in this document:

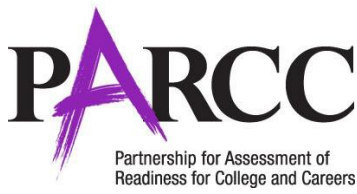
- Answer key and standards alignment
- PDFs of each item with the associated text(s)

### Additional related materials not included in this document:

- Sample scored student responses with annotations and practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**Note:** Items 2030\_A and 2026\_A represent item types that are no longer being developed for the PARCC ELA/literacy summative assessment.

**Note:** Copyright holder did not grant web release rights for one of the passages in this set.



**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 5**

<b>Task:</b> Literary Analysis (LAT)		
<b>Passage(s):</b> from <i>Where the Red Fern Grows</i> : The Lighthouse Lamp		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
9257_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RL 5.1.2 RL 5.4.2
2021_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RL 5.1.2 RL 5.4.1 L 5.4.1
2022_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> D	RL 5.1.2 RL 5.2.1
2030_A	<b>Item Type:</b> TECR <b>Part A:</b> A <b>Part B:</b> <div style="background-color: #0056b3; color: white; padding: 5px; margin: 5px 0;">           Closing my eyes and gritting my teeth, I moved on. <span style="float: right;">✕</span> </div> <div style="background-color: #0056b3; color: white; padding: 5px; margin: 5px 0;">           Raising my arms above my head so the pole would be on a slant I kept hooking and praying. <span style="float: right;">✕</span> </div>	RL 5.1.1 RL 5.1.2 RL 5.6.1
2029_A	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> E, F	RL 5.1.2 RL 5.2.2



2026_A	<p><b>Item Type: TECR</b>  <b>Part A: A, C</b>  <b>Part B:</b></p> <p style="text-align: center;"><i>From Where the Red Fern Grows</i></p> <p>"I shouted as loud as I could." (paragraph 1)</p> <p>"I shivered from the freezing cold of my wet shoes and overalls." (paragraph 4)</p> <p>"I couldn't figure out what I had heard." (paragraph 6)</p> <p>"As I stared at the yellow glow of my light, the last bit of hope faded away." (paragraph 9)</p> <p>"I took off my clothes, picked up my ax, and stepped down into the hole in the icy water." (paragraph 14)</p> <p>"Closing my eyes and gritting my teeth, I moved on." (paragraph 15)</p> <p style="text-align: center;"><b>"The Lighthouse Lamp"</b></p> <p>"In the room at the foot of the light-house / Lay mother and babe asleep, . . ." (lines 9-10)</p> <p>". . . And little maid Gretchen was by them there, . . ." (line 11)</p> <p>"'I'll go,' said Gretchen, 'a step at a time; / Why, mother, I'm twelve years old, . . .'" (lines 33-34)</p> <p>". . . And I've learned to do as I'm told." (line 36)</p> <p>"Then Gretchen up to the top of the tower, . . ." (line 37)</p> <p>"The sleet in her eyes and hair. / She fed the lamp, and she trimmed it well, . . ." (lines 40-41)</p>	<p>RL 5.1.2  RL 5.3.1</p>
2028	<p><b>Item Type: PCR</b>  Refer to Grade 4-5 Scoring Rubric</p>	<p>RL 5.1.1  RL 5.1.2  RL 5.6.1  W 5.2  W 5.4-5.10</p>

Today you will analyze a passage from *Where the Red Fern Grows* and the poem “The Lighthouse Lamp.” As you read these texts, you will gather information and answer questions about the narrator’s point of view so you can write an essay.

Copyright restrictions prevent the passage from *Where the Red Fern Grows* from being displayed in this format. Please refer to *Where the Red Fern Grows* by Wilson Rawls, accessible through your local library.

### Part A

What does the phrase **bored its way into my brain** mean in paragraph 9 of *Where the Red Fern Grows*?

- A. formed an idea
- B. made a hole in
- C. created a lack of interest
- D. forced through an object

### Part B

Which quotation from paragraph 9 helps the reader understand the meaning of the answer to Part A?

- A. “. . . the last bit of hope faded away.”
- B. “There was my miracle.”
- C. “They were so plain . . . .”
- D. “. . . I couldn’t help but understand them.”

Today you will analyze a passage from *Where the Red Fern Grows* and the poem “The Lighthouse Lamp.” As you read these texts, you will gather information and answer questions about the narrator’s point of view so you can write an essay.

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### Part A

What does the word **strained** mean as it is used in paragraph 16?

- A. to exert great physical effort
- B. to demonstrate strong resistance
- C. to experience stress or tension
- D. to fight against a feeling of panic

### Part B

Which sentence from the passage supports the narrator’s use of the word **strained** in paragraph 16?

- A. “As I stared at the yellow glow of my light, the last bit of hope faded away.” (paragraph 9)
- B. “After a little wiggling and pushing, I worked the hook loose and laid the pole down.” (paragraph 13)
- C. “Step by step, breaking the ice with my ax, I waded out.” (paragraph 14)
- D. “Stretching my arms as far out as I could, I saw I was still a foot short.” (paragraph 15)

Today you will analyze a passage from *Where the Red Fern Grows* and the poem “The Lighthouse Lamp.” As you read these texts, you will gather information and answer questions about the narrator’s point of view so you can write an essay.

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### Part A

Which statement expresses a theme in *Where the Red Fern Grows*?

- A. Determination is often rewarded.
- B. Caring for animals brings happiness.
- C. Harsh discipline is sometimes necessary.
- D. Animals can understand difficult situations.

### Part B

Which sentence from the passage supports the answer to Part A?

- A. “I closed my eyes, intending to pray again for the help I so desperately needed.” (paragraph 9)
- B. “I started shouting encouragement to Little Ann.” (paragraph 12)
- C. “I strained for one more inch.” (paragraph 16)
- D. “Just when I thought my task was impossible, I felt the hook slide under the tough leather.” (paragraph 19)

Today you will analyze a passage from *Where the Red Fern Grows* and the poem “The Lighthouse Lamp.” As you read these texts, you will gather information and answer questions about the narrator’s point of view so you can write an essay.

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### Part A

Which emotions are emphasized through the author’s use of first-person point of view?

- A. frightened, but driven
- B. powerful, but insecure
- C. forceful, but respectful
- D. excited, but confused

### Part B

Drag and drop **two** sentences from paragraphs 14–17 of the passage that support both parts of the answer in Part A.

Today you will analyze a passage from *Where the Red Fern Grows* and the poem “The Lighthouse Lamp.” As you read these texts, you will gather information and answer questions about the narrator’s point of view so you can write an essay.

Read the poem “The Lighthouse Lamp.” Then answer the questions.

The Lighthouse Lamp  
by Margaret E. Sangster

The winds came howling down from the north,  
Like a hungry wolf for prey,  
And the bitter sleet went hurtling forth,  
In the pallid face of the day.

5 And the snowflakes drifted near and far,  
Till the land was whitely fleeced,  
And the light-house lamp, a golden star,  
Flamed over the waves’ white yeast.

In the room at the foot of the light-house  
10 Lay mother and babe asleep,  
And little maid Gretchen was by them there,  
A resolute watch to keep.

There were only the three on the light-house isle,  
But father had trimmed the lamp,  
15 And set it burning a weary while  
In the morning’s dusk and damp.

“Long before night I’ll be back,” he said,  
And his white sail slipped away,  
Away and away to the mainland sped,  
20 But it came not home that day.

The mother stirred on her pillow’s space,  
And moaned in pain and fear,  
Then looked in her little daughter’s face  
Through the blur of a starting tear.

25 “Darling,” she whispered, “it’s piercing cold,  
And the tempest is rough and wild;  
And you are no laddie strong and bold,  
My poor little maiden child.

“But up aloft there’s the lamp to feed,  
30 Or its flame will die in the dark,  
And the sailor lose in his utmost need  
The light of our islet’s ark.”

“I’ll go,” said Gretchen, “a step at a time;  
Why, mother, I’m twelve years old,  
35 And steady, and never afraid to climb,  
And I’ve learned to do as I’m told.”

Then Gretchen up to the top of the tower,  
Up the icy, smooth-worn stair,  
Went slowly and surely that very hour,  
40 The sleet in her eyes and hair.

She fed the lamp, and she trimmed it well,  
And its clear light glowed afar,  
To warn of reefs, and of rocks to tell,  
This mariner’s guiding star.

45 And once again when the world awoke  
In the dawn of a bright new day,  
There was joy in the hearts of the fisher folks  
Along the stormy bay.

When the little boats came sailing in  
50 All safe and sound to the land,  
To the haven the light had helped them win,  
By the aid of a child’s brave hand.

“The Lighthouse Lamp” by Margaret E. Sangster —Public Domain

### Part A

Which sentence summarizes the poem “The Lighthouse Lamp”?

- A. A father is lost at sea as his family struggles to survive through the night in a lighthouse.
- B. A mother huddles with her baby to stay warm during a storm while her twelve-year-old daughter watches over them.
- C. A mother and her family find courage to climb the icy steps to a lighthouse tower and turn on the lantern.
- D. A twelve-year-old girl saves boats coming to shore by fighting through a storm to light the lantern in a lighthouse.

### Part B

Which lines from the poem provide the clearest evidence for the summary in Part A? Select **two** answers.

- A. “And the light-house lamp, a golden star,  
Flamed over the waves’ white yeast.” (lines 7-8)
- B. “In the room at the foot of the light-house  
Lay mother and babe asleep,” (lines 9-10)
- C. “And little maid Gretchen was by them there,  
A resolute watch to keep.” (lines 11-12)
- D. “The mother stirred on her pillow’s space,  
And moaned in pain and fear,” (lines 21-22)
- E. “She fed the lamp, and she trimmed it well,  
And its clear light glowed afar,” (lines 41-42)
- F. “There was joy in the hearts of the fisher folks  
Along the stormy bay.” (lines 47-48)

Today you will analyze a passage from *Where the Red Fern Grows* and the poem “The Lighthouse Lamp.” As you read these texts, you will gather information and answer questions about the narrator’s point of view so you can write an essay.

from *Where the Red Fern Grows*    [The Lighthouse Lamp](#)

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Read the poem “The Lighthouse Lamp.” Then answer the questions.

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Till the land was whiteley fleeced,  
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There were only the three on the light-house isle,  
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“Long before night I’ll be back,” he said,  
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25 “Darling,” she whispered, “it’s piercing cold,  
And the tempest is rough and wild;  
And you are no laddie strong and bold,  
My poor little maiden child.

“But up aloft there’s the lamp to feed,  
30 Or its flame will die in the dark,  
And the sailor lose in his utmost need  
The light of our islet’s ark.”

“I’ll go,” said Gretchen, “a step at a time;  
Why, mother, I’m twelve years old,  
35 And steady, and never afraid to climb,  
And I’ve learned to do as I’m told.”

Then Gretchen up to the top of the tower,  
Up the icy, smooth-worn stair,  
Went slowly and surely that very hour,  
40 The sleet in her eyes and hair.

She fed the lamp, and she trimmed it well,  
And its clear light glowed afar,  
To warn of reefs, and of rocks to tell,  
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45 And once again when the world awoke  
In the dawn of a bright new day,  
There was joy in the hearts of the fisher folks  
Along the stormy bay.

When the little boats came sailing in  
50 All safe and sound to the land,  
To the haven the light had helped them win,  
By the aid of a child’s brave hand.

### Part A

Which **two** character traits describe both the narrator in the story and Gretchen in the poem as they respond to the challenges they must face?

- A. courageous
- B. adventurous
- C. persistent
- D. impatient
- E. clumsy
- F. bossy

### Part B

Choose **two** pieces of evidence from *Where the Red Fern Grows* and **two** pieces of evidence from “The Lighthouse Lamp” that demonstrate the traits from Part A.

From *Where the  
Red Fern Grows*

“I shouted as loud as I could.” (paragraph 1)

“I shivered from the freezing cold of my wet shoes and overalls.” (paragraph 4)

“I couldn’t figure out what I had heard.” (paragraph 6)

“As I stared at the yellow glow of my light, the last bit of hope faded away.” (paragraph 9)

“I took off my clothes, picked up my ax, and stepped down into the hole in the icy water.” (paragraph 14)

“Closing my eyes and gritting my teeth, I moved on.” (paragraph 15)

“The Lighthouse Lamp”

“In the room at the foot of the light-house / Lay mother and babe asleep, . . .” (lines 9–10)

“. . . And little maid Gretchen was by them there, . . .” (line 11)

“‘I’ll go,’ said Gretchen, ‘a step at a time; / Why, mother, I’m twelve years old, . . .’” (lines 33–34)

“. . . And I’ve learned to do as I’m told.” (line 36)

“Then Gretchen up to the top of the tower, . . .” (line 37)

“The sleet in her eyes and hair. / She fed the lamp, and she trimmed it well, . . .” (lines 40–41)



Today you will analyze a passage from *Where the Red Fern Grows* and the poem “The Lighthouse Lamp.” As you read these texts, you will gather information and answer questions about the narrator’s point of view so you can write an essay.

from *Where the Red Fern Grows* **The Lighthouse Lamp**

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Then looked in her little daughter’s face  
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25 “Darling,” she whispered, “it’s piercing cold,  
And the tempest is rough and wild;  
And you are no laddie strong and bold,  
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“But up aloft there’s the lamp to feed,  
30 Or its flame will die in the dark,  
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Why, mother, I’m twelve years old,  
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When the little boats came sailing in  
50 All safe and sound to the land,  
To the haven the light had helped them win,  
By the aid of a child’s brave hand.

“The Lighthouse Lamp” by Margaret E. Sangster —Public Domain

*Where the Red Fern Grows* and “The Lighthouse Lamp” are written from different points of view. Write an essay analyzing the impact of point of view on events in the passage from *Where the Red Fern Grows* and the impact of point of view on events in the poem, “The Lighthouse Lamp.” Use specific examples from **both** texts to support your answer.

**B** *I* U ☰ ☷ ↶ ↷





## **2015 Released Items: Grade 5 End-of-Year M/L Informational Text Set**

The End-of-Year medium/long (M/L) informational text set requires students to read an informational text and answer questions.

The 2015 blueprint for the grade 5 End-of-Year M/L informational text set includes seven Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. This document includes a complete M/L informational text set from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**Note:** Item VH027074 represents an item type that is no longer being developed for the PARCC ELA/literacy summative assessment.

**PARCC EOY Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 5**

EOY Text Type: Informational M-L		
Passage(s): Play, Play Again		
Item Code	Answer(s)	Standards/Evidence Statement Alignment
VF579969	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RI 5.1.1 RI 5.8.1
VF670944	<b>Item Type: TECR</b> <b>Part A: B</b> <b>Part B:</b> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0; width: 40%;"> <p style="text-align: center; margin: 0;"><b>Main Idea 1</b></p> <p style="margin: 5px 0;">“play exercises the brain” (paragraph 10)</p> </div> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f0f0f0; width: 40%;"> <p style="text-align: center; margin: 0;"><b>Main Idea 2</b></p> <p style="margin: 5px 0;">“when animals play, they are practicing skills” (paragraph 4)</p> </div> </div>	RI 5.1.1 RI 5.2.1
VH013157	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B</b>	RI 5.1.1 RI 5.4.1
VH027074	<b>Item Type: TECR</b> <b>Part A: B</b> <b>Part B:</b> They dash about like crazy, leaping wildly in the air—twisting, turning, twirling.	RI 5.1.1 RI 5.1.2 RI 5.8.3
VF670954	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A, F</b>	RI 5.1.1 RI 5.8.3
VH001651	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RI 5.1.1 RI 5.1.2 RI 5.8.2
VH012994	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	RI 5.1.1 RI 5.8.3

Read the passage "Play, Play Again." Then answer the questions.

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by Ellen Braaf

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**Part A**

Read the sentences from paragraph 2 of the passage.

And play is risky. Animals can break bones, pull muscles, or get bitten or scratched. Why is play worth the risk?

How does the author support the idea that play is worth the risk?

- A. by showing how play helps animals prepare to survive in their environment
- B. by showing how play teaches behaviors that help animals work together
- C. by showing how play trains animals to react to unexpected dangers
- D. by showing how play provides exercise that makes animals strong

**Part B**

Which detail from the passage supports the answer to Part A?

- A. "... yanks it back and forth ..." (paragraph 3)
- B. "... leaping wildly in the air ..." (paragraph 4)
- C. "... rehearsing skills they'll need one day ..." (paragraph 4)
- D. "... monitor their behavior ..." (paragraph 5)

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#### Part A

Which sentence contains **two** main ideas from the passage?

- A. Some animals engage in risky play; goats prefer rugged play areas.
- B. Animals develop physical abilities in play; play increases their intelligence.
- C. Play is different for various animals; some animals play more than others.
- D. Large animals play more than small ones; prey animals play more roughly.

#### Part B

Drag and drop **one** detail from the list that supports the first main idea, and then drag and drop **one** detail from the list that supports the second main idea.

"animals constantly monitor their behavior to keep play going" (paragraph 5)

"play exercises the brain" (paragraph 10)

"more creative and complex ways" (paragraph 9)

"more likely to get hurt" (paragraph 7)

"when animals play, they are practicing skills" (paragraph 4)

"different kinds of animals play in different ways" (paragraph 3)

"they often reverse roles" (paragraph 5)

"animals sometimes seem to prefer play that is a bit dangerous" (paragraph 6)

Main Idea 1

Main Idea 2

Read the passage "Play, Play Again." Then answer the questions.

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**Part A**

Read the sentence from paragraph 3 of the passage.

They're honing their skills for when they will run down, catch, and kill prey.

What does the word **honing** mean as used in paragraph 3?

- A. demonstrating, displaying
- B. identifying, recognizing
- C. improving, sharpening
- D. changing, reversing

**Part B**

Which phrase from the passage **best** supports the answer to Part A?

- A. "... try out different ways of doing things ..." (paragraph 3)
- B. "... the pup is rehearsing skills ..." (paragraph 3)
- C. "... animals constantly monitor their behavior ..." (paragraph 5)
- D. "... animals develop flexibility ..." (paragraph 8)



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#### Part A

Which sentence describes a way that young prey animals play differently than young predators?

- A. Young prey animals injure themselves more often during play.
- B. Young prey animals jump and run around more during play.
- C. The play of young prey animals includes less role reversal.
- D. The play of young prey animals involves more creativity.

#### Part B

Select the sentence in the passage that **best** supports the answer to Part A.

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**Part A**

Read the statement from paragraph 2 of the passage.

"... play is serious business."

Which point is the author supporting with the statement?

- A. Play for animals is not filled with fun.
- B. Play helps animals learn to survive.
- C. Play can be very risky for some animals.
- D. Play helps animals communicate with one another.

**Part B**

Which **two** sentences from the passage **best** support the author's point in Part A?

- A. "... they are practicing skills they'll need later in life." (paragraph 3)
- B. "This is why different kinds of animals play in different ways." (paragraph 3)
- C. "Prey animals, such as elk, deer, or antelope, play differently." (paragraph 4)
- D. "They dash about like crazy, leaping wildly in the air—twisting, turning, twirling." (paragraph 4)
- E. "... they act like they have 'flies in their brains.'" (paragraph 4)
- F. "But these animals are rehearsing skills they'll need one day to escape predators and avoid becoming dinner." (paragraph 4)

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#### Part A

Read the subheading from the passage.

**Play puzzles scientists. Why do animals spend time and energy doing silly things that seem to have no purpose?**

How does the author answer the question?

- A. by providing descriptions of how animals play
- B. by providing examples of different animals that play
- C. by providing details of research studies on playing animals
- D. by providing explanations of how different types of play help animals

#### Part B

Which detail from the passage **best** supports the answer to Part A?

- A. “Young predators, such as wolves, lions, and bears, play by stalking . . .” (paragraph 3)
- B. “Prey animals, such as elk, deer, or antelope, play differently.” (paragraph 4)
- C. “. . . if it has had lots of practice regaining its footing in play, its misstep is less likely to spell disaster.” (paragraph 8)
- D. “Research shows that smarter animals spend more time playing.” (paragraph 9)



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#### Part A

According to the passage, which is a benefit of risky play for young animals?

- A. They can build endurance and speed for long-distance travel.
- B. They gain the respect of other animals in their herd.
- C. They improve their physical and mental alertness.
- D. They can challenge animals in other herds.

#### Part B

Which statement from the passage **best** supports the answer to Part A?

- A. "The struggle for survival in nature is deadly serious." (paragraph 1)
- B. "Many scientists believe it's essential for survival—as important as food or sleep." (paragraph 2)
- C. "... the young goats chose to play most of the time on a steep, rocky area . . ." (paragraph 7)
- D. "... such play helps animals develop flexibility—in their minds as well as their muscles . . ." (paragraph 8)



## **2015 Released Items: Grade 5 Performance-Based Assessment Narrative Writing Task**

The Narrative Writing Task focuses on one literary text. Students read the text, answer questions, and write a narrative response that is tied to and draws on the text.

The 2015 blueprint for PARCC's grade 5 Narrative Writing Task includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. This document includes a complete Narrative Writing Task from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- Sample scored student responses with practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**Note:** Item 2184\_A represents an item type that is no longer being developed for the PARCC ELA/literacy summative assessment.



**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 5**

<b>Task:</b> Narrative Writing Task (NWT)		
<b>Passage(s):</b> from <i>The Bread Winner</i>		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
2181_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C	RL 5.1.1 RL 5.1.2 RL 5.3.1

C249	<p><b>Item Type: TECR</b>  <b>Any combination of the following, one answer for each character:</b>  Sarah’s Contributions  “Please, Daddy,” Sarah cried, “let’s take the table. Besides, the front of the store looks bare, and when the shop is open we can use the table as a counter.”  OR  With brushes and soapy water, Sarah and Mama scrubbed it down to its pale oak finish. Then they spread flour on top.  OR  Sarah took some of Daddy’s dough from the back, brought it out to the big table, and started kneading it.  OR  Soon a small crowd gathered in the street outside the window to watch her.</p> <p>Mama’s Contributions  With brushes and soapy water, Sarah and Mama scrubbed it down to its pale oak finish. Then they spread flour on top.  OR  Mama looked on and smiled. A minute later she brought out a pan of dough and started making cinnamon rolls.  OR  “When we get settled in,” she said. “I might try my hand at cakes and pies. Just a few at first, to see how they go. I used to be good at it.”</p> <p>Daddy’s Contributions  Here, let me give you a hand.”  The two men placed the big dusty table in the front part of the store, in full view of the large show windows.  OR  When Daddy Came out from behind the privacy curtain, Sarah expected him to duck behind it, but he didn’t. When he saw all the people out there, he grinned and waved. Leaning over the table, he scrawled a message on a brown paper sack: OPEN AT NOON. He clipped it to the red-checked window curtain with a clothespin, then disappeared into the back of the store.  OR  A few seconds later he came out again with a big pan and set it down on the table between himself and Sarah. He grabbed some dough and started kneading it. Sarah couldn’t believe her eyes!  OR  “You were right,” Daddy said. “We needed this table.” Once in a while he looked up and waved at the crowd on the street. “Pretty good advertising, wouldn’t you say?” he asked.</p>	RL 5.1.1 RL 5.3.3
2186_A	<b>Item Type: EBSR</b> <b>Part A:</b> A <b>Part B:</b> C	RL 5.1.1 RL 5.1.2 RL 5.2.1
2808_A	<b>Item Type: EBSR</b> <b>Part A:</b> D <b>Part B:</b> B	RL 5.1.1 RL 5.1.2 RL 5.6.1
2184_A	<b>Item Type: EBSR</b> <b>Part A:</b> A, C <b>Part B:</b> A	RL 5.1.1 RL 5.3.1

2187	<b>Item Type: PCR</b> Refer to Grade 4-5 Scoring Rubric	W 5.3 W 5.4-5.10
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## Part A

What does paragraph 11 reveal about the characters?

- A. The characters have different opinions about the table.
- B. The characters had a disagreement about starting a bakery.
- C. The characters agree on a name for their new bakery.
- D. The characters think working together is a good idea.

## Part B

Which word from paragraph 11 supports the answer to Part A?

- A. nodded
- B. grinned
- C. outnumbered
- D. thoughtful

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Read the sentences from the passage.

"But I think we ought to call it Pucketts' Blue Ribbon Bakery. It's a family business now."

How does each member of the family contribute to the family business?

For each family member, drag an event that shows each one's contributions to the family business.

Sarah's Contributions

Mama's Contributions

Daddy's Contributions

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## Part A

What is a theme of the passage?

- A. If you are willing to change, good things may happen.
- B. Hard work pays off in many ways.
- C. People can find friendship in the most unexpected places.
- D. Opportunities are everywhere; you just need to take advantage of them.

## Part B

Which paragraph from the passage supports this theme?

- A. paragraph 1
- B. paragraph 12
- C. paragraph 13
- D. paragraph 16



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## Part A

What does the narrator's point of view reveal about Sarah?

- A. She is proud of winning a blue ribbon at the fair.
- B. She wants her Mama to start baking desserts again.
- C. She is worried about her father's actions toward the man in the truck.
- D. She is confident and willing to take a risk with the business.

## Part B

Which evidence from the passage supports the answer to Part A?

- A. "Ma'am," he said, "I have a big table in my truck here. I thought since you folks were in the baking business, you might want it. It's been in our basement a long time and we don't need it." (paragraph 1)
- B. "Please, Daddy," Sarah cried, "let's take the table. Besides, the front of the store looks bare, and when the shop is open we can use the table as a counter." (paragraph 10)
- C. "I have an idea," he said. "After all, Sarah, you won that blue ribbon at the fair a while back." He glanced across the table at Mama. "If it wasn't for our champ here, we might have ended up in the poorhouse." (paragraph 21)
- D. "That's nice, Daddy," she said. "But I think we ought to call it Pucketts' Ribbon Bakery. It's a family business now." (paragraph 23)

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## Part A

Compare Sarah's and Daddy's reactions to the offer of the table. Select two quotations that show their different reactions.

- A. "It must be seven or eight feet long and at least four feet wide, thought Sarah. Strong looking, too, with its thick, swirled oak legs. They'd have to keep it in the front of the store since there wouldn't be room in back. But it would be just right for kneading dough. The tables they owned were too small." (paragraph 2)
- B. "Sarah smiled as Daddy came out, wiping his hands on his apron. A week ago you couldn't have paid him to step out on Main Street in an apron. Sarah guessed he'd been so busy he forgot." (paragraph 3)
- C. "Daddy shook his head. 'I don't know. We don't have room for it in the back.'" (paragraph 6)
- D. "Though Daddy had never said a word about it, they both knew that he would rather people didn't see him work with dough." (paragraph 9)
- E. "Daddy nodded to the man and grinned. 'Seems I'm outnumbered. Guess we'll take it. Mighty thoughtful of you. Here, let me give you a hand.'" (paragraph 11)
- F. "'Gee, I don't know,' said Sarah. 'I never thought about it.'" (paragraph 20)

## Part B

Why do Sarah and Daddy have different reactions to the offer of the table?

- A. Sarah does not mind if people see her through the windows working, but Daddy does not want people to see him.
- B. Daddy thinks they do not need another table, but Sarah thinks they do because the tables that they have are too small.
- C. Sarah thinks the table will be perfect in the store because the table is big and strong, but Daddy thinks the table is too old and dirty to put in the store.
- D. Daddy thinks the table will be useful as a counter because the store looks bare, but Sarah thinks the table is too big to put in the store.

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- 6 Daddy shook his head. "I don't know. We don't have room for it in the back."
- 7 "But we could put it in front," said Sarah. "Those tables in back are too small."
- 8 Daddy frowned. "In front o' the big windows?"
- 9 "Why not?" Mama said. "I don't care if people watch me make bread." She winked at Sarah behind Daddy's back. Though Daddy had never said a word about it, they both knew that he would rather people didn't see him work with dough. It was silly, thought Sarah, and the sooner he got over it, the better.
- 10 "Please, Daddy," Sarah cried, "let's take the table. Besides, the front of the store looks bare, and when the shop is open we can use the table as a counter."
- 11 Daddy nodded to the man and grinned. "Seems I'm outnumbered. Guess we'll take it. Mighty thoughtful of you. Here, let me give you a hand."
- 12 The two men placed the big dusty table in the front part of the store, in full view of the large show windows. With brushes and soapy water, Sarah and Mama scrubbed it down to its pale oak finish. Then they spread flour on top. Sarah took some of Daddy's dough from the back, brought it out to the big table, and started kneading it.
- 13 Soon a small crowd gathered in the street outside the window to watch her. When Daddy came out from behind the privacy curtain, Sarah expected him to duck behind it, but he didn't. When he saw all the people out there, he grinned and waved. Leaning over the table, he scrawled a message on a brown paper sack: OPEN AT NOON. He clipped it to the red-checked window curtain with a clothespin, then disappeared into the back of the store. A few seconds later he came out again with a big pan and set it down on the table between himself and Sarah. He grabbed some dough and started kneading it. Sarah couldn't believe her eyes!
- 14 "You were right," Daddy said. "We needed this table." Once in a while he looked up and waved at the crowd on the street. "Pretty good advertising, wouldn't you say?" he asked.
- 15 "The best," said Sarah.
- 16 "Yep," said Daddy, "nobody's gonna say our bread isn't homemade. No sirree."
- 17 Mama looked on and smiled. A minute later she brought out a pan of dough and started making cinnamon rolls. "When we get settled in," she said. "I might try my hand at cakes and pies. Just a few at first, to see how they go. I used to be good at it."
- 18 "That would be wonderful," said Sarah.
- 19 "What do you think we oughta call our bakery?" asked Daddy. "Every business oughta have a name".
- 20 "Gee, I don't know," said Sarah. "I never thought about it."
- 21 "I have an idea," he said. "After all, Sarah, you won that blue ribbon at the fair a while back." He glanced across the table at Mama. "If it wasn't for our champ here, we might have ended up in the poorhouse. I think we oughta call it the Blue Ribbon Bakery."
- 22 Sarah grinned. Daddy must be proud of her to suggest that name. But to her, it didn't seem quite right.
- 23 "That's nice, Daddy," she said. "But I think we ought to call it Pucketts' Blue Ribbon Bakery. It's a family business now."

Write a journal entry about the day the table arrived from the point of view of either Sarah, Daddy, or Mama. Use details from the story to describe how the table was used, the emotional effect the table had on the family member chosen, and thoughts about how the table will affect business in the future.

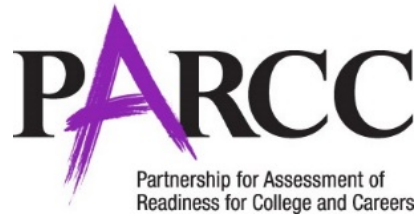
B I U ☰ ☰ ↶ ↷



## **2015 Released Items: Grade 5 Performance-Based Assessment Research Simulation Task**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Due to item bank considerations, grade 5 will not be releasing the RST item set in 2015.



## **2015 Released Items: Grade 5 End-of-Year Short/Medium Literary Text Set**

The End-of-Year short/medium (S/M) literary text set requires students to read a literary text and answer questions.

The 2015 blueprint for the grade 5 End-of-Year S/M literary text set includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. A complete S/M literary text set from an online summative assessment form is included in this document, as well as additional items from a paper form and/or online form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**Note:** Item 2564\_A represents an item type that is no longer being developed for the PARCC ELA/literacy summative assessment.

PARCC EOY Release Items Answer and Alignment Document  
ELA/Literacy: Grade 5

EOY Text Type: Literary S-M		
Passage(s): Feathers		
Item Code	Answer(s)	Standards/Evidence Statement Alignment
2565_A	<p><b>Item Type: TECR</b>  <b>Part A: B</b>  <b>Part B: Any combination of three answers</b>  sharp-tongued    a rumor    victim    demanded justice    good name    sharp-tongued</p>	<p>RL 5.1.2  L 5.4.1  RL 5.4.1</p>
2563_A	<p><b>Item Type: EBSR</b>  <b>Part A: C</b>  <b>Part B: C</b></p>	<p>RL 5.1.2  RL 5.3.3</p>
2562_A	<p><b>Item Type: TECR</b>  <b>Part A: A</b>  <b>Part B: Any combination of two answers</b>  Facing the rabbi, she said, "I could not take back the feathers any more than I could take back my words."    From now on I will be careful not to say anything that would harm another, for there is no way to control the flight of words, any more than I could control the flight of these feathers"    From that day, the woman spoke kindly of all she had met.</p>	<p>RL 5.1.2  RL 5.3.1</p>
2564_A	<p><b>Item Type: EBSR</b>  <b>Part A: B</b>  <b>Part B: D</b></p>	<p>RL 5.1.2  RL 5.5.1</p>
2560_A	<p><b>Item Type: EBSR</b>  <b>Part A: D</b>  <b>Part B: D</b></p>	<p>RL 5.1.2  RL 5.2.1</p>
2649_A	<p><b>Item Type: EBSR (paper form—additional item)</b>  <b>Part A: B</b>  <b>Part B: A, C</b></p>	<p>RL 5.1.2  L 5.4.1  RL 5.4.1</p>

2558_A	<b>Item Type: EBSR (paper form—additional item)</b> <b>Part A: A</b> <b>Part B: C</b>	RL 5.1.2 L 5.4.1 RL 5.4.1
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Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

### Feathers

- 1 A sharp-tongued woman was accused of starting a rumor. When she was brought before the village rabbi, she said, “I was only joking. My words were spread by others, and so I am not to blame.”
- 2 But the victim demanded justice, saying, “Your words soiled my good name!”
- 3 “I’ll take back what I said,” replied the sharp-tongued woman, “and that will take away my guilt.” When the rabbi heard this, he knew that this woman truly did not understand her crime.
- 4 And so he said to the woman, “Your words will not be excused until you have done the following. Bring my feather pillow to the market square. Cut it and let the feathers fly through the air. Then collect every one of the feathers from the pillow and bring them all back to me. When you have done this, you will be absolved of your crime.”
- 5 The woman agreed, but thought to herself, The old rabbi has finally gone mad!
- 6 She did as he asked, and cut the pillow. Feathers blew far and wide over the square and beyond. The wind carried them here and there, up into trees and under merchants’ carts. She tried to catch them, but after much effort it was clear to her that she would never find them all.
- 7 She returned to the rabbi with only a few feathers in her hand. Facing the rabbi, she said, “I could not take back the feathers any more than I could take back my words. From now on I will be careful not to say anything that would harm another, for there is no way to control the flight of words, any more than I could control the flight of these feathers.” From that day, the woman spoke kindly of all she had met.

—A Hasidic tale from Eastern Europe

“Feathers”—Public Domain

### Part A

What is the meaning of **soiled** as it is used in paragraph 2?

- A. involved
- B. damaged
- C. emphasized
- D. identified

### Part B

Select **three** words or phrases that help the reader understand the meaning of **soiled**.



Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

### Feathers

1 A sharp-tongued woman was accused of starting a rumor. When she was brought before the village rabbi, she said, “I was only joking. My words were spread by others, and so I am not to blame.”

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“Feathers”—Public Domain

### Part A

Based on the story, which statement explains how starting a rumor and cutting a feather pillow are alike?

- A. Both events helped the woman make up for things that she failed to do.
- B. Both events caused the rabbi to forgive the woman for her crime.
- C. Both events scattered things that could no longer be retrieved.
- D. Both events allowed the woman to make changes in her life.

### Part B

Which quotation provides evidence for the answer to Part A?

- A. “My words were spread by others, and so I am not to blame.” (paragraph 1)
- B. “. . . and that will take away my guilt.” (paragraph 3)
- C. “The wind carried them here and there. . . .” (paragraph 6)
- D. “She returned to the rabbi with only a few feathers in her hand.” (paragraph 7)

Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

### Feathers

**1** A sharp-tongued woman was accused of starting a rumor. When she was brought before the village rabbi, she said, “I was only joking. My words were spread by others, and so I am not to blame.”

**2** But the victim demanded justice, saying, “Your words soiled my good name!”

**3** “I’ll take back what I said,” replied the sharp-tongued woman, “and that will take away my guilt.” When the rabbi heard this, he knew that this woman truly did not understand her crime.

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### Part A

Which statement contrasts the attitude of the woman with the attitude of the rabbi at the beginning of the story?

- A. The woman accepted no blame, while the rabbi realized the significance of her crime.
- B. The woman trusted the rabbi, but he thought she was playing a trick.
- C. The woman wanted to correct her behavior, while the rabbi was pleased with his own behavior.
- D. The woman thought the rabbi was wise, but the rabbi thought the woman was careless.

### Part B

Select **two** sentences from the story that show how the woman changes to agree with the rabbi.

Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

### Feathers

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“Feathers”—Public Domain

### Part A

What is the purpose of the dialogue between the woman and the victim in the beginning of the story?

- A. to introduce the causes for the woman’s negative actions
- B. to introduce the conflict that will be resolved later in the story
- C. to connect the woman’s thoughts and actions to important events
- D. to develop background information for events later in the story

### Part B

Which sentence from the story makes a connection to the answer to Part A?

- A. “When she was brought before the village rabbi, she said, ‘I was only joking.’” (paragraph 1)
- B. “The wind carried them here and there, up into trees and under merchants’ carts.” (paragraph 6)
- C. “She tried to catch them, but after much effort it was clear to her that she would never find them all.” (paragraph 6)
- D. “From that day, the woman spoke kindly of all she had met.” (paragraph 7)

Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

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“Feathers”—Public Domain

### Part A

Which statement expresses a theme of the story?

- A. Stand up for those less fortunate.
- B. Peer pressure can be a powerful inspiration.
- C. Speak with courage.
- D. Think before you speak.

### Part B

Which quotation demonstrates the theme identified in Part A?

- A. “A sharp-tongued woman was accused of starting a rumor.” (paragraph 1)
- B. “The woman agreed, but thought to herself, The old rabbi has finally gone mad!” (paragraph 5)
- C. “She returned to the rabbi with only a few feathers in her hand.” (paragraph 7)
- D. “Facing the rabbi, she said, ‘I could not take back the feathers any more than I could take back my words.’” (paragraph 7)



Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

### Feathers

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“Feathers”—Public Domain

### Part A

What is the meaning of **soiled** as it is used in paragraph 2?

- A. involved
- B. damaged
- C. emphasized
- D. identified

### Part B

Which **two** phrases help the reader understand the meaning of **soiled**?

- A. “. . . starting a rumor.” (paragraph 1)
- B. “. . . I was only joking.” (paragraph 1)
- C. “. . . my good name!” (paragraph 2)
- D. “I’ll take back . . .” (paragraph 3)
- E. “. . . take away my guilt.” (paragraph 3)
- F. “. . . understand her crime.” (paragraph 3)

Read the story “Feathers,” a traditional story about a rabbi who is a spiritual community leader. Then answer the questions.

### Feathers

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### Part A

What does the word **absolved** mean as it is used in paragraph 4?

- A. takes away guilt
- B. made into a joke
- C. demanded justice
- D. accused of a fault

### Part B

Which word in the story has a similar meaning as **absolved**?

- A. accused (paragraph 1)
- B. demanded (paragraph 2)
- C. excused (paragraph 4)
- D. returned (paragraph 7)



Math  
Spring Operational 2015  
Grade 5  
End of Year Assessment  
Alignment Document

**Sequence:** The item order number as it appears in the released item set and answer key

**UIN:** A unique item number used to identify the item in the internal item bank

**Task Type:** Type I, II, or III. See the Informational Guides on [parconline.org](http://parconline.org) for more information

**Evidence Statements:** The PARCC evidence statement to which the item is aligned

**Forms Represented:** All forms on which the item appeared in this release administration

	Sequence	UIN (in sequence)	Task Type	Evidence Statements	Forms Represented											
					online						paper					
					1	2	3	4	5	6	1	2	3	4		
End Of Year Grade 5	1	VF644576	Type I	5.NBT.5	✓	✓										
	2	VF888020	Type I	5.NF.4a-1						✓						✓
	3	M02097	Type I	5.NBT.5			✓					✓				
	4	VH016319	Type I	5.NF.2-2			✓	✓								
	5	M01756	Type I	5.NBT.7-1				✓				✓				
	6	VF525879	Type I	5.NF.5a						✓						
	7	M00207	Type I	5.NF.1-1			✓					✓	✓			
	8	M01535	Type I	5.NF.7b						✓						✓
	9	VF641685	Type I	5.NBT.2-2							✓					✓
	10	VF885976	Type I	5.MD.4		✓										
	11	M01024	Type I	5.NBT.3a	✓						✓					
	12	M02098	Type I	5.NBT.6		✓	✓						✓			
	13	M00215	Type I	5.NBT.7-4					✓					✓		
	14	VH004563	Type I	5.NF.3-1					✓							
	15	VF524349	Type I	5.NF.7c					✓	✓						
	16	M01759	Type I	5.NF.6-2			✓									
	17	M01293	Type I	5.NBT.5							✓					✓
	18	M02100	Type I	5.NF.2-1								✓	✓			
	19	VF866632	Type I	5.NF.4b-1									✓			
	20	VF819429	Type I	5.MD.5b						✓						
	21	VF497454	Type I	5.MD.2-2								✓	✓			
	22	M01010	Type I	5.G.4	✓	✓								✓		
	23	VF497460	Type I	5.OA.3			✓	✓			✓	✓				
	24	VH026137	Type I	5.OA.2-2	✓											
	25	VF558770	Type I	5.G.1			✓	✓								
	26	M00685	Type I	5.OA.1						✓						
	27	M01708	Type I	5.G.1					✓							
	28	M00991	Type I	5.G.3					✓			✓	✓			
	29	VH010253	Type I	5.NBT.A.Int.1								✓				
	30	VF643091	Type I	5.MD.1-2			✓									✓
	31	VH017096	Type I	5.NF.A.Int.1		✓										
	32	VH006374	Type I	5.G.2	✓	✓					✓					✓
	33	VF819475	Type I	5.Int.1									✓	✓		
	34	VF654548	Type I	5.MD.5c	✓	✓										
	35	VF643090	Type I	5.NF.3-2	✓											
	36	VF819529	Type I	5.Int.2						✓						





Math  
Spring Operational 2015

Grade 5  
End of Year Released Items

1. Solve.

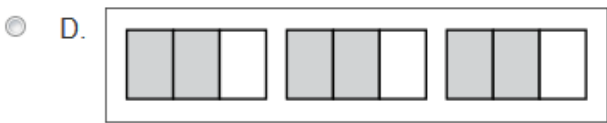
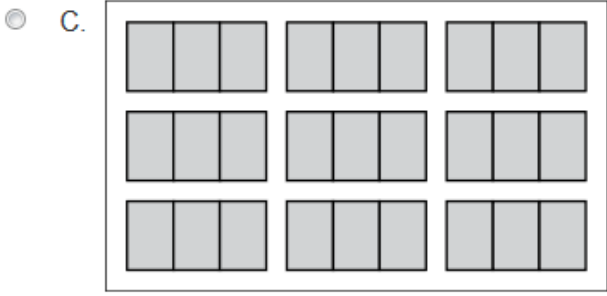
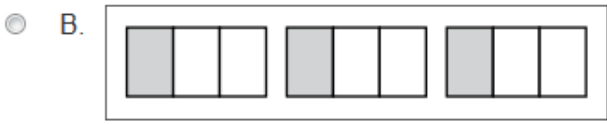
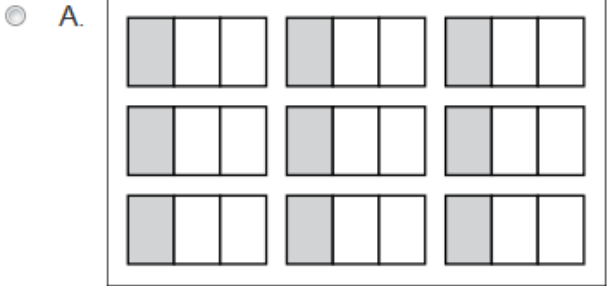
Enter your answer in the box.

$826 \times 3,569 =$

2. This model is shaded to show one whole.



Which set is shaded to represent the solution to  $\frac{1}{3} \times 9$  ?



3. Multiply.

$$\begin{array}{r} 2,639 \\ \times 29 \\ \hline \end{array}$$

Enter your answer in the box.

VH016319

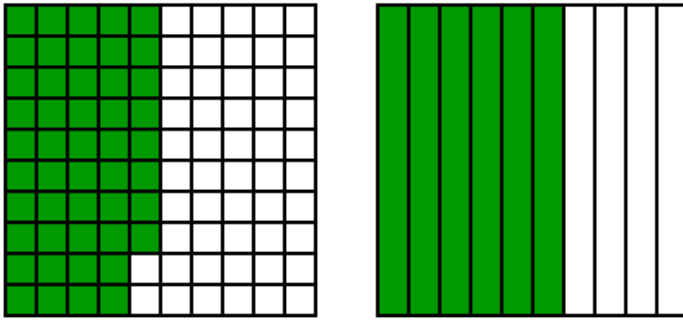
4. Stella mixed  $\frac{1}{2}$  gallon of blue paint with  $\frac{3}{16}$  gallon of white paint.

Show whether each fraction is a reasonable estimate or not a reasonable estimate of the total amount of paint after Stella mixed the two colors.

Select four correct boxes in the table.

	$\frac{5}{8}$	$\frac{2}{9}$	$\frac{11}{10}$	$\frac{3}{14}$
Reasonable Estimate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Not</b> a Reasonable Estimate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Find the sum of 0.48 and 0.6. You may use the models shown to help find the sum.



- A. 0.42  
 B. 0.54  
 C. 1.08  
 D. 1.80

VF525879

6. Order the following expressions from least value to greatest value.

Drag and drop the expressions into the correct order.

$$19 \times \frac{3}{3}$$

$$19 \times \frac{1}{2}$$

$$19 \times \frac{3}{2}$$

$$19 \times \frac{2}{3}$$

Least

Greatest

7. Which equation shows how to use equivalent fractions to evaluate  $\frac{7}{6} - \frac{4}{5}$ ?

- A.  $\frac{7}{6} - \frac{4}{5} = \frac{7}{11} - \frac{4}{11}$
- B.  $\frac{7}{6} - \frac{4}{5} = \frac{35}{11} - \frac{24}{11}$
- C.  $\frac{7}{6} - \frac{4}{5} = \frac{7}{30} - \frac{4}{30}$
- D.  $\frac{7}{6} - \frac{4}{5} = \frac{35}{30} - \frac{24}{30}$

8. Mr. Diaz bought a board that was 12 feet long. He cut the entire board into pieces that were each  $\frac{1}{3}$  foot long. How many pieces did Mr. Diaz have?

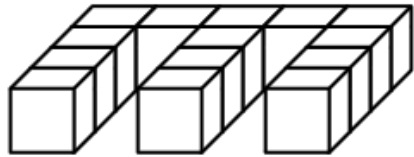
- A. 18
- B. 24
- C. 36
- D. 48

9. What exponent will make this equation true?

Enter your answer in the box.

$$10^? = 1,000$$

10. In this figure each cube is the same size, 1 cubic unit, and all cubes are shown.



What is the volume of this figure?

Enter your answer in the box.

cubic units

M01024

11. Mrs. Bell wrote the expanded form of a number, as shown.

$$5 \times 100 + 4 \times 10 + 6 \times 1 + 2 \times \left(\frac{1}{10}\right) + 8 \times \left(\frac{1}{1000}\right)$$

What is the number written in standard form?

Enter your answer in the box.

12. Each ticket for a concert cost \$14. The total amount of ticket sales for the concert was \$8,792. How many tickets were sold?

- A. 556
- B. 628
- C. 793
- D. 858

13. What is the value of  $4.05 \div 1.5$  ?

Enter your answer in the box.

14. Select the correct numbers and symbol to create an expression that is equivalent to  $\frac{5}{6}$  .

Select from the drop-down menus to correctly create the expression.

15. Jennifer pours  $\frac{1}{2}$  quart of milk equally into 4 glasses. How much milk, in quarts, does Jennifer pour into each glass?

Enter your answer as a fraction in the boxes.


M01759

16. Claire walked  $2\frac{2}{5}$  miles. Jason walked  $\frac{2}{3}$  as far as Claire. How many miles did Jason walk?

Enter your answer in the space provided. Enter **only** your answer.

miles

↶	+	-	×	÷	$\frac{\square}{\square}$	$\frac{\square}{\square}$
↷	=	<	>	( )		\$
🗑️						

M01293

17. What is the value of the expression  $3,051 \times 882$  ?

- A. 54,918
- B. 274,590
- C. 2,646,882
- D. 2,690,982

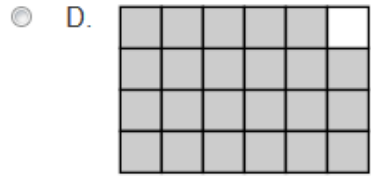
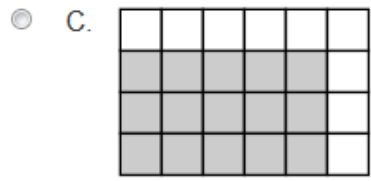
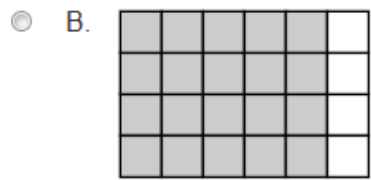
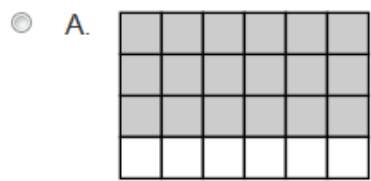


18. Stan's lawn mower had  $\frac{1}{8}$  of a gallon of gasoline in the tank. Stan started mowing and used all of the gasoline. He put  $\frac{6}{10}$  of a gallon of gasoline in the tank. After he mowed,  $\frac{1}{4}$  of a gallon was left in the tank. What was the total amount of gasoline Stan used?

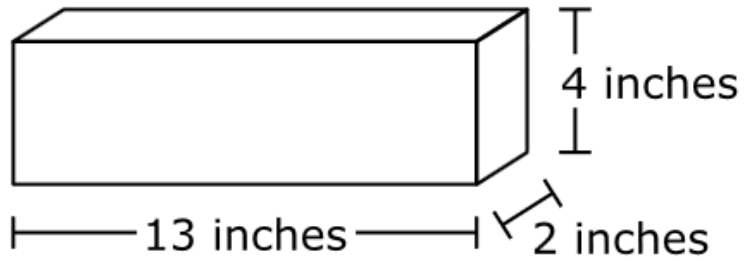
- A.  $\frac{14}{40}$  gallon
- B.  $\frac{19}{40}$  gallon
- C.  $\frac{34}{40}$  gallon
- D.  $\frac{39}{40}$  gallon

19. A rectangle has an area of  $\frac{5}{8}$  square foot. The length of the rectangle is  $\frac{5}{6}$  foot and the width is  $\frac{3}{4}$  foot.

Which model is correctly shaded to show the rectangle?



20. A rectangular prism is shown.

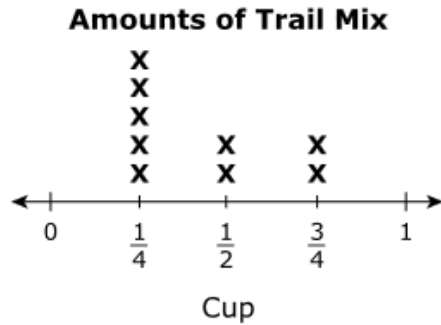


What is the volume of this rectangular prism?

Enter your answer in the box.

cubic inches

21. Elijah ate trail mix nine different times. Each X on the line plot represents an amount that he ate.

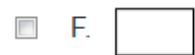
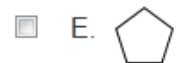
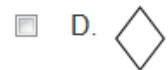
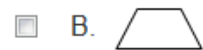
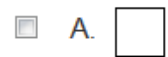


How much total trail mix, in cups, did Elijah eat?

- A.  $\frac{9}{2}$
- B.  $\frac{15}{2}$
- C.  $\frac{9}{4}$
- D.  $\frac{15}{4}$

22. Which of the figures are quadrilaterals but **not** rhombi?

Select the **three** correct figures.



23. Two rules for creating number patterns are given below. Each rule begins with a number called the *input* and creates a number called the *output*.

**Rule 1**

Multiply the input by 2. Then add 3 to the result to get the output.

**Rule 2**

Multiply the input by 3. Then add 1 to the result to get the output.

Which input and output table works for **both** rules?

A.

Input	Output
2	7

B.

Input	Output
3	10

C.

Input	Output
4	11

D.

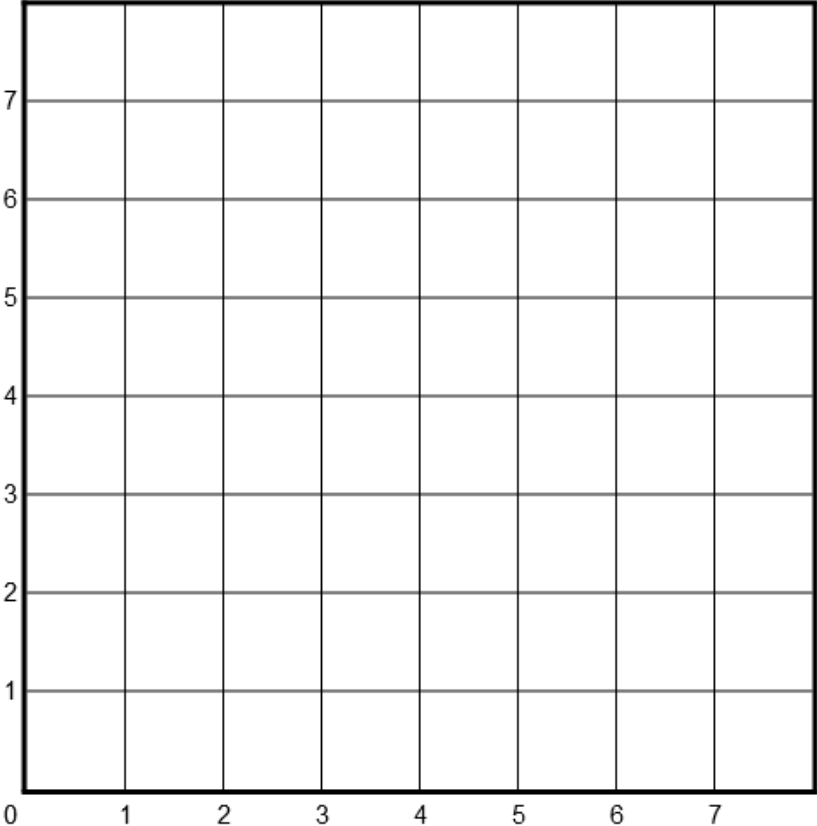
Input	Output
5	13

24. Drag and drop a phrase to correctly complete the sentence.

The value of the expression  $4 \times (8,721 - 6,721)$  is  the value of the expression  $8,721 - 6,721$ .

25. Plot point  $A$  at  $(4, 3)$ , point  $B$  at  $(7, 5)$ , and point  $C$  at  $(3, 1)$ .

Select the places on the coordinate plane to plot the points.

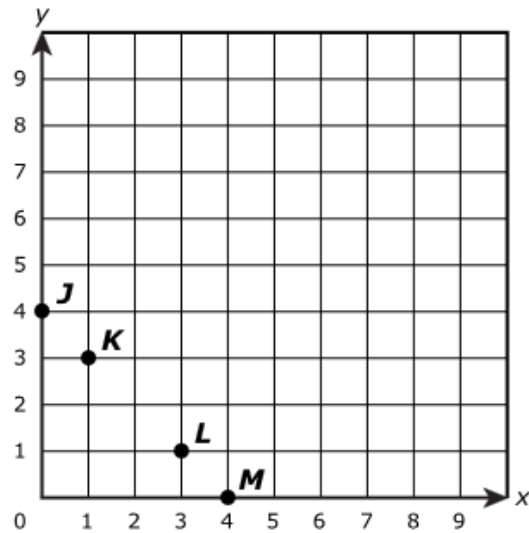


26. What is the value of this expression?

$$100 - [5 \times (3 + 4)]$$

Enter your answer in the box.

27. Which point on the graph has coordinates of  $(1, 3)$ ?



- A. point *J*
- B. point *K*
- C. point *L*
- D. point *M*

28. One student drew a square. Another student drew a rhombus that was not a square.

Select the **three** properties that both figures have.

- A. They have four right angles.
- B. They have four sides that are the same length.
- C. They have two pairs of parallel sides.
- D. They have opposite angles that are the same measure.
- E. They have four angles that are the same measure.



29. **Part A**

Select the **two** statements that are **incorrect**.

- A. 0.1951 rounds to 0.19
- B. 1.3976 rounds to 1.398
- C. 2.8102 rounds to 2.7
- D. 5.2547 rounds to 5.25
- E. 6.0007 rounds to 6.001

**Part B**

Select the **two** statements that show a number correctly rounded to the **thousandths** place.

- A. 0.1951 rounds to 0.19
- B. 1.3976 rounds to 1.398
- C. 2.8102 rounds to 2.82
- D. 5.2547 rounds to 5.254
- E. 6.0007 rounds to 6.001
- F. 4.8961 rounds to 4.89

30. A fence post is in the shape of a rectangular prism. One side of the fence post measures 8 inches wide by 6 feet long.

**Part A**

What is the area, in square inches, of one side of the fence post?

Enter your answer in the box.

**Part B**

Jose is building a fence using 18 fence posts, each with a width of 8 inches. What is the total width, in feet, of all the fence posts combined?

Enter your answer in the box.

31. Of the sandwiches made in the school lunchroom,  $\frac{4}{9}$  of the sandwiches are turkey and  $\frac{2}{6}$  are ham.

**Part A**

For each fraction in the table, select the box to show if it is equivalent to  $\frac{4}{9}$ ,  $\frac{2}{6}$ , or neither.

	$\frac{4}{12}$	$\frac{7}{12}$	$\frac{6}{18}$	$\frac{8}{18}$	$\frac{10}{18}$
$\frac{4}{9}$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
$\frac{2}{6}$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neither	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Part B**

What fraction of the sandwiches are either turkey or ham?

Enter your answer in the boxes.



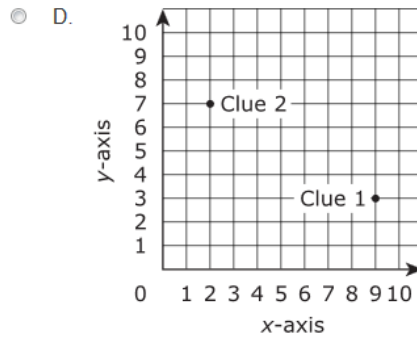
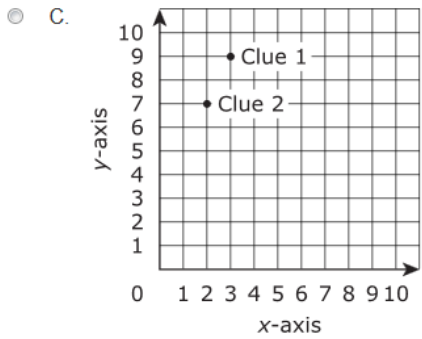
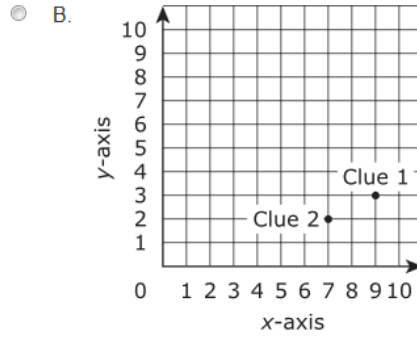
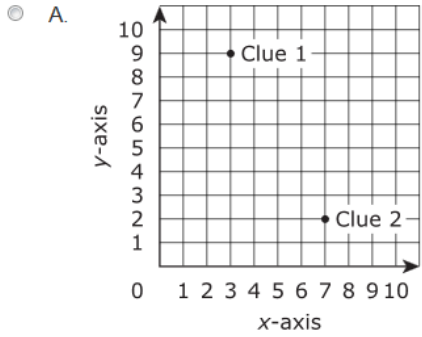
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32. Bryan is planning a treasure hunt for his friends in his backyard. He hides four clues. The first two clues are at the coordinates shown.

- Clue 1: (3, 9)
- Clue 2: (7, 2)

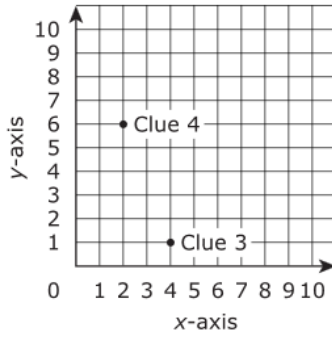
**Part A**

The coordinate planes represent Bryan's backyard. Which coordinate plane shows the correct locations of Clue 1 and Clue 2?



**Part B**

Bryan hides Clue 3 and Clue 4 at the coordinates shown on the coordinate plane. What are the coordinates of Clue 3 and Clue 4?



- A. Clue 3: (1, 4); Clue 4: (6, 2)
- B. Clue 3: (4, 1); Clue 4: (6, 2)
- C. Clue 3: (4, 1); Clue 4: (2, 6)
- D. Clue 3: (1, 4); Clue 4: (2, 6)

33. An employee at a home improvement store is putting boxes of nails on shelves. There are 137 boxes of large nails. Each box of large nails contains 125 nails. There are 284 boxes of small nails. Each box of small nails contains 275 nails.

**Part A**

What is the total number of nails in all the boxes of large nails?

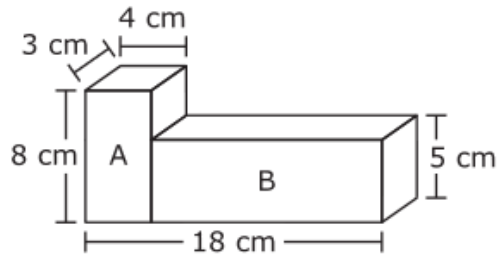
Enter your answer in the box.

**Part B**

What is the total number of nails in all the boxes of small nails?

Enter your answer in the box.

34. Shari is building a toy. She has to attach right rectangular prism A to right rectangular prism B. A model of the toy is shown.



**Part A**

Create an equation to find the total volume of the toy. Numbers may be used more than once.

Drag and drop the correct number into each box.

- 5
- 8
- 3
- 4
- 14
- 18

$3 \times \square \times \square + 3 \times \square \times \square$

**Part B**

What is the total volume of the toy?

Enter your answer in the box.

cubic centimeters

35. Robert is growing plants in 5 plant boxes.

**Part A**

Robert had 28 pounds of dirt to fill the plant boxes. He put the same amount of dirt in each of the 5 plant boxes so that no dirt was left. The number of pounds of dirt he used in each plant box is between what two consecutive whole numbers?

Enter your answers in the boxes.

between  and

**Part B**

Robert had 4 seed packets that each contained the same number of seeds. He combined all the seeds together and then planted the same number of seeds in each of the 5 plant boxes so that no seeds were left. What fraction of the seeds in 1 packet went into each box?

Enter your answer as a fraction in the boxes.

—

36. A store has 48 boxes of computer keyboards and 48 boxes of games.

Each box of computer keyboards contains 25 keyboards and each box of games contains 52 games.

The computer keyboards are sold for \$32 each and the games are sold for \$18 each.

**Part A**

What is the total amount of money the store can earn from selling all the computer keyboards?

Enter your answer in the box.

\$

**Part B**

What is the total amount of money the store can earn from selling all the games?

Enter your answer in the box.

\$



Item Number	Answer Key	Evidence Statement Key															
1.	2947994	5.NBT.5															
2.	A	5.NF.4a-1															
3.	76531	5.NBT.5															
4.	<table border="1"> <tr> <td></td> <td><math>\frac{5}{8}</math></td> <td><math>\frac{2}{9}</math></td> <td><math>\frac{11}{10}</math></td> <td><math>\frac{3}{14}</math></td> </tr> <tr> <td>Reasonable Estimate</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Not a Reasonable Estimate</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </table>		$\frac{5}{8}$	$\frac{2}{9}$	$\frac{11}{10}$	$\frac{3}{14}$	Reasonable Estimate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not a Reasonable Estimate	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	5.NF.2-2
	$\frac{5}{8}$	$\frac{2}{9}$	$\frac{11}{10}$	$\frac{3}{14}$													
Reasonable Estimate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>													
Not a Reasonable Estimate	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>													
5.	C	5.NBT.7-1															
6.	<table border="1"> <tr> <td><math>19 \times \frac{1}{2}</math></td> <td><math>19 \times \frac{2}{3}</math></td> <td><math>19 \times \frac{3}{3}</math></td> <td><math>19 \times \frac{3}{2}</math></td> </tr> <tr> <td colspan="2">Least</td> <td colspan="2">Greatest</td> </tr> </table>	$19 \times \frac{1}{2}$	$19 \times \frac{2}{3}$	$19 \times \frac{3}{3}$	$19 \times \frac{3}{2}$	Least		Greatest		5.NF.5a							
$19 \times \frac{1}{2}$	$19 \times \frac{2}{3}$	$19 \times \frac{3}{3}$	$19 \times \frac{3}{2}$														
Least		Greatest															
7.	D	5.NF.1-1															
8.	C	5.NF.7b															
9.	3	5.NBT.2-2															
10.	14	5.MD.4															
11.	546.208	5.NBT.3a															
12.	B	5.NBT.6															
13.	2.7	5.NBT.7-4															
14.	<table border="1"> <tr> <td>5</td> <td>÷</td> <td>6</td> </tr> </table>	5	÷	6	5.NF.3-1												
5	÷	6															

15.	<div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 2px 10px; margin-right: 10px;">1</div> <div style="border-bottom: 1px solid black; width: 20px; margin-right: 10px;"></div> <div style="border: 1px solid black; padding: 2px 10px;">8</div> </div> <p style="text-align: center;">or equivalent</p>	5.NF.7c
16.	$1\frac{3}{4}$	5.NF.6-2
17.	D	5.NBT.5
18.	B	5.NF.2-1
19.	C	5.NF.4b-1
20.	104	5.MD.5b
21.	D	5.MD.2-2
22.	B, C, F	5.G.4
23.	A	5.OA.3
24.	4 times as large as	5.OA.2-2
25.		5.G.1
26.	65	5.OA.1
27.	B	5.G.1
28.	B, C, D	5.G.3

29.	Part A: A, C Part B: B, E	5.NBT.A.Int.1																								
30.	Part A: 576 Part B: 12	5.MD.1-2																								
31.	<p>Part A:</p> <table border="1" data-bbox="245 443 719 690"> <tr> <td></td> <td><math>\frac{4}{12}</math></td> <td><math>\frac{7}{12}</math></td> <td><math>\frac{6}{18}</math></td> <td><math>\frac{8}{18}</math></td> <td><math>\frac{10}{18}</math></td> </tr> <tr> <td><math>\frac{4}{9}</math></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td><math>\frac{2}{6}</math></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Neither</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </table> <p>Part B:</p> <div style="border: 1px solid black; width: 80px; height: 25px; margin: 5px 0; display: flex; align-items: center; justify-content: center;">14</div> <hr style="width: 80px; margin: 5px 0;"/> <div style="border: 1px solid black; width: 80px; height: 25px; margin: 5px 0; display: flex; align-items: center; justify-content: center;">18</div> <p style="margin-left: 100px;">or equivalent</p>		$\frac{4}{12}$	$\frac{7}{12}$	$\frac{6}{18}$	$\frac{8}{18}$	$\frac{10}{18}$	$\frac{4}{9}$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	$\frac{2}{6}$	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Neither	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5.NF.A.Int.1
	$\frac{4}{12}$	$\frac{7}{12}$	$\frac{6}{18}$	$\frac{8}{18}$	$\frac{10}{18}$																					
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Neither	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>																					
32.	Part A: A Part B: C	5.G.2																								
33.	Part A: 17,125 Part B: 78,100	5.Int.1																								
34.	<p>Part A:</p> $3 \times \boxed{4} \times \boxed{8} + 3 \times \boxed{5} \times \boxed{14}$ <p>or other appropriate expression</p> <p>Part B: 306</p>	5.MD.5c																								

35.	Part A:  between <input type="text" value="5"/> and <input type="text" value="6"/>  Part B:  <input type="text" value="4"/> <hr/> <input type="text" value="5"/>	5.NF.3-2
36.	Part A: 38400  Part B: 44928	5.Int.2



Math  
Spring Operational 2015  
Grade 5  
Performance Based Assessment  
Alignment Document

**Sequence:** The item order number as it appears in the released item set and answer key

**UIN:** A unique item number used to identify the item in the internal item bank

**Task Type:** Type I, II, or III. See the Informational Guides on [parconline.org](http://parconline.org) for more information

**Evidence Statements:** The PARCC evidence statement to which the item is aligned

**Forms Represented:** All forms on which the item appeared in this release administration

	Sequence	UIN (in sequence)	Task Type	Evidence Statements	Forms Represented											
					online						paper					
					1	2	3	4	5	6	1	2	3	4		
Performance-Based Assessment	Grade 5	1	M00174	Type I	5.NF.1-1	✓					✓	✓			✓	
		2	M00513	Type I	5.NF.4b-1	✓					✓					
		3	VF468896	Type I	5.MD.4				✓	✓		✓	✓			
		4	VF902454	Type I	5.NBT.1			✓		✓						
		5	VH006453	Type I	5.NBT.3b							✓				✓
		6	M01265	Type I	5.NF.4a-2	✓	✓					✓				✓
		7	0368-M01522	Type I	5.NF.2-1		✓	✓				✓	✓			
		8	0066-M00729	Type I	5.NBT.Int.1								✓			
		9	0379-M01277	Type I	5.NF.3-2	✓			✓						✓	
		10	0161-M00840	Type II	5.C.6						✓					✓
		11	M01285	Type II	5.C.7-3										✓	✓
		12	M02372	Type II	5.C.5-3		✓	✓				✓	✓			
		13	VF908065	Type II	5.C.7-4				✓	✓						
		14	VF735884	Type III	5.D.1			✓					✓			
		15	VF822728	Type III	5.D.1					✓						
		16	VF646620	Type III	5.D.2				✓	✓			✓	✓		



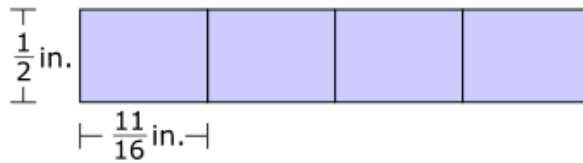
Math  
Spring Operational 2015

Grade 5  
Performance Based Assessment  
Released Items

1. Solve  $\frac{6}{6} - \frac{2}{3}$ .

- A.  $\frac{5}{6}$   
 B.  $\frac{4}{3}$   
 C.  $\frac{2}{3}$   
 D.  $\frac{1}{3}$

2. Maria decorated her notebook with 4 rectangular stickers. Each sticker was  $\frac{1}{2}$  inch wide and  $\frac{11}{16}$  inch long.



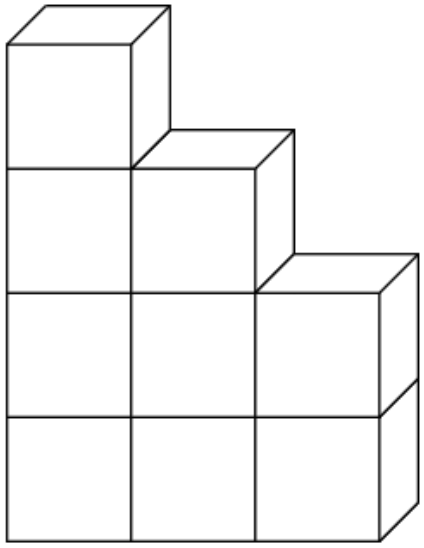
What is the total area, in square inches, of all the stickers that Maria used?

Enter your answer in the space provided. Enter **only** your answer.

	$+$	$-$	$\times$	$\div$	$\frac{\square}{\square}$	$\frac{\square}{\square}$
	$=$	$<$	$>$	$(\cdot)$	$  \cdot  $	$\$$



3.



Anika stacked cubes, each with an edge of 1 inch, to build a model. The figure above shows how Anika stacked the cubes. What is the volume, in cubic inches, of Anika's model?

- A. 3
- B. 9
- C. 16
- D. 18

4. Drag and drop an operation symbol and a number into the appropriate blanks to make a true statement.

35   = 3.5

5. Select the **two** correct comparisons.

- A.  $0.057 < 0.008$
- B.  $0.057 < 0.57$
- C.  $0.57 = 0.570$
- D.  $0.57 > 1.001$
- E.  $0.057 < 0.049$

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6. What is the product of  $\frac{2}{3} \times \frac{3}{8}$ ?

- A.  $\frac{5}{11}$
- B.  $\frac{9}{16}$
- C.  $\frac{5}{24}$
- D.  $\frac{6}{24}$

**7. Part A**

On Friday,  $\frac{3}{10}$  of the students at a school were wearing white shirts and  $\frac{5}{12}$  of the students were wearing blue shirts. What fraction of students were wearing either a white shirt or a blue shirt?

- A.  $\frac{4}{5}$
- B.  $\frac{4}{11}$
- C.  $\frac{7}{60}$
- D.  $\frac{43}{60}$

**Part B**

On the same day at the school,  $\frac{1}{6}$  of the students were wearing skirts and  $\frac{5}{8}$  of the students were wearing pants. The rest of the students were wearing shorts. What fraction of the students were wearing shorts?

- A.  $\frac{3}{7}$
- B.  $\frac{4}{7}$
- C.  $\frac{5}{24}$
- D.  $\frac{19}{24}$

**8. Part A**

Which pairs of factors have a product between 2,000 and 3,000?

Select the **three** pairs that apply.

- A.  $8 \times 200$
- B.  $9 \times 300$
- C.  $70 \times 30$
- D.  $90 \times 20$
- E.  $700 \times 3$
- F.  $800 \times 4$

**Part B**

Which two pairs of factors have a product of about 2,700?

Select the **two** pairs of factors that apply.

- A.  $9 \times 313$
- B.  $9 \times 382$
- C.  $84 \times 21$
- D.  $86 \times 39$
- E.  $912 \times 3$

9. **Part A**

The students in Ms. Blanco's class worked a total of 45 hours at a garden. There are 20 students in Ms. Blanco's class, and each student worked the same number of hours. How many hours did each student work at the garden?

- A.  $2\frac{1}{9}$
- B.  $2\frac{1}{4}$
- C.  $2\frac{1}{3}$
- D.  $2\frac{3}{4}$

**Part B**

During another week, 15 students in Ms. Blanco's class worked a total of 48 hours in the same garden. Each of the 15 students worked the same number of hours. Between what two whole numbers is the number of hours worked by each student in the garden?

- A. 2 and 3
- B. 3 and 4
- C. 4 and 5
- D. 5 and 6

10. **Part A**

Jake built a figure out of centimeter cubes.

**Jake's Figure**



What is the volume of Jake's figure?

Enter your answer in the box.

cubic centimeters

**Part B**

Tom also made a figure. The length of his figure is 9 centimeters, the width is 2 centimeters, and the height is 1 centimeter.

What is the volume of Tom's figure?

Enter your answer in the box.

cubic centimeters

**Part C**

What is the total volume for both Tom and Jake's figures?

Show your work and explain how you found the total volume.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

11. Leah incorrectly added the fractions  $\frac{2}{3}$ ,  $\frac{1}{2}$ , and  $\frac{5}{12}$ . She said that to add fractions with different denominators, you use the common denominator and add the numerators. Leah's work is shown.

$$\frac{2}{3} + \frac{1}{2} + \frac{5}{12}$$

$$\frac{2 + 1 + 5}{12}$$

$$\frac{8}{12}$$

- What is Leah's mistake?
- Find the correct value of  $\frac{2}{3} + \frac{1}{2} + \frac{5}{12}$ .
- Show your work or explain your answer.

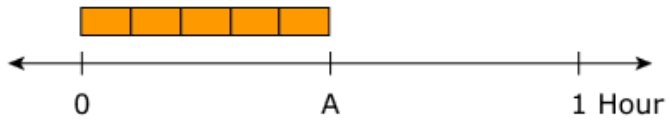
Enter your answers and your work or explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

12. Cora has  $\frac{1}{2}$  hour to do 5 chores. She plans to spend the same fraction of an hour on each chore. She wants to use the number line to help her determine what fraction of an hour she can spend on each chore.



- What is the correct number label for point A?
- Explain how to use this number line to help Cora solve her problem.
- What fraction of an hour will she spend on each chore?

Enter your answers and your explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	



13. **Part A**

Write this number in expanded form.

670,503

Enter your answer in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(-)	[ ]
=	<	>	≠
\$	°	?	

**Part B**

Show or explain how to write 8,523 in expanded form using 15 hundreds.

Enter your work or explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(-)	[ ]
=	<	>	≠
\$	°	?	

**Part C**

A student used 80 ten thousands in the expanded form of the number 6,807,590.

Show or explain how 6 hundred thousands, 80 ten thousands, 7 thousands, 5 hundreds, and 9 tens can or cannot be used to represent 6,807,590. If it cannot be used, show how you would correct it and still use 80 ten thousands.

Enter your work or explanation in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(-)	[ ]
=	<	>	≠
\$	°	?	

14. Katie went to a craft store to purchase the supplies she needs to make two types of jewelry. This table shows the costs of the supplies Katie needed.

**Costs of Supplies**

Item	Cost per item
bead	\$0.05
charm	\$0.45

This table shows the supplies needed to make each piece of jewelry.

**Supplies Needed**

Type of Jewelry	Beads	Charms
bracelet	25	4
necklace	48	1

Katie purchased the exact amount of supplies to make 1 bracelet and 2 necklaces.

**Part A**

Write an expression to determine the cost of supplies to make 1 bracelet.

Enter your expression in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\square^{\square}$	( $\square$ )	$\square$
=	<	>	≠
\$	°	?	

**Part B**

Write an expression to determine the cost of supplies to make 2 necklaces.

Enter your expression in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\square^{\square}$	( $\square$ )	$\square$
=	<	>	≠
\$	°	?	

**Part C**

Katie started with \$40. How much did she have left after purchasing the supplies?

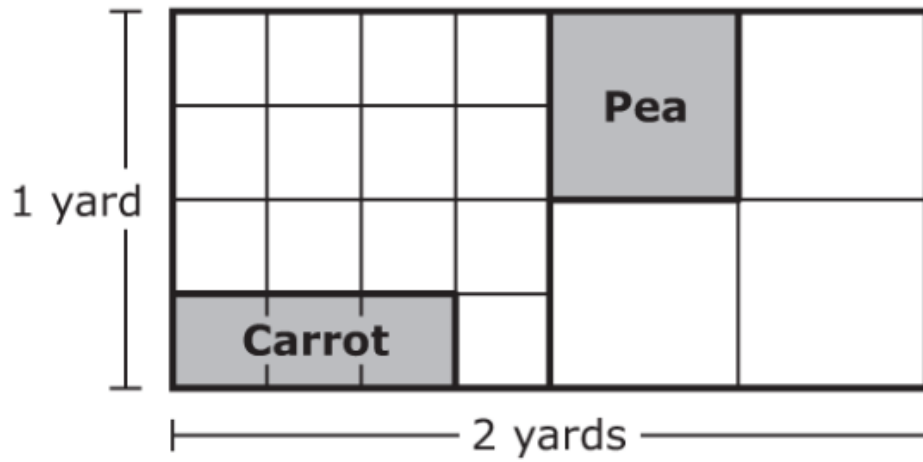
Enter your answer in the space provided. Enter **only** your answer.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\square^{\square}$	( $\square$ )	$\square$
=	<	>	≠
\$	°	?	

15. Joshua planted carrots and peas in his garden.



Use the model to write and solve an equation that shows how much larger the pea section of the garden is than the carrot section of the garden.

Enter your equation and your solution in the space provided.



▼ Math symbols

+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

16. Maria bought wood, paper, and string to make one kite. The list shows the amount and the unit cost of each item she bought.

- 12 square feet of paper at \$1 per square foot
- 4 feet of wood at \$3 per foot
- 14 yards of string at \$2 per yard

**Part A**

What was the total cost of the items Maria bought? Show all the steps you took to find your answer. Be sure to label your answer.

Enter your answer and show your work in the space provided.

← → 🗑️ [A] [π]

▼ Math symbols			
+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

**Part B**

Maria will make 4 more kites for her friends. Determine how much paper, wood, and string are needed and the total cost to make the 4 kites. Show all the steps you took to find your answer. Be sure to label your answer.

Enter your answer and show your work in the space provided.

← → 🗑️ [A] [π]

▼ Math symbols			
+	-	×	÷
$\frac{\square}{\square}$	$\frac{\square}{\square}$	(·)	[ ]
=	<	>	≠
\$	°	?	

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding (reviewing sets of real student work).
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key	Evidence Statement Key/Content Scope
1.	D	5.NF.1-1
2.	$1\frac{3}{8}$ or equivalent fraction or mixed number	5.NF.4b-1
3.	B	5.MD.4
4.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">÷</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">10</div> </div> <p style="text-align: center; margin: 10px 0;">OR</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 2px;">×</div> <div style="border: 1px solid black; padding: 5px; margin: 2px;">1/10</div> </div>	5.NBT.1
5.	B, C	5.NBT.3b
6.	D	5.NF.4a-2
7.	Part A: D Part B: C	5.NF.2-1
8.	Part A: B, C, E Part B: A, E	5.NBT.Int.1
9.	Part A: B Part B: B	5.NF.3-2

10.	Part A: see rubric Part B: see rubric Part C: see rubric	5.C.6
11.	See rubric	5.C.7-3
12.	See rubric	5.C.5-3
13.	Part A: see rubric Part B: see rubric Part C: see rubric	5.C.7-4
14.	Part A: see rubric Part B: see rubric Part C: see rubric	5.D.1
15.	See rubric	5.D.1
16.	Part A: see rubric Part B: see rubric	5.D.2

#10 Part A	
Score	Description
<b>1</b>	Student response includes the following element. <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point               <ul style="list-style-type: none"> <li>○ Machine Scorable: 33</li> </ul> </li> </ul>
<b>0</b>	Student response is incorrect or irrelevant.
#10 Part B	
Score	Description
<b>1</b>	Student response includes the following element. <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point               <ul style="list-style-type: none"> <li>○ Machine Scorable: 18</li> </ul> </li> </ul>
<b>0</b>	Student response is incorrect or irrelevant.
#10 Part C	
Score	Description
<b>2</b>	Student response includes the following 2 elements. <ul style="list-style-type: none"> <li>• <b>Reasoning component</b> = 1 point               <ul style="list-style-type: none"> <li>○ Correct explanation and work shown</li> </ul> </li> <li>• <b>Computation component</b> = 1 point               <ul style="list-style-type: none"> <li>○ Correct answer, 51 cubic centimeters</li> </ul> </li> </ul> <p>Sample Student Response:            I added the volume of each box to find the total volume.  <math>33 + 18 = 51</math> cubic centimeters</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

### #11 Rubric

Score	Description
3	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ Identification of Leah's mistake</li><li>○ Correct work shown for adding <math>\frac{2}{3} + \frac{1}{2} + \frac{5}{12}</math></li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct value of <math>\frac{2}{3} + \frac{1}{2} + \frac{5}{12}</math>, <math>\frac{19}{12}</math> or equivalent</li></ul></li></ul> <p>Sample Student Response:</p> <p>Leah used the wrong numerators. To add fractions with different denominators, you have to find the common denominator. Then you convert each fraction to an equivalent fraction using the common denominator. Then you add the numerators together and put the result as the numerator.</p> $\begin{aligned} & \frac{2}{3} + \frac{1}{2} + \frac{5}{12} \\ &= \frac{8}{12} + \frac{6}{12} + \frac{5}{12} \\ &= \frac{8+6+5}{12} \\ &= \frac{19}{12} \end{aligned}$
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.



## #12 Rubric

Score	Description
3	<p>Student response includes each of the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ Correct label for point A, <math>\frac{1}{2}</math> hour or equivalent</li><li>○ Correct explanation of how to use the number line to solve the problem</li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct fraction of an hour spent per chore, <math>\frac{1}{10}</math> or equivalent</li></ul></li></ul> <p>Sample Student Response:</p> <p>Point A should have the label <math>\frac{1}{2}</math> hour.</p> <p>The number line is divided from 0 to <math>\frac{1}{2}</math> in 5 equal sections because there are 5 chores. It would take 10 of these sections to divide the number line from 0 to 1. Each section represents the time she can spend on one chore. So she can spend <math>\frac{1}{10}</math> of an hour on each chore.</p>
2	Student response includes 2 of the above elements.
1	Student response includes 1 of the above elements.
0	The response is incorrect or irrelevant.

#13 Part A

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Computation</b> = 1 point<ul style="list-style-type: none"><li>◦ The student writes 670,503 in expanded form.</li></ul></li></ul> <p>Sample Student Response:</p> $600,000 + 70,000 + 500 + 3$
0	The response is incorrect or irrelevant.

#13 Part B

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Reasoning</b> = 1 point<ul style="list-style-type: none"><li>◦ The student shows or explains that you can write 8,523 in expanded form using 15 hundreds.</li></ul></li></ul> <p>Sample Student Response:</p> $7 \text{ thousands} + 15 \text{ hundreds} + 2 \text{ tens} + 3 \text{ ones} = 8,523$ <p>Note: A variety of explanations are valid; credit should be given as long as it is clear that the student understands that in order to write the number using 15 hundreds, 1 thousand needs to be taken away.</p>
0	The response is incorrect or irrelevant.

#13 Part C

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning</b> = 2 points<ul style="list-style-type: none"><li>◦ The student shows or explains that 6 hundred thousands, 80 ten thousands, 7 thousands, 5 hundreds, and 9 tens does not represent 6,807,590.</li><li>◦ The student shows a correct way to represent 6,807,590 using 80 ten thousands.</li></ul></li></ul> <p>Sample Student Response:</p> <p>6 hundred thousands and 80 ten thousands would be 1,400,000, so it does not represent 6,807,590</p>

I can write 6,807,590 as 6 millions + 80 ten thousands + 7 thousands + 5 hundreds + 9 tens, which uses 80 ten thousands.

Notes:

- A variety of explanations are valid, as long as it is clear that the student gives a reasonable explanation or shows mathematically that 6 hundred thousands, 80 ten thousands, 7 thousands, 5 hundreds, and 9 tens does not represent 6,807,590.
- The student may opt to show other place values non-traditionally; as long as the representation is equal to 6,807,590, credit should be given.

**1** Student response includes 1 of the 2 elements.

**0** Student response is incorrect or irrelevant.

#14 Part A	
Score	Description
<b>1</b>	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> <li>• <b>Modeling component</b> = 1 point               <ul style="list-style-type: none"> <li>○ Correct expression for the cost of the bracelet</li> </ul> </li> </ul> <p>Sample Student Response:  <math>0.05 \times 25 + 0.45 \times 4</math></p> <p>Note: Any valid expression can receive credit.</p>
<b>0</b>	Student response is incorrect or irrelevant.

#14 Part B	
Score	Description
<b>1</b>	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> <li>• <b>Modeling component</b> = 1 point               <ul style="list-style-type: none"> <li>○ Correct expression for the cost of the necklaces</li> </ul> </li> </ul> <p>Sample Student Response:  <math>(0.05 \times 48 + 0.45 \times 1) \times 2</math></p> <p>Note: Any valid expression can receive credit.</p>
<b>0</b>	Student response is incorrect or irrelevant.

#14 Part C	
Score	Description
<b>1</b>	<p>Student response includes the following element.</p> <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point               <ul style="list-style-type: none"> <li>○ Correct amount of money Katie had left after purchasing her supplies</li> </ul> </li> </ul> <p>Sample Student Response:            \$31.25</p>
<b>0</b>	Student response is incorrect or irrelevant.

## #15 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"> <li>• <b>Modeling component</b> = 2 points <ul style="list-style-type: none"> <li>○ Correct explanation of how to use the model to find the size of each section of the garden.</li> <li>○ Correct use of common denominators to write an equation to find the difference between the two sections of the garden.</li> </ul> </li> <li>• <b>Computation component</b> = 1 point <ul style="list-style-type: none"> <li>○ The student finds how many square yards larger the pea section is than the carrot section.</li> </ul> </li> </ul> <p>Sample Student Response:</p> <p>Since there are 16 squares in the first half of the model and 3 are shaded, this means that the area of the carrot section is <math>\frac{3}{16}</math> square yard. Since there are 4 squares in the second half of the model and 1 is shaded, this means that the area of the pea section is <math>\frac{1}{4}</math> square yard.</p> $\frac{4}{16} - \frac{3}{16} = \frac{1}{16}$ <p><math>\frac{1}{16}</math> square yard</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>○ A variety of explanations are possible. As long as the explanation shows a clear understanding of using the model to find the size of each section, credit should be awarded.</li> <li>○ A variety of equations are possible. As long as the equation can be used to represent the problem, credit should be awarded.</li> <li>○ If a student uses the model for peas and divides it into sixteenths in order to use the common denominator, the student should be awarded both modeling points since the modeling for two steps was completed in one step.</li> </ul>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

#16 Part A

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct total cost of the items Maria bought, \$52</li></ul></li><li>• <b>Modeling component</b> = 2 points<ul style="list-style-type: none"><li>○ The student shows all of the steps in finding the total cost.</li></ul></li></ul> <p>Sample Student Response:</p> <p>\$52 The cost for each item is: Paper: <math>12 \times \\$1 = \\$12</math> Wood: <math>4 \times \\$3 = \\$12</math> String: <math>14 \times \\$2 = \\$28</math> Total: <math>\\$12 + \\$12 + \\$28 = \\$52</math></p> <p>Notes:</p> <ul style="list-style-type: none"><li>• Multiplication does not need to be shown as equations.</li><li>• If a multiplication error occurs, the computation component is not correct. If all three multiplications are wrong, the point comes off the computation component, not from the modeling component. If the student shows three multiplication problems with correct factors, credit can be given for 1 modeling point, even though all three may have computation errors.</li><li>• Addition does not need to be shown as an equation.</li><li>• If an addition error occurs, the computation component is not correct, but the student can still receive credit for 1 modeling point if the correct addends are used in the model.</li></ul> <p>A single equation can be shown for both modeling and computation parts, such as: <math>12 \times \\$1 + 4 \times \\$3 + 14 \times \\$2 = \\$52</math>. However, the answer must have context in terms of money. If no dollar sign appears with the final answer, then no computation point can be given.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

#16 Part B

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 2 points<ul style="list-style-type: none"><li>○ Correct amount of paper, wood, and string needed for the 4 kites</li><li>○ Correct total cost for the 4 kites</li></ul></li><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ The student shows all of the steps in finding the answers.</li></ul></li></ul> <p>Sample Student Response:</p> <p>48 square feet of paper, 16 feet of wood, 56 yards of string \$208</p> <p>Amount of Paper: <math>12 \times 4 = 48</math> Amount of Wood: <math>4 \times 4 = 16</math> Amount of String: <math>14 \times 4 = 56</math></p> <p>Cost of Paper: <math>48 \times 1 = 48</math> Cost of Wood: <math>16 \times 3 = 48</math> Cost of String: <math>56 \times 2 = 112</math> <math>48 + 48 + 112 = 208</math> Or any other valid process.</p> <p>Note: A correctly computed total cost in Part B that is based on an incorrect cost in Part A should receive credit.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.



## **2015 Released Items: Grade 6 End-of-Year Literary Text Set**

The End-of-Year literary text set requires students to read a literary text and answer questions.

The 2015 blueprint for the grade 6 literary text set includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. This document includes a complete literary text set from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment



**PARCC Release Items Answer and Alignment Document**  
**ELA/Literacy Grade 6**  
**Literary Short/Medium Text Set**

<b>EOY Text Type:</b> Literary S-M												
<b>Passage(s):</b> If—												
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>										
3834_A	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> D	RL 6.1.2 L 6.5.2 RL 6.4.1										
3634	<b>Item Type:</b> TECR  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Statement</th> <th style="width: 50%; text-align: center;">Support</th> </tr> </thead> <tbody> <tr> <td>Know that your words may be misrepresented.</td> <td style="background-color: #0056b3; color: white; padding: 5px;">If you can bear to hear the truth <span style="float: right;">✕</span> you've spoken Twisted by knaves to make a trap for fools,</td> </tr> <tr> <td>Know that you should have realistic expectations.</td> <td style="background-color: #0056b3; color: white; padding: 5px;">If you can dream—and not <span style="float: right;">✕</span> make dreams your master;</td> </tr> <tr> <td>Be prepared to try again when you fail.</td> <td style="background-color: #0056b3; color: white; padding: 5px;">Or watch the things you gave <span style="float: right;">✕</span> your life to broken, And stoop and build 'em up with wornout tools;</td> </tr> <tr> <td>Be able to handle the good with the bad.</td> <td style="background-color: #0056b3; color: white; padding: 5px;">If you can meet with triumph <span style="float: right;">✕</span> and disaster And treat those two impostors just the same;</td> </tr> </tbody> </table>	Statement	Support	Know that your words may be misrepresented.	If you can bear to hear the truth <span style="float: right;">✕</span> you've spoken Twisted by knaves to make a trap for fools,	Know that you should have realistic expectations.	If you can dream—and not <span style="float: right;">✕</span> make dreams your master;	Be prepared to try again when you fail.	Or watch the things you gave <span style="float: right;">✕</span> your life to broken, And stoop and build 'em up with wornout tools;	Be able to handle the good with the bad.	If you can meet with triumph <span style="float: right;">✕</span> and disaster And treat those two impostors just the same;	RL 6.1.1 RL 6.5.2
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3632_A	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A	RL 6.1.2 RL 6.2.1										

3635	<p><b>Item Type: TECR</b></p> <p>Attaining happiness and success as an adult is not easy. One way to get ahead is to use tricks against your enemies and lie when necessary. You must be confident in who you are and not be swayed by the behavior of others. You must show others that you are strong, powerful, and better than everyone else. You must be patient, honest, and aware of your actions. By doing these things, you can achieve success!</p>	<p>RL 6.1.2 RL 6.2.3</p>
3727_A	<p><b>Item Type: EBSR</b></p> <p>Part A: B Part B: D</p>	<p>RL 6.1.2 RL 6.6.1</p>

Read the poem "If—" Then answer the questions.

If—  
by Rudyard Kipling

If you can keep your head when all about you  
Are losing theirs and blaming it on you;  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
**5** If you can wait and not be tired by waiting,  
Or, being lied about, don't deal in lies,  
Or, being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise;

If you can dream—and not make dreams your master;  
**10** If you can think—and not make thoughts your aim;  
If you can meet with triumph and disaster  
And treat those two impostors just the same;  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
**15** Or watch the things you gave your life to broken,  
And stoop and build 'em up with wornout tools;

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
**20** And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: "Hold on";

**25** If you can talk with crowds and keep your virtue,  
Or walk with kings—nor lose the common touch;  
If neither foes nor loving friends can hurt you;  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
**30** With sixty seconds' worth of distance run—  
Yours is the Earth and everything that's in it,  
And—which is more—you'll be a Man, my son!

"If—" by Rudyard Kipling—Public Domain

### Part A

What does the phrase **force your heart and nerve** in line 21 **most likely** mean?

- A. using power to make others do what you wish
- B. asking others for help in times of trouble
- C. pushing yourself to the limits
- D. caring for people in need

### Part B

Which text evidence in stanza 3 supports the answer to Part A?

- A. "... make one heap of all your winnings"
- B. "... risk it on one turn of pitch-and-toss,"
- C. "... never breathe a word about your loss;"
- D. "... hold on when there is nothing in you"

Read the poem titled "If—" Then answer the questions.

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"If—" by Rudyard Kipling—Public Domain

How do lines 9–16 of the poem develop the speaker's ideas about life?

Read the statements in the table. Drag the lines from the poem next to the statements the lines support.

Statement	Support
Know that your words may be misrepresented.	
Know that you should have realistic expectations.	
Be prepared to try again when you fail.	
Be able to handle the good with the bad.	

Read the poem "If—" Then answer the questions.

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"If—" by Rudyard Kipling—Public Domain

### Part A

What is the theme of the poem "If—"?

- A. Having many friends is key to becoming a powerful leader.
- B. Self-awareness and control are necessary for success.
- C. Explaining one's problems to others leads to growth.
- D. Understanding the motivations of one's enemies is needed for success.

### Part B

What advice does the speaker give that supports the theme selected in Part A?

- A. Trust yourself, but try to understand why others doubt you.
- B. Do whatever is necessary to be liked by others.
- C. Help others because you might need their help one day.
- D. Confront enemies who are trying to hurt you.

Read the poem "If—" Then answer the questions.

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"If—" by Rudyard Kipling—Public Domain

Read the paragraph below. Which sentences belong in a summary of the poem?

Select **four** sentences that make up a summary of the poem.

**Summary of "If—"**

Attaining happiness and success as an adult is not easy. One way to get ahead is to use tricks against your enemies and lie when necessary. You must be confident in who you are and not be swayed by the behavior of others. You must show others that you are strong, powerful, and better than everyone else. You must be patient, honest, and aware of your actions. By doing these things, you can achieve success!

Read the poem "If—" Then answer the questions.

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"If—" by Rudyard Kipling—Public Domain

### Part A

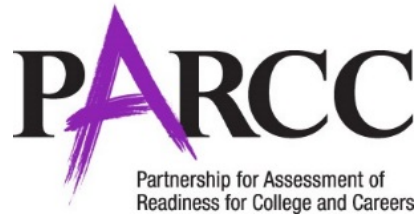
What does the poem's point of view tell about the speaker?

- A. The speaker wants the impressionable youth to grow up quickly.
- B. The speaker is a wise mentor giving advice to a young, inexperienced person.
- C. The speaker has unrealistic expectations for people.
- D. The speaker is sharing information that has been documented in other places.

### Part B

Which lines from the poem **best** support the answer to Part A?

- A. "If you can talk with crowds and keep your virtue,  
Or walk with kings—nor lose the common touch;"(lines 25 and 26)
- B. "If neither foes nor loving friends can hurt you;  
If all men count with you, but none too much;"(lines 27 and 28)
- C. "If you can fill the unforgiving minute  
With sixty seconds' worth of distance run—"(lines 29 and 30)
- D. "Yours is the Earth and everything that's in it,  
And—which is more—you'll be a Man, my son!"(lines 31 and 32)



## **2015 Released Items: Grade 6 End-of-Year M/L Informational Text Set**

The End-of-Year medium/long (M/L) informational text set requires students to read an informational text and answer questions.

The 2015 blueprint for the grade 6 End-of-Year M/L informational text set includes six Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. A complete M/L informational text set from an online summative assessment form is included in this document, as well as additional items from a paper form and/or online form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment



**PARCC EOY Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 6**

EOY Text Type: Informational M-L																	
Passage(s): Of Feathers, Fat, and Freezing																	
Item Code	Answer(s)	Standards/Evidence Statement Alignment															
3168_A	<p><b>Item Type: TECR</b> <b>Part A: D</b> <b>Part B:</b></p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p align="center">Support</p> <div style="background-color: #0056b3; color: white; padding: 5px; border: 1px solid black;"> <span style="color: white;">stash away bugs, seeds, or fat from dead animals</span> <span style="float: right; color: white; font-size: 1.2em;">✕</span> </div> </div>	RI 6.1.1 L 6.4.1 L 6.6.1															
3174_A	<p><b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: A, E</b></p>	RI 6.1.1 RI 6.1.2 RI 6.6.3															
3170_A	<p><b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A</b></p>	RI 6.1.1 RI 6.5.1															
3173	<p><b>Item Type: TECR</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #ffff00;">Body Parts</th> <th style="background-color: #ffcc00;">Reaction to Extreme Cold</th> <th style="background-color: #add8e6;">Results of Reaction</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffff00;">Beak</td> <td style="background-color: #ffcc00;">frost covered</td> <td style="background-color: #add8e6;">loses heat</td> </tr> <tr> <td style="background-color: #ffff00;">Body</td> <td style="background-color: #ffcc00;">insulated</td> <td style="background-color: #add8e6;">keeps heat</td> </tr> <tr> <td style="background-color: #ffff00;">Eyes</td> <td style="background-color: #ffcc00;">frost covered</td> <td style="background-color: #add8e6;">loses heat</td> </tr> <tr> <td style="background-color: #ffff00;">Feet</td> <td style="background-color: #ffcc00;">nearly freezing</td> <td style="background-color: #add8e6;">keeps heat</td> </tr> </tbody> </table>	Body Parts	Reaction to Extreme Cold	Results of Reaction	Beak	frost covered	loses heat	Body	insulated	keeps heat	Eyes	frost covered	loses heat	Feet	nearly freezing	keeps heat	RI 6.1.2 RI 6.3.3
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3949_A	<p><b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b></p>	RI 6.1.2 RI 6.3.3															

3874_A	<b>Item Type: EBSR (paper form – additional item)</b> <b>Part A: D</b> <b>Part B: B</b>	RI 6.1.1 RI 6.8.1
3873_A	<b>Item Type: EBSR (paper form – additional item)</b> <b>Part A: C</b> <b>Part B: C</b>	RI 6.1.1 L 6.4.1 RI 6.4.1

Read the article "Of Feathers, Fat, and Freezing." Then answer the questions.

Of Feathers, Fat, and Freezing

by Donna DeVoe DiFolco

- 1 Chickadees living near Fairbanks, in interior Alaska, experience -30° to -40°F on a regular basis, with temperatures sometimes plunging to -60°F or colder. Birds have a body temperature of about 104°F. This means that sometimes there is well over a 100-degree difference between a chickadee's body and the air temperature only an inch away.
- 2 What do you do when you go out in the cold? Throw on a big, warm coat? Like all birds, chickadees have feathers, so in a sense, they wear little down parkas all the time. The colder the temperature, the more they fluff their feathers by sticking them out, away from their bodies. Feathers are the perfect insulation, trapping air between them and acting as a barrier between the cold outdoor weather and the birds' bodies.
- 3 Chickadees can fluff their feathers out to an inch thick—wider than their own bodies—to protect themselves against the cold. At extreme temperatures, they look like round, feathery balls. Their feathers provide such good insulation that chickadees don't become covered with frost. The only places where chickadees lose heat are around their beaks and eyes, which become frosty at extremely cold temperatures.
- 4 But chickadees don't have feathers on their legs or feet, so how do they keep their tiny toes warm? They don't. Without any feathered insulation, heat would quickly be lost and much energy wasted in attempting to keep their toes as warm as the rest of the body. So they allow their feet to cool to just above freezing. They do this by exchanging heat between the blood vessels in their legs. Warm blood flowing into the legs is cooled by cold blood returning from the toes. Then, when this blood returns to the main part of the body, it is warmed up again as it passes the warm blood entering the legs. This way, the rest of the chickadee doesn't get cold by having cold blood returning to the body from its legs.
- 5 But even such energy efficiency by itself is not enough to survive the frigid winter days. In the same way that we must burn more fuel in the winter to keep our houses warm, chickadees also need more fuel to stay warm. And what sort of fuel do chickadees burn? Food. The colder the weather, the more food they need. As the days shorten, the temperature drops, and since chickadees forage only during daylight hours, they have the least amount of time to eat during the season when they need the most fuel. During the shortest days, chickadees have only about 6 hours of daylight to forage for food. As soon as there is enough light to see by, they spend all of their time finding and eating as much food as possible until the light fades.
- 6 Chickadees begin preparing for winter while the green leaves of summer are still on the trees. They stash away bugs, seeds, or fat from dead animals, tucking these morsels into crevices in tree bark. After most of the other birds have flown south to warmer climes, chickadees return to their caches. They also seek out wintering insects between the cracks in the tree bark and feast at bird feeders stocked with fatty treats like sunflower seeds, peanut butter, suet, or mealworms. The higher the fat content the better, since calories—the units of energy in food—are concentrated in fats.
- 7 To a chickadee, body fat is a fuel. Since they don't have crops in which they can store food to eat later, they must eat enough each day to survive the long, 18-hour night. By feasting on fatty foods, chickadees can increase their body weight by about 8 to 10 percent—which would be like a 100-pound kid gaining 8 to 10 pounds in one day. The amount of food these birds must eat depends on what kind of food is available and how active they are. Chickadees living near well-stocked bird feeders can survive much easier than those living far from humans. Increasing their body fat during the day is like stoking the fire before going to bed. Throughout the night chickadees burn their recently accumulated fat, and by the next morning, none is left.
- 8 Even with their feathered insulation and daily storing away of fat, chickadees must still conserve as much energy as possible at night. They do not roost together in flocks as some birds do but spend the night alone. As darkness falls they cram themselves into little hollows in the trees. Once settled, they lower their body temperature, just as we lower the thermostat in our houses to save energy at night. For humans, becoming hypothermic (having a lowered body temperature) like this would be deadly, but chickadees use hypothermia to their advantage. By lowering their body temperature, or "thermostat," by nearly 20°F, their fat reserves, or "fuel" supplies, last longer, enabling them to withstand the cold until it's light enough to forage again.
- 9 Although fragile in many ways, the tiny black-capped chickadee shows how tough it really is by surviving the bitterly cold winters of northern North America. The next time you see a chickadee visiting your bird feeder, just think, could you survive out there?

Part A

What is the meaning of the word **caches** as it is used in paragraph 6?

- A. special treasures
- B. comfortable nests
- C. concealed shelters
- D. hidden resources

Part B

Which phrase from paragraph 6 supports the answer to Part A?

Drag the selection to the box labeled Support.

Support

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Part A

How does the author encourage readers to relate to the chickadees?

- A. by comparing the actions of the chickadee with those of the reader
- B. by describing the chickadee to the reader using exaggerated terms
- C. by explaining to the reader how the chickadee copes with life-threatening cold
- D. by including troubling facts about the chickadee for the reader to react to

Part B

Which sentences from "Of Feathers, Fat, and Freezing" support the answer to Part A? Select **two** answers.

- A. "Like all birds, chickadees have feathers, so in a sense, they wear little down parkas all the time." (paragraph 2)
- B. "Chickadees can fluff their feathers out to an inch thick—wider than their own bodies—to protect themselves against the cold." (paragraph 3)
- C. "They do this by exchanging heat between the blood vessels in their legs." (paragraph 4)
- D. "Chickadees living near well-stocked bird feeders can survive much easier than those living far from humans." (paragraph 7)
- E. "Increasing their body fat during the day is like stoking the fire before going to bed." (paragraph 7)
- F. "By lowering their body temperature, or 'thermostat,' by nearly  $20^{\circ}\text{F}$ , their fat reserves, or 'fuel' supplies, last longer, enabling them to withstand the cold until it's light enough to forage again." (paragraph 8)

Read the article "Of Feathers, Fat, and Freezing." Then answer the questions.

Of Feathers, Fat, and Freezing

by Donna DeVoe DiFolco

**1** Chickadees living near Fairbanks, in interior Alaska, experience  $-30^{\circ}$  to  $-40^{\circ}\text{F}$  on a regular basis, with temperatures sometimes plunging to  $-60^{\circ}\text{F}$  or colder. Birds have a body temperature of about  $104^{\circ}\text{F}$ . This means that sometimes there is well over a 100-degree difference between a chickadee's body and the air temperature only an inch away.

**2** What do you do when you go out in the cold? Throw on a big, warm coat? Like all birds, chickadees have feathers, so in a sense, they wear little down parkas all the time. The colder the temperature, the more they fluff their feathers by sticking them out, away from their bodies. Feathers are the perfect insulation, trapping air between them and acting as a barrier between the cold outdoor weather and the birds' bodies.

**3** Chickadees can fluff their feathers out to an inch thick—wider than their own bodies—to protect themselves against the cold. At extreme temperatures, they look like round, feathery balls. Their feathers provide such good insulation that chickadees don't become covered with frost. The only places where chickadees lose heat are around their beaks and eyes, which become frosty at extremely cold temperatures.

**4** But chickadees don't have feathers on their legs or feet, so how do they keep their tiny toes warm? They don't. Without any feathered insulation, heat would quickly be lost and much energy wasted in attempting to keep their toes as warm as the rest of the body. So they allow their feet to cool to just above freezing. They do this by exchanging heat between the blood vessels in their legs. Warm blood flowing into the legs is cooled by cold blood returning from the toes. Then, when this blood returns to the main part of the body, it is warmed up again as it passes the warm blood entering the legs. This way, the rest of the chickadee doesn't get cold by having cold blood returning to the body from its legs.

**5** But even such energy efficiency by itself is not enough to survive the frigid winter days. In the same way that we must burn more fuel in the winter to keep our houses warm, chickadees also need more fuel to stay warm. And what sort of fuel do chickadees burn? Food. The colder the weather, the more food they need. As the days shorten, the temperature drops, and since chickadees forage only during daylight hours, they have the least amount of time to eat during the season when they need the most fuel. During the shortest days, chickadees have only about 6 hours of daylight to forage for food. As soon as there is enough light to see by, they spend all of their time finding and eating as much food as possible until the light fades.

**6** Chickadees begin preparing for winter while the green leaves of summer are still on the trees. They stash away bugs, seeds, or fat from dead animals, tucking these morsels into crevices in tree bark. After most of the other birds have flown south to warmer climes, chickadees return to their caches. They also seek out wintering insects between the cracks in the tree bark and feast at bird feeders stocked with fatty treats like sunflower seeds, peanut butter, suet, or mealworms. The higher the fat content the better, since calories—the units of energy in food—are concentrated in fats.

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**Part A**

Why are paragraphs 5 and 8 important to the overall structure of the article?

- A. They contrast the chickadee requirements for survival from season to season.
- B. They show the contrast between the daytime and nighttime habits of the chickadee.
- C. They detail the reasons why the chickadee uses hypothermia to survive the winter.
- D. They include information that details the longer nights the chickadee endures.

**Part B**

Which sentence from paragraph 8 illustrates the answer to Part A?

- A. "Even with their feathered insulation and daily storing away of fat, chickadees must still conserve as much energy as possible at night."
- B. "They do not roost together in flocks as some birds do but spend the night alone."
- C. "As darkness falls they cram themselves into little hollows in the trees."
- D. "Once settled, they lower their body temperature, just as we lower the thermostat in our houses to save energy at night."

Read the article "Of Feathers, Fat, and Freezing." Then answer the questions.

Of Feathers, Fat, and Freezing  
by Donna DeVoe DiFolco

- 1 Chickadees living near Fairbanks, in interior Alaska, experience -30° to -40°F on a regular basis, with temperatures sometimes plunging to -60°F or colder. Birds have a body temperature of about 104°F. This means that sometimes there is well over a 100-degree difference between a chickadee's body and the air temperature only an inch away.
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How do the parts of the chickadee's body react in extreme cold?

Fill out the table by dragging **reactions** and **results** from the list and dropping them into the table. Each reaction and result may be dragged more than once. Fill out the table completely.

frost covered	insulated	
nearly freezing	loses heat	keeps heat

Body Parts	Reaction to Extreme Cold	Results of Reaction
Beak		
Body		
Eyes		
Feet		



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Part A

How does paragraph 2 contribute to the development of ideas in "Of Feathers, Fat, and Freezing"?

- A. by providing an anecdote before summarizing a chickadee's adaptation
- B. by introducing a conversation with the reader in order to establish authority on the subject of the chickadee
- C. by directly addressing the reader with a question before summarizing a chickadee's adaptation
- D. by describing a challenge to the chickadee's survival through the introduction of personal examples

Part B

Which paragraph from "Of Feathers, Fat, and Freezing" demonstrates the same technique found in paragraph 2?

- A. paragraph 4
- B. paragraph 6
- C. paragraph 7
- D. paragraph 9

Read the article "Of Feathers, Fat, and Freezing." Then answer the questions.

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Part A

How does the author convey the idea that chickadees eat large quantities of food to survive extremely cold temperatures?

- A. by comparing the amount of weight gained by the chickadee to a proportional amount gained by humans
- B. by explaining the reasons for the significant decrease in the amount of daylight during the wintertime
- C. by describing ways that the chickadee accumulates food during the summer to be eaten in winter
- D. by providing details that show how the chickadee routinely reduces its body temperature to conserve energy

Part B

Which evidence from "Of Feathers, Fat, and Freezing" supports the answer to Part A?

- A. "As the days shorten, the temperature drops, and since chickadees forage only during daylight hours . . ." (paragraph 5)
- B. "They stash away bugs, seeds, or fat from dead animals . . ." (paragraph 6)
- C. ". . . which would be like a 100-pound kid gaining 8 to 10 pounds in one day." (paragraph 7)
- D. ". . . chickadees use hypothermia to their advantage." (paragraph 8)



Read the article "Of Feathers, Fat, and Freezing." Then answer the questions.

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**Part A**

According to the article, why do chickadees eat a lot of fatty foods every day?

- A. Chickadees consider fatty foods to be special treats.
- B. People who have chickadee bird feeders fill them with fatty foods.
- C. Other types of birds fly south and leave mostly fatty foods for chickadees.
- D. Fatty foods provide chickadees with just enough fuel to stay warm overnight.

**Part B**

What does the author give as a reason supporting the answer to Part A?

- A. Chickadees only have certain types of food available to them.
- B. Chickadees do not have crops in which they can store food to eat later.
- C. Chickadees are not very active during the night.
- D. Chickadees living near well-stocked bird feeders survive better than other chickadees.

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- 2 What do you do when you go out in the cold? Throw on a big, warm coat? Like all birds, chickadees have feathers, so in a sense, they wear little down parkas all the time. The colder the temperature, the more they fluff their feathers by sticking them out, away from their bodies. Feathers are the perfect insulation, trapping air between them and acting as a barrier between the cold outdoor weather and the birds' bodies.
- 3 Chickadees can fluff their feathers out to an inch thick—wider than their own bodies—to protect themselves against the cold. At extreme temperatures, they look like round, feathery balls. Their feathers provide such good insulation that chickadees don't become covered with frost. The only places where chickadees lose heat are around their beaks and eyes, which become frosty at extremely cold temperatures.
- 4 But chickadees don't have feathers on their legs or feet, so how do they keep their tiny toes warm? They don't. Without any feathered insulation, heat would quickly be lost and much energy wasted in attempting to keep their toes as warm as the rest of the body. So they allow their feet to cool to just above freezing. They do this by exchanging heat between the blood vessels in their legs. Warm blood flowing into the legs is cooled by cold blood returning from the toes. Then, when this blood returns to the main part of the body, it is warmed up again as it passes the warm blood entering the legs. This way, the rest of the chickadee doesn't get cold by having cold blood returning to the body from its legs.
- 5 But even such energy efficiency by itself is not enough to survive the frigid winter days. In the same way that we must burn more fuel in the winter to keep our houses warm, chickadees also need more fuel to stay warm. And what sort of fuel do chickadees burn? Food. The colder the weather, the more food they need. As the days shorten, the temperature drops, and since chickadees forage only during daylight hours, they have the least amount of time to eat during the season when they need the most fuel. During the shortest days, chickadees have only about 6 hours of daylight to forage for food. As soon as there is enough light to see by, they spend all of their time finding and eating as much food as possible until the light fades.
- 6 Chickadees begin preparing for winter while the green leaves of summer are still on the trees. They stash away bugs, seeds, or fat from dead animals, tucking these morsels into crevices in tree bark. After most of the other birds have flown south to warmer climes, chickadees return to their caches. They also seek out wintering insects between the cracks in the tree bark and feast at bird feeders stocked with fatty treats like sunflower seeds, peanut butter, suet, or mealworms. The higher the fat content the better, since calories—the units of energy in food—are concentrated in fats.
- 7 To a chickadee, body fat is a fuel. Since they don't have crops in which they can store food to eat later, they must eat enough each day to survive the long, 18-hour night. By feasting on fatty foods, chickadees can increase their body weight by about 8 to 10 percent—which would be like a 100-pound kid gaining 8 to 10 pounds in one day. The amount of food these birds must eat depends on what kind of food is available and how active they are. Chickadees living near well-stocked bird feeders can survive much easier than those living far from humans. Increasing their body fat during the day is like stoking the fire before going to bed. Throughout the night chickadees burn their recently accumulated fat, and by the next morning, none is left.
- 8 Even with their feathered insulation and daily storing away of fat, chickadees must still conserve as much energy as possible at night. They do not roost together in flocks as some birds do but spend the night alone. As darkness falls they cram themselves into little hollows in the trees. Once settled, they lower their body temperature, just as we lower the thermostat in our houses to save energy at night. For humans, becoming hypothermic (having a lowered body temperature) like this would be deadly, but chickadees use hypothermia to their advantage. By lowering their body temperature, or "thermostat," by nearly  $20^{\circ}$ F, their fat reserves, or "fuel" supplies, last longer, enabling them to withstand the cold until it's light enough to forage again.
- 9 Although fragile in many ways, the tiny black-capped chickadee shows how tough it really is by surviving the bitterly cold winters of northern North America. The next time you see a chickadee visiting your bird feeder, just think, could you survive out there?

Part A

What is the meaning of the word **forage** as it is used in paragraph 5?

- A. sleep
- B. chase
- C. search
- D. conserve

Part B

Which phrase from paragraph 5 supports the answer to Part A?

- A. "... such energy efficiency ..."
- B. "... the least amount of time ..."
- C. "... finding and eating ..."
- D. "... the light fades."



## **2015 Released Items: Grade 6 Performance-Based Assessment Narrative Writing Task**

The Narrative Writing Task focuses on one literary text. Students read the text, answer questions, and write a narrative response that is tied to and draws on the text.

The 2015 blueprint for PARCC’s grade 6 Narrative Writing Task includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. This document includes a complete Narrative Writing Task from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

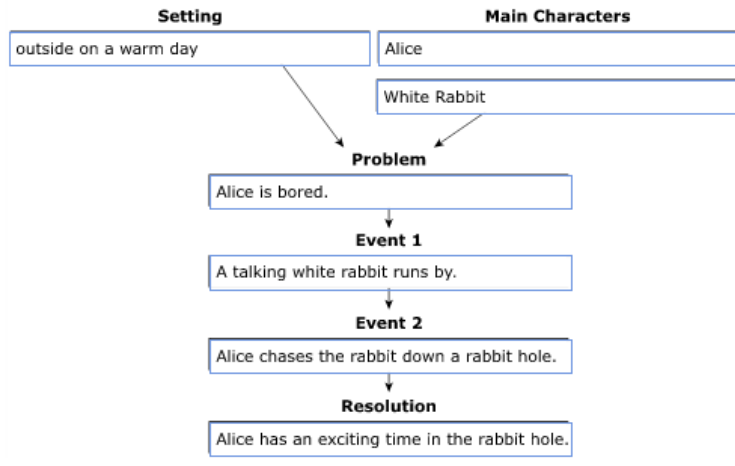
### **Additional related materials not included in this document:**

- Sample scored student responses with practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

This item set contains items with embedded multimedia (audio and/or video). The multimedia will NOT play when viewing the PDF through a browser window. To access the multimedia, download the PDF to your computer and open the file with Adobe Acrobat. Click the “play” arrow to start the multimedia for the item.

**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 6**

<b>Task:</b> Narrative Writing Task (NWT)		
<b>Passage(s):</b> Alice in Wonderland – Chapter 1 – Down the Rabbit Hole		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
3851_A	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RL 6.1.2 RL 6.5.2
3850_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C	RL 6.1.2 RL 6.3.2
3849_A	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RL 6.1.2 RL 6.2.1
3853_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RL 6.1.2 RL 6.5.2
3852	<p><b>Item Type:</b> TECR</p> 	RL 6.1.1 RL 6.3.1 RL 6.2.3
3845	<b>Item Type:</b> PCR Refer to Grade 6-11 Scoring Rubric	W 6.3 W 6.4-6.10

Today you will listen to an audio recording from the book *Alice's Adventures in Wonderland*. As you listen, pay close attention to details and events as you answer the questions to prepare to write a narrative story.

Listen to the audio recording from *Alice's Adventures in Wonderland*, a book about a young girl who dreams she enters a land filled with talking animals and unusual events. Then answer the questions.

from *Alice's Adventures in Wonderland*  
(Chapter 1 – Down the Rabbit Hole)

by Lewis Carroll

From ALICE'S ADVENTURES IN WONDERLAND—Public Domain

### Part A

How do the sentences from 0:03–0:11 of the audio recording contribute to the development of the plot?

Alice was beginning to get very tired of sitting by her sister on the bank and of having nothing to do. Once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it . . . .

- A. by explaining why Alice enjoyed spending time with her sister
- B. by demonstrating that Alice would rather read a book than play games
- C. by establishing Alice's boredom and that she would welcome an adventure
- D. by showing that Alice was lazy and did not enjoy trying new things

### Part B

Which detail from the audio recording signals when Alice's outlook changes?

- A. ". . . making her feel very sleepy and stupid . . ." (0:22–0:25)
- B. ". . . suddenly a white rabbit with pink eyes ran close by her." (0:33–0:37)
- C. ". . . but at the time it all seemed quite natural." (0:54–0:57)
- D. ". . . to wonder what was going to happen next." (1:54–1:56)

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### Part A

How does Alice respond to the rabbit jumping down the hole?

- A. She jumps down the hole without thinking of the consequences.
- B. She patiently waits for the rabbit to come back out of the hole.
- C. She carefully looks down the hole and decides not to jump in.
- D. She jumps down the hole but immediately regrets her decision.

### Part B

Which evidence from the audio recording supports the answer to Part A?

- A. “. . . whether the pleasure of making a daisy chain would be worth the trouble of getting up and picking the daisies . . .” (0:26–0:32)
- B. “When she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural.” (0:49–0:58)
- C. “. . . down went Alice after it, never once considering how in the world she was to get out again.” (1:27–1:33)
- D. “. . . after such a fall as this, I shall think nothing of tumbling down stairs!” (2:32–2:36)

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From ALICE'S ADVENTURES IN WONDERLAND—Public Domain

### Part A

Which sentence **best** states a theme of the audio recording?

- A. Experiences can be important to personal growth.
- B. People can turn to others for help with problems.
- C. Adventure can occur unexpectedly.
- D. Books can be a source of excitement.

### Part B

Which evidence from the audio recording supports the answer to Part A?

- A. "Once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it." (0:23–0:27)
- B. "Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket or a watch to take out of it." (1:24–1:32)
- C. "... fortunately was just in time to see it pop down a large rabbit-hole under the hedge." (1:38–1:43)
- D. "Why, I wouldn't say anything about it, even if I fell off the top of the house!" (2:57–3:00)



Today you will listen to an audio recording from the book *Alice's Adventures in Wonderland*. As you listen, pay close attention to details and events as you answer the questions to prepare to write a narrative story.

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From ALICE'S ADVENTURES IN WONDERLAND—Public Domain

### Part A

Review the detail from 1:02–1:07 of the audio recording.

... the Rabbit actually took a watch out of its waistcoat pocket, and looked at it . . . .

How does this detail help develop the plot of the story?

- A. It signals a turning point in the story because the pace of the action quickens.
- B. It reveals that the action in the story has reached its high point and will start to fall.
- C. It introduces a new character to the story that will be responsible for the conflict.
- D. It shows that the problems of the main character will be solved by going on a journey.

### Part B

Which evidence from the audio recording **best** supports the answer to Part A?

- A. "There was nothing so VERY remarkable . . ." (0:55–0:58)
- B. "... burning with curiosity, she ran across the field after it . . ." (1:34–1:37)
- C. "The rabbit-hole went straight on like a tunnel for some way . . ." (1:51–1:54)
- D. "... too dark to see anything . . ." (2:18–2:19)



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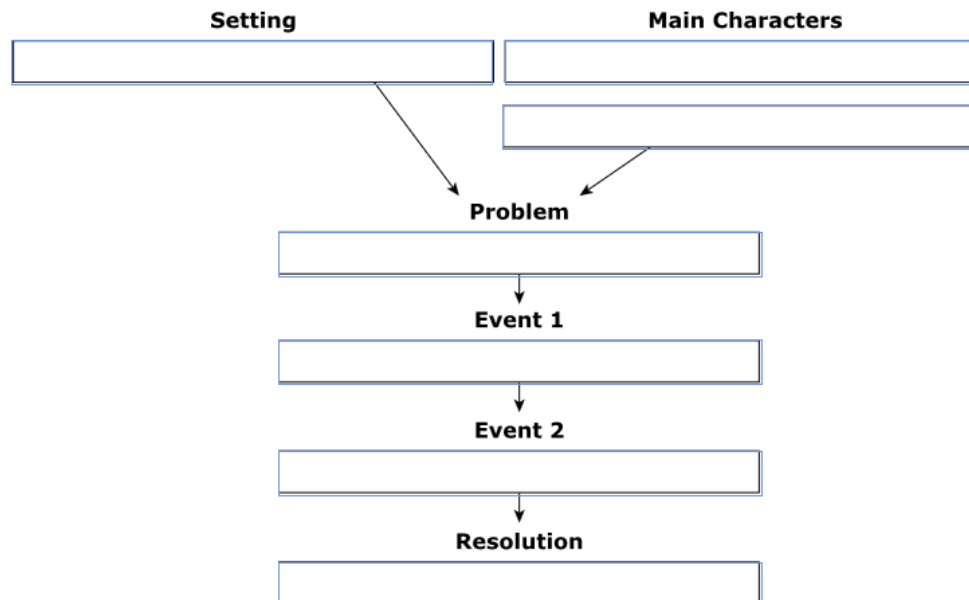
From ALICE'S ADVENTURES IN WONDERLAND—Public Domain

Read the details in the box titled Story Elements.

Drag and drop the appropriate details into the empty boxes to complete the story map. Not all story elements will be used.

#### Story Elements

Alice talks to a rabbit.	Alice's sister
at nighttime	A talking white rabbit runs by.
Alice has an exciting time in the rabbit hole.	Alice is bored.
White Rabbit	outside on a warm day
Alice	Alice chases the rabbit down a rabbit hole.




**Today you will listen to an audio recording from the book *Alice's Adventures in Wonderland*. As you listen, pay close attention to details and events as you answer the questions to prepare to write a narrative story.**

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From ALICE'S ADVENTURES IN WONDERLAND—Public Domain

Imagine Alice has returned from her journey down the rabbit hole and is retelling the events to her sister. Write a story from Alice's point of view, in which Alice explains what happened to her after she reached the bottom of the rabbit hole. Be sure to use dialogue to show how Alice's sister responds to the story. Use details from the audio recording in your response.





## **2015 Released Items: Grade 6 Performance-Based Assessment Research Simulation Task**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Due to item bank considerations, grade 6 will not be releasing the RST item set in 2015.



## **2015 Released Items: Grade 6 End-of-Year Short/Medium Informational Text Set**

The End-of-Year short/medium (S/M) informational text set requires students to read an informational text and answer questions.

The 2015 blueprint for the grade 6 End-of-Year S/M informational text set includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. A complete S/M informational text set from an online summative assessment form is included in this document, as well as additional items from a paper form and/or online form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**PARCC EOY Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 6**

<b>EOY Text Type:</b> Informational S-M												
<b>Passage(s):</b> The Alaska Start III												
Item Code	Answer(s)	Standards/Evidence Statement Alignment										
3576_A	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A	RI 6.1.2 RI 6.5.2										
3575_A	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> C	RI 6.1.2 RI 6.2.1 RI 6.2.2										
3577	<b>Item Type:</b> TECR <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Statement</th> <th style="width: 50%; text-align: center;">Evidence</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">The people of Noorvik feel the census is important to their village.</td> <td style="padding: 5px; background-color: #0056b3; color: white;">           accompanied by a 12th grade student who talked about how the census fits into Noorvik's future.         </td> </tr> <tr> <td style="padding: 5px;">The census in Noorvik will be finished quickly.</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">People from outside the village want to hear what is happening in Noorvik.</td> <td style="padding: 5px; background-color: #0056b3; color: white;">           I exited to see a whole slew of press people down the road.         </td> </tr> <tr> <td style="padding: 5px;">Noorvik was chosen by the Census Bureau because of its weather.</td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	Statement	Evidence	The people of Noorvik feel the census is important to their village.	accompanied by a 12th grade student who talked about how the census fits into Noorvik's future.	The census in Noorvik will be finished quickly.		People from outside the village want to hear what is happening in Noorvik.	I exited to see a whole slew of press people down the road.	Noorvik was chosen by the Census Bureau because of its weather.		RI 6.1.2 RI 6.3.2
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3578	<p><b>Item Type: TECR</b></p> <p>Dr. Robert Groves visited Noorvik, Alaska, to count the first household for the 2010 Census. The citizens of Noorvik were excited about the arrival of the census. The dog sled parade was the most fun Groves had all day. Groves traveled with the mayor of Noorvik to visit the first household in Noorvik to be counted. Everyone from the village gathered for speeches, performances, and a gift exchange before the Director and his party left. Groves wanted everyone in the village to be interviewed by the press.</p>	<p>RI 6.1.1 RI 6.2.3</p>
3573_A	<p><b>Item Type: EBSR</b></p> <p>Part A: B Part B: C</p>	<p>RI 6.1.1 RI 6.3.2</p>
3860_A	<p><b>Item Type: EBSR (paper form – additional item)</b></p> <p>Part A: A Part B: C</p>	<p>RI 6.1.2 RI 6.3.2</p>
3574_A	<p><b>Item Type: EBSR (paper form – additional item)</b></p> <p>Part A: B Part B: D</p>	<p>RI 6.1.2 RI 6.6.2</p>
3861_A	<p><b>Item Type: EBSR (paper form – additional item)</b></p> <p>Part A: C Part B: D</p>	<p>RI 6.1.1 RI 6.2.3</p>

Read the blog entry “The Alaska Start III,” which was written by a former director of the Census Bureau. Then answer the questions.

The Alaska Start III

by Robert Groves

1 We flew to Noorvik mid-morning on Monday, January 25, a 10-seat plane—full of state dignitaries. The temperature at landing was a balmy 7° F. The one-strip airport is about one mile from the village. There were two dog sleds nearby, one for the lieutenant governor and one for me. My musher was a 12-year old student, who, after we moved out of the congestion of the airport, stopped and allowed me to mush the team for a bit of time. Great fun; the lead dog was instantly responsive to his commands, and even though my training was limited to about 45 seconds, it was a blast.

2 We arrived at the school to see the entire student body out on the portico of the school, applauding the arrival of the census to Noorvik (wouldn't it be great if every city in the US greeted census workers with such enthusiasm?). I met the elders of the village, who were assembled in the Inupiat culture room, now used to instruct the children in their native language.

3 We visited a few classrooms where I found that the kids were totally on top of why the census is done, how often it's done, and how it benefits the country.

4 I also participated in a few satellite uplink interviews with various media, accompanied by a 12th grade student who talked about how the census fits into Noorvik's future.

5 At 1 p.m., I rode with the mayor of Noorvik on an ATV to visit the very first household to be enumerated in the 2010 Census. I knocked on the door and was ushered in. We completed the interview in just a few minutes; I exited to see a whole slew of press people down the road. I was happy to announce, “One down; 309 million more to go!”

6 I returned to the school, which is clearly the hub of social activity in the small village, to have lunch with the school children. More interviews with press; a large gathering in the gymnasium with the entire village assembled; an exchange of gifts; speeches; native dancing.

7 The 2010 Census has begun—in a remote village of Alaska, with one household, and the support and love of the thousands of residents. It will continue for several months—in big cities, in small towns, in institutions, among the homeless, for the rich, and for the poor.

8 The country is on its way to being counted!

“Alaskan Beginnings: Census 2010”—Public Domain/U.S. Census Bureau

**Part A**

How does the following sentence from paragraph 2 contribute to the reader's understanding of the blog entry?

We arrived at the school to see the entire student body out on the portico of the school, applauding the arrival of the census to Noorvik (wouldn't it be great if every city in the US greeted census workers with such enthusiasm?).

- A. by showing that the school is the most important building in the village
- B. by describing the excitement the community has for its role in the census
- C. by indicating that the students would be collecting information for the census
- D. by explaining that the students were eager to share parts of their tribal culture

**Part B**

Why does the author include the following statement in parentheses?

... (wouldn't it be great if every city in the US greeted census workers with such enthusiasm?).

- A. to contrast a positive census experience with previous census experiences
- B. to show that he is concerned about completing the census in time
- C. to defend the way he has responded to residents in other communities
- D. to compare the residents of large cities to the residents of isolated villages

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“Alaskan Beginnings: Census 2010”—Public Domain/U.S. Census Bureau

**Part A**

What is a central idea of the blog entry?

- A. Leaders should express their support for the census process.
- B. The census is more important to small villages than it is to large cities.
- C. The census is important to all people regardless of their status or location.
- D. Schools should educate all students about the history of the national census.

**Part B**

How does the author convey the central idea?

- A. by including quotes from interviews with television reporters
- B. by emphasizing the unique rituals of the people in the village
- C. by using one village to symbolize the entire national census
- D. by showing how important the media is to the census



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Read the four statements in the table below. Two statements are supported by evidence in the blog entry, and two are not supported.

Drag a piece of evidence next to the statement it supports. **Two of the boxes should remain empty.**

Statement	Evidence
The people of Noorvik feel the census is important to their village.	
The census in Noorvik will be finished quickly.	
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- 4 I also participated in a few satellite uplink interviews with various media, accompanied by a 12th grade student who talked about how the census fits into Noorvik's future.
- 5 At 1 p.m., I rode with the mayor of Noorvik on an ATV to visit the very first household to be enumerated in the 2010 Census. I knocked on the door and was ushered in. We completed the interview in just a few minutes; I exited to see a whole slew of press people down the road. I was happy to announce, “One down; 309 million more to go!”
- 6 I returned to the school, which is clearly the hub of social activity in the small village, to have lunch with the school children. More interviews with press; a large gathering in the gymnasium with the entire village assembled; an exchange of gifts; speeches; native dancing.
- 7 The 2010 Census has begun—in a remote village of Alaska, with one household, and the support and love of the thousands of residents. It will continue for several months—in big cities, in small towns, in institutions, among the homeless, for the rich, and for the poor.
- 8 The country is on its way to being counted!

“Alaskan Beginnings: Census 2010”—Public Domain/U.S. Census Bureau

Read the paragraph below.

Select the **four** sentences that make up a summary of the blog entry “Alaska Start III.”

Dr. Robert Groves visited Noorvik, Alaska, to count the first household for the 2010 Census. The citizens of Noorvik were excited about the arrival of the census. The dog sled parade was the most fun Groves had all day. Groves traveled with the mayor of Noorvik to visit the first household in Noorvik to be counted. Everyone from the village gathered for speeches, performances, and a gift exchange before the Director and his party left. Groves wanted everyone in the village to be interviewed by the press.

Read the blog entry “The Alaska Start III,” which was written by a former director of the Census Bureau. Then answer the questions.

The Alaska Start III

by Robert Groves

**1** We flew to Noorvik mid-morning on Monday, January 25, a 10-seat plane—full of state dignitaries. The temperature at landing was a balmy 7° F. The one-strip airport is about one mile from the village. There were two dog sleds nearby, one for the lieutenant governor and one for me. My musher was a 12-year old student, who, after we moved out of the congestion of the airport, stopped and allowed me to mush the team for a bit of time. Great fun; the lead dog was instantly responsive to his commands, and even though my training was limited to about 45 seconds, it was a blast.

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“Alaskan Beginnings: Census 2010”—Public Domain/U.S. Census Bureau

**Part A**

Based on the information in the blog entry, what is the main responsibility of a census taker?

- A. to research effective educational programs for small villages
- B. to gather data about people across the nation
- C. to choose which families receive important visitors
- D. to report on how residents survive in remote areas

**Part B**

Which activity discussed in the blog entry illustrates the main responsibility of a census taker?

- A. accompanying important government officials
- B. speaking with students in classrooms
- C. visiting households to collect information with the help of residents
- D. exchanging gifts with village residents

Read the blog entry “The Alaska Start III,” which was written by a former director of the Census Bureau. Then answer the questions.

The Alaska Start III

by Robert Groves

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“Alaskan Beginnings: Census 2010”—Public Domain/U.S. Census Bureau

**Part A**

Which statement is supported by evidence found in the blog entry?

- A. The people of Noorvik feel the census is important to their village.
- B. The census in Noorvik will be finished quickly.
- C. Noorvik was chosen by the Census Bureau because of its unusual weather.
- D. The village of Noorvik is easily reached by travelers.

**Part B**

Which evidence from the blog entry supports the answer to Part A?

- A. “The temperature at landing was a balmy 7° F.” (paragraph 1)
- B. “The one-strip airport is about one mile from the village.” (paragraph 1)
- C. “. . . accompanied by a 12th grade student who talked about how the census fits into Noorvik's future.” (paragraph 4)
- D. “. . . see a whole slew of press people down the road.” (paragraph 5)

Read the blog entry “The Alaska Start III,” which was written by a former director of the Census Bureau. Then answer the questions.

The Alaska Start III

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“Alaskan Beginnings: Census 2010”—Public Domain/U.S. Census Bureau

**Part A**

What is the author's **main** purpose for writing the blog entry “The Alaska Start III”?

- A. to defend the census process to people who are critical of it
- B. to provide a description of how one group of citizens responded to the census
- C. to instruct census workers on the correct way to collect information from citizens
- D. to provide specific benefits of participating in the census

**Part B**

Which quotation from the blog **best** expresses the author's purpose for writing?

- A. “We flew to Noorvik mid-morning on Monday, January 25, a 10-seat plane—full of state dignitaries.” (paragraph 1)
- B. “I met the elders of the village, who were assembled in the Inupiat culture room, now used to instruct the children in their native language.” (paragraph 2)
- C. “I returned to the school, which is clearly the hub of social activity in the small village, to have lunch with the school children.” (paragraph 6)
- D. “More interviews with press; a large gathering in the gymnasium with the entire village assembled; an exchange of gifts; speeches; native dancing.” (paragraph 6)



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“Alaskan Beginnings: Census 2010”—Public Domain/U.S. Census Bureau

**Part A**

Which is a summary of the blog entry “The Alaska Start III”?

- A. Dr. Robert Groves was a citizen of the village of Noorvik, Alaska, who greeted a census worker for the 2010 Census. This small village was among the last in the United States to be counted.
- B. The village of Noorvik, Alaska, greeted Dr. Robert Groves, who visited schools and brought gifts. Dr. Groves faced many challenges during his visit.
- C. Dr. Robert Groves visited Noorvik, Alaska, to count the first household for the 2010 Census. The citizens of Noorvik were excited about the arrival of the census.
- D. The village of Noorvik, Alaska, was discovered in 2010 by Dr. Robert Groves. Prior to this visit, the village did not know about the census and had likely never been counted in the survey.

**Part B**

Which additional evidence from the blog entry could be paraphrased and included in the answer to Part A?

- A. “There were two dog sleds nearby, one for the lieutenant governor and one for me.” (paragraph 1)
- B. “At 1 p.m., I rode with the mayor of Noorvik on an ATV to visit the very first household to be enumerated in the 2010 Census.” (paragraph 5)
- C. “I knocked on the door and was ushered in.” (paragraph 5)
- D. “It will continue for several months—in big cities, in small towns, in institutions, among the homeless, for the rich, and for the poor.” (paragraph 7)



Math  
Spring Operational 2015  
Grade 6  
End of Year Assessment  
Alignment Document

**Sequence:** The item order number as it appears in the released item set and answer key

**UIN:** A unique item number used to identify the item in the internal item bank

**Task Type:** Type I, II, or III. See the Informational Guides on [parconline.org](http://parconline.org) for more information

**Evidence Statements:** The PARCC evidence statement to which the item is aligned

**Calculator Code:** Whether or not the item was administered with a calculator

**Forms Represented:** All forms on which the item appeared in this release administration







Math  
Spring Operational 2015

Grade 6  
End of Year Released Items

1. A table of  $x$  and  $y$  values is shown.

$x$	$y$
2	6
5	15
8	24

Based on the information shown in the table, select the correct letters and numbers to complete the statement.

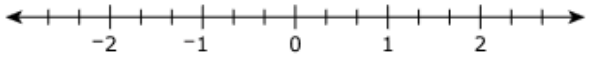
Select from the drop-down menus to correctly complete the statement.

The value of  is 3 times the corresponding value of

, and the ratio of  $x$  to  $y$  is

2. Show the location of  $-1 \frac{2}{3}$ .

Select a place on the number line to plot the point.



3. Which statement about the temperatures  $-13.4^{\circ}\text{C}$  and  $-13.2^{\circ}\text{C}$  is true?

- A.  $-13.4^{\circ}\text{C} < -13.2^{\circ}\text{C}$  because  $-13.2^{\circ}\text{C}$  is warmer than  $-13.4^{\circ}\text{C}$ .
- B.  $-13.4^{\circ}\text{C} < -13.2^{\circ}\text{C}$  because  $-13.2^{\circ}\text{C}$  is colder than  $-13.4^{\circ}\text{C}$ .
- C.  $-13.4^{\circ}\text{C} > -13.2^{\circ}\text{C}$  because  $-13.2^{\circ}\text{C}$  is warmer than  $-13.4^{\circ}\text{C}$ .
- D.  $-13.4^{\circ}\text{C} > -13.2^{\circ}\text{C}$  because  $-13.2^{\circ}\text{C}$  is colder than  $-13.4^{\circ}\text{C}$ .

M22025

4. What is the quotient of  $13,632 \div 48$  ?

- A. 262 R36
- B. 272
- C. 284
- D. 325 R32

5. What is the value of the expression  $86.24 - 79.764$ ?

- A. 6.476
- B. 6.484
- C. 13.524
- D. 71.140

VF647465

6. Which of these expressions are equivalent to  $\frac{p}{3}$ ?

Select **each** correct answer.





- A.  $p - \frac{2}{3}p$
- B.  $\frac{1}{3}p$
- C.  $p - 3$
- D.  $3 \div p$
- E.  $\frac{3p}{9}$
- F.  $\frac{1}{3}p + \frac{1}{3}p + \frac{1}{3}p$

7. Sally rents a life jacket for a one-time fee of \$5. She then rents a canoe for \$15 per hour. Which expression represents the total cost, in dollars, to rent the life jacket and the canoe for  $h$  hours?

- A.  $5 + 15h$
- B.  $10h$
- C.  $15 + 5h$
- D.  $20h$

8. Write an expression, using an exponent, equivalent to  $5 \times 5 \times 5 \times 5$ .

Enter your expression in the space provided.

	$+$	$-$	$\times$	$\div$	$\frac{\square}{\square}$	$\frac{\square}{\square}$
	$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$=$	$(\cdot)$	$\%$
						

9. Which questions are statistical questions?

Select **each** correct answer.

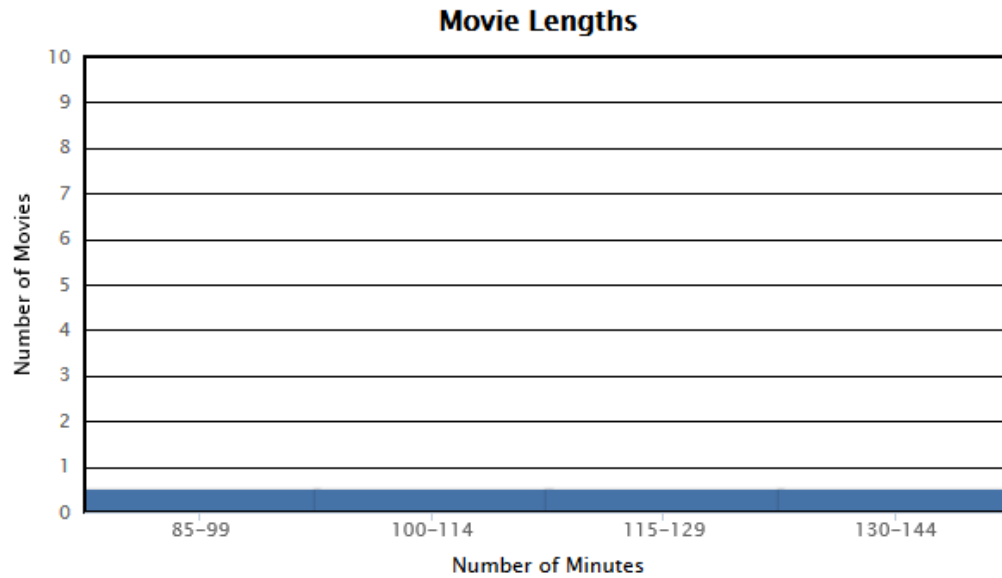
- A. How old is Mr. Patterson?
- B. How many states has Juanita visited?
- C. How many students are in Mrs. Lee's class today?
- D. How many students eat lunch in the cafeteria each day?
- E. How many pets does each student at your school have at home?

10. The lengths, in minutes, of the movies currently showing at a movie theater are shown in the data set.

89	98	109	123	123	125	125
128	130	135	137	140	143	143

Create a histogram that represents the data.

Drag the top of each bar to the correct height.



11. Riley took 5 tests in science.

- Each test had a different score.
- The mean score of the tests was 90%.
- The median score of the tests was 85%.

Based on this information, select the **two** statements that must be true.

- A. More than half of the scores were 85% or greater.
- B. More than half of the scores were 90% or greater.
- C. There were no scores less than 85%.
- D. There were no scores less than 90%.
- E. At least one score was exactly 85%.
- F. At least one score was exactly 90%.



12. A can contains  $\frac{15}{16}$  pound of vegetables. One serving of these vegetables weighs  $\frac{1}{4}$  pound.

What is the total number of servings of vegetables in the can?

- A.  $\frac{15}{64}$  serving
- B.  $\frac{4}{15}$  serving
- C.  $1\frac{3}{16}$  servings
- D.  $3\frac{3}{4}$  servings

VF904473

13. Mr. Jones has  $\frac{3}{4}$  cup of fertilizer. He will use a  $\frac{1}{8}$  cup measuring scoop to pour all of the fertilizer onto his plants. How many times will Mr. Jones fill the measuring scoop with fertilizer?

Enter your answer in the box.

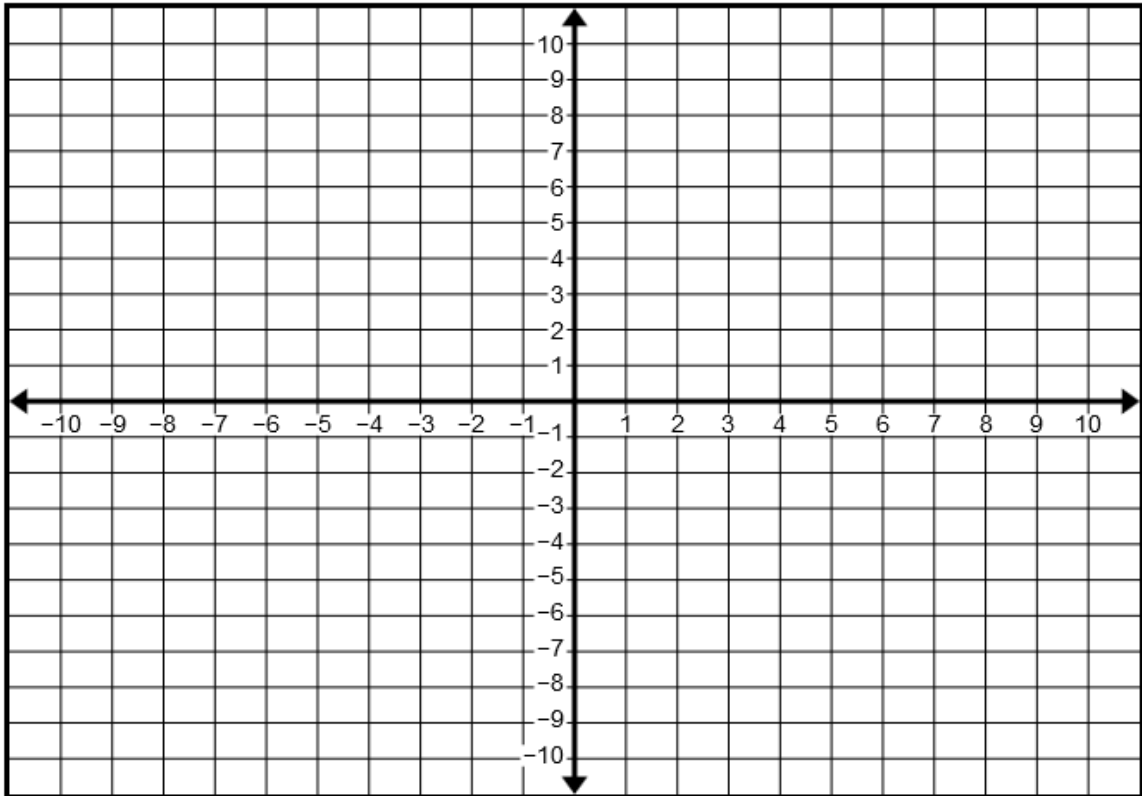
M21478

14. What is the result when 75,069 is divided by 45?

Enter your answer in the box.

15. Point A is located at  $( -2, 4 )$ .

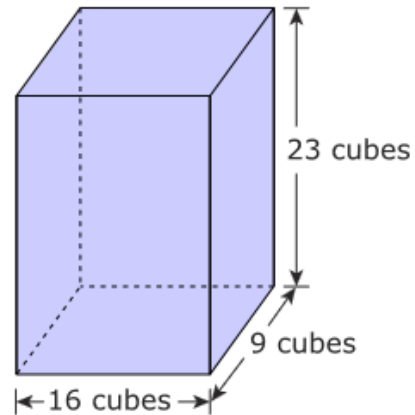
Select the place on the coordinate grid to plot the point.



16. Sonia has two packages of hamburger meat. The first package weighs 1.76 pounds and the second package weighs 2.29 pounds. She mixes the two packages together and forms hamburgers that weigh 0.25 pound each. What is the greatest number of 0.25-pound hamburgers Sonia can make using the hamburger meat she has?

- A. 2
- B. 7
- C. 9
- D. 16

17. A right rectangular prism is packed with identical cubes. The dimensions of the prism are given in terms of the number of cubes needed to fill the prism.



The side length of each cube is  $\frac{1}{4}$  inch. What is the volume, in cubic inches, of the right rectangular prism?

Enter your answer in the space provided. Enter **only** your answer.

↶	+	-	×	÷	=	≡
↷	$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	=	(·)	%
🗑️	▼					

18. What is  $78.32 + 6.784$ ?

Enter your answer in the box.

19. What is the quotient of  $33.32 \div 9.8$ ?

- A. 2.9
- B. 3.4
- C. 3.6
- D. 4.1

VF798755

















20. Enter your answer in the box.

$19.184 \times 0.46 =$

VH034162

21. Write an expression that represents "divide 0.04 by  $n$ ."

Enter your answer in the space provided. Enter **only** your answer.

22. Select the expression that is equivalent to  $48 + 12$ .

- A.  $6(8 + 6)$
- B.  $12(4 + 1)$
- C.  $4(44 + 3)$
- D.  $8(6 + 4)$

23. What is the value of  $0.2^3$ ?

Enter your answer in the box.

24. Joanna earns \$12 per hour at her job. Last week, Joanna earned \$432.

**Part A**

Create an equation that can be used to determine the number of hours,  $h$ , Joanna worked last week.

Drag and drop the correct number or operation into each box.

12   432   +   -   •   ÷

$h =$

**Part B**

What is the number of hours Joanna worked last week?

Enter your answer in the box.

hours

- 25.

**Data Set**

21   30   39   43   58   67

**Part A**

The data set shows the number of minutes Julio practiced his trumpet on each of 6 days during a week. What is the mean number of minutes Julio practiced over these 6 days?

Enter your answer in the box.

**Part B**

Julio practiced a 7th day during the week. The mean number of minutes he practiced over all 7 days was 45 minutes. How many minutes did Julio practice on the 7th day?

Enter your answer in the box.

26. A ball is dropped from different heights. The table shows the height of the first bounce after the ball is dropped.

**Bouncing Ball Experiment**

Height of Drop (in inches)	Height of Bounce (in inches)
10	5
20	10
30	15

**Part A**

Using the data from the table, which equation can be used to find  $y$ , the height of the first bounce, in inches, when the ball is dropped from a height of  $x$  inches?

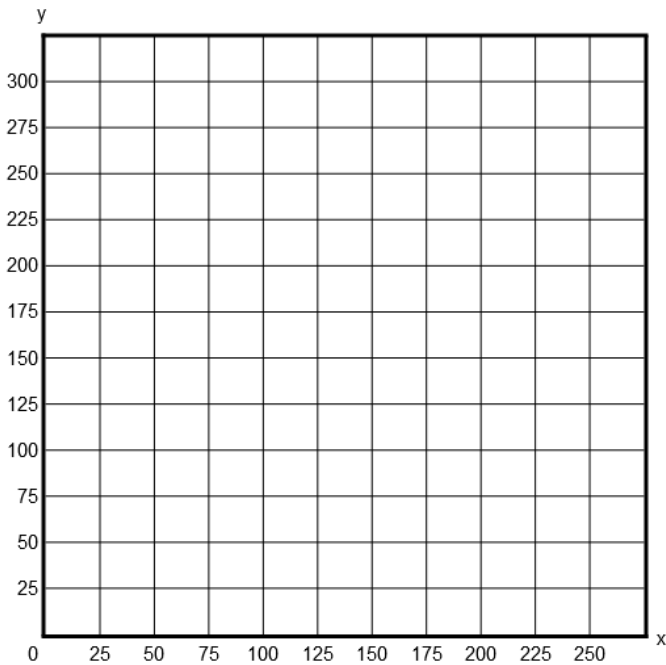
- A.  $y = 2x$
- B.  $y = \frac{x}{2}$
- C.  $y = 5x$
- D.  $y = \frac{x}{5}$

**Part B**

On the coordinate plane, draw a graph that shows the relationship between the height from which the ball is dropped,  $x$ , and the height of the first bounce,  $y$ .

To graph a line, select two points on the coordinate plane. A line will be drawn through the points.

**Bouncing Ball Experiment**





27. Amy can ride her bike 4 miles in 30 minutes. Sebastian can ride his bike 3 miles in 24 minutes.

**Part A**

At her current rate, what is the distance, in miles, Amy can ride her bike in 12 minutes?

- A. 1.6
- B. 2.5
- C. 3.0
- D. 9.0

**Part B**

At his current rate, what is the distance, in miles, Sebastian can ride his bike in 1 hour?

- A. 0.125
- B. 3.0
- C. 7.5
- D. 8.0

**Part C**

Sebastian and Amy both ride from their homes to the park.

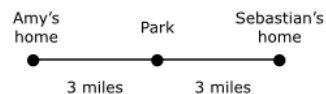


If they both start riding at the same time and ride at their current rates, how long will one have to wait for the other to arrive?

- A. Amy will have to wait 0.5 minute for Sebastian.
- B. Amy will have to wait 1.5 minutes for Sebastian.
- C. Sebastian will have to wait 3 minutes for Amy.
- D. Sebastian will have to wait 6 minutes for Amy.

**Part D**

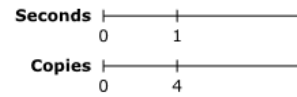
Amy and Sebastian leave the park at the same time and ride their bikes at their current rates back toward their homes.



How far apart are they, to the nearest tenth of a mile, after 14 minutes?

- A. 0.5
- B. 1.1
- C. 3.6
- D. 6.0

28.



The diagram represents the unit rate of making copies on a copy machine.

Which table represents the rate of making copies on this copy machine?

A.

Time (in seconds)	Number of Copies
40	10
60	15
100	25
400	100

B.

Time (in seconds)	Number of Copies
10	40
15	60
25	100
100	400

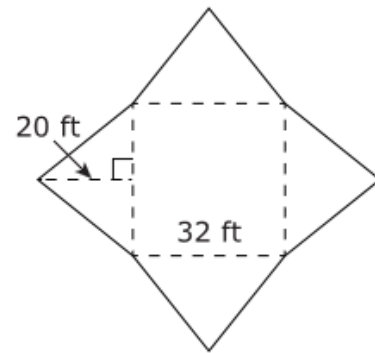
C.

Time (in seconds)	Number of Copies
13	10
18	15
28	25
103	100

D.

Time (in seconds)	Number of Copies
10	13
15	18
25	28
100	103

29. The net shown represents a square pyramid.



- Determine the area, in square feet, of one triangular face of the square pyramid.
- Determine the total surface area, in square feet, of the square pyramid.

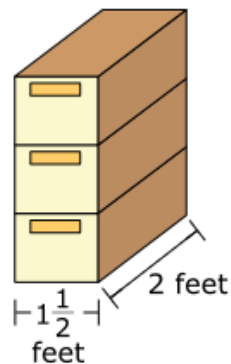
Enter your answers in the space provided. Enter **only** your answers.

Area of one triangular face:  sq ft

Total surface area:  sq ft

	+	-	×	÷	$\frac{\square}{\square}$	$\frac{\square}{\square}$
	$y^x$	$\sqrt{\square}$	$\sqrt[3]{\square}$	=	(·)	%

30. Denzel has two stacks of identical storage boxes in his room. One stack has 3 boxes and the other stack has 5 boxes. The volume of the stack of 3 storage boxes is  $11\frac{1}{4}$  cubic feet. The drawing shows the stack of 3 storage boxes.



- What is the height, in feet, of 1 storage box?
- What is the volume, in cubic feet, of the stack of 5 storage boxes?

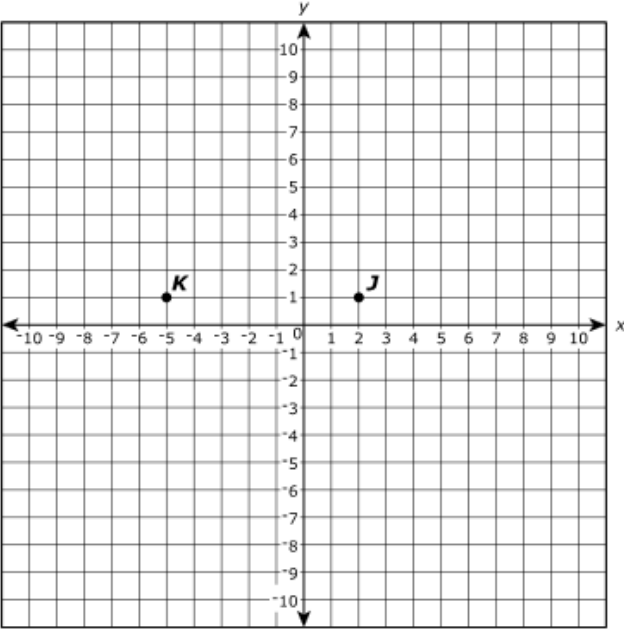
Enter your answers in the space provided. Enter **only** your answers.

height:

volume:

	+	-	×	÷		
	$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	=	(.)	%

31. Points  $J$  and  $K$ , plotted on the coordinate grid, are two vertices of rectangle  $JKLM$ . Rectangle  $JKLM$  has an area of 7 square units. Point  $J$  is located at  $(2, 1)$ , and point  $K$  is located at  $(-5, 1)$ . Each vertex of the rectangle is located at a point that has integer coordinates.



**Part A**

Which points could be another vertex of the rectangle?

Select **each** correct answer.

- A.  $(-5, 0)$
- B.  $(-5, 2)$
- C.  $(1, 1)$
- D.  $(2, -6)$
- E.  $(2, 0)$
- F.  $(9, 1)$
- G.  $(2, 2)$

**Part B**

What is the perimeter of rectangle  $JKLM$ ?

Enter your answer in the box.

units

32. Natalie uses a 15% off coupon when she buys a camera. The original price of the camera is \$45.00. How much money does Natalie save by using the coupon?

Enter your answer in the box.

\$

33. 

Maggie is making a necklace using a 13-inch string and identical beads. Maggie has placed 12 beads next to each other starting at the left end of the string as shown in the figure. The 12 beads fill 3 inches of the string.

**Part A**

How many total beads will completely fill the 13-inch string?

Enter your answer in the box.

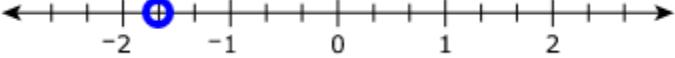
**Part B**

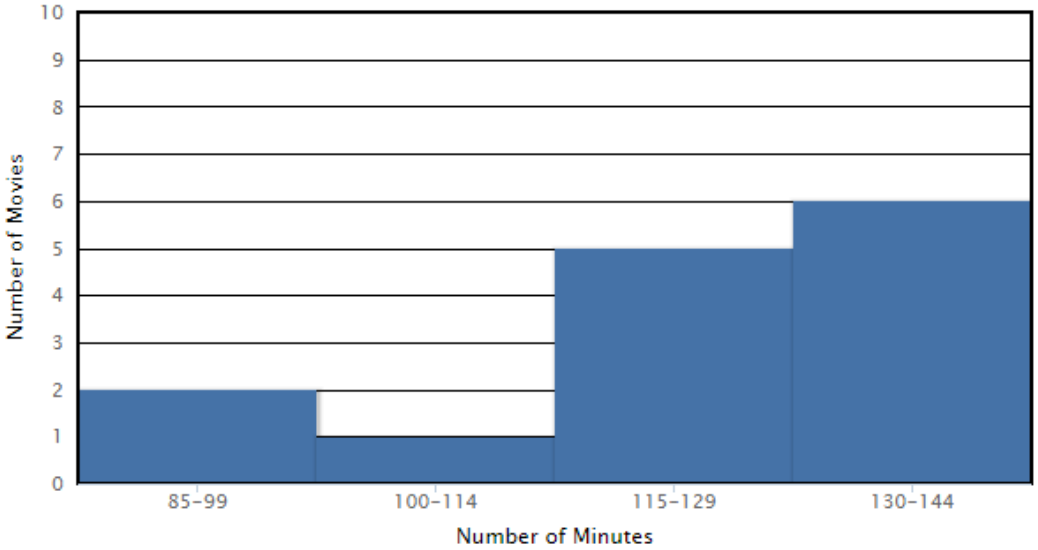
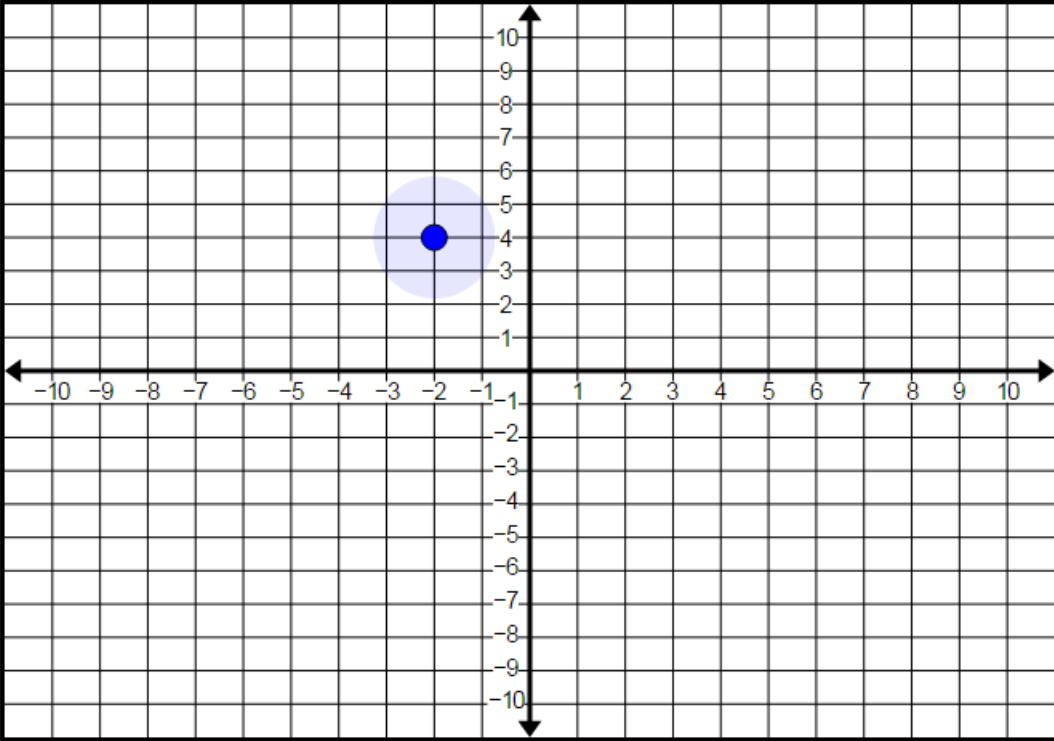
After filling the string from end to end, Maggie decides to leave one inch at each end of the string with no beads. How many beads does she need to remove from the beads she used to completely fill the string?

Enter your answer in the box.

34. Jill bought a pound of strawberries for \$4.00. What is the price, in dollars, per **ounce** of strawberries?

Enter your answer in the box.

Item Number	Answer Key	Evidence Statement Key
1.	The value of <input type="text" value="y"/> is 3 times the corresponding value of <input type="text" value="x"/> , and the ratio of x to y is <input type="text" value="1:3"/> .	6.RP.1
2.		6.NS.6c-1
3.	A	6.NS.7b
4.	C	6.NS.2
5.	A	6.NS.3-2
6.	A, B, E	6.EE.4
7.	A	6.EE.6
8.	$5^4$ or equivalent	6.EE.1-1
9.	D, E	6.SP.1

10.	<p style="text-align: center;"><b>Movie Lengths</b></p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Number of Minutes</th> <th>Number of Movies</th> </tr> </thead> <tbody> <tr> <td>85-99</td> <td>2</td> </tr> <tr> <td>100-114</td> <td>1</td> </tr> <tr> <td>115-129</td> <td>5</td> </tr> <tr> <td>130-144</td> <td>6</td> </tr> </tbody> </table>	Number of Minutes	Number of Movies	85-99	2	100-114	1	115-129	5	130-144	6	6.SP.4
Number of Minutes	Number of Movies											
85-99	2											
100-114	1											
115-129	5											
130-144	6											
11.	A, E	6.SP.3										
12.	D	6.NS.1-2										
13.	6	6.NS.1-2										
14.	1668.2	6.NS.2										
15.		6.NS.6c-2										
16.	D	6.Int.1										



17.	$51\frac{3}{4}$	6.G.2-1
18.	85.104	6.NS.3-1
19.	B	6.NS.3-4
20.	8.82464	6.NS.3-3
21.	$0.04 \div n$	6.EE.2a
22.	B	6.NS.4-2
23.	0.008	6.EE.1-2
24.	<p>Part A:</p> <div style="border: 1px solid gray; padding: 5px; display: inline-block; margin-right: 10px;">12</div> <div style="border: 1px solid gray; padding: 5px; display: inline-block; margin-right: 10px;">•</div> $h =$ <div style="border: 1px solid gray; padding: 5px; display: inline-block; margin-left: 10px;">432</div> <p>Part B: 36</p>	6.EE.7
25.	<p>Part A: 43</p> <p>Part B: 57</p>	6.SP.5
26.	<p>Part A: B</p> <p style="text-align: center;"><b>Bouncing Ball Experiment</b></p> <p>Part B:</p>	6.EE.9

27.	Part A: A Part B: C Part C: B Part D: C	6.RP.3b
28.	B	6.RP.3a
29.	<div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Area of one triangular face: 320 sq ft</p> <p>Total surface area: 2304 sq ft</p> </div>	6.G.4
30.	height: $1\frac{1}{4}$ volume: $18\frac{3}{4}$	6.G.2-2
31.	Part A: A, B, E, G Part B: 16	6.G.3
32.	6.75	6.RP.3c-1
33.	Part A: 52 Part B: 8	6.RP.3b
34.	0.25	6.RP.3d



Math  
Spring Operational 2015

Grade 6  
Performance Based Assessment  
Alignment Document

**Sequence:** The item order number as it appears in the released item set and answer key

**UIN:** A unique item number used to identify the item in the internal item bank

**Task Type:** Type I, II, or III. See the Informational Guides on [parcconline.org](http://parcconline.org) for more information

**Evidence Statements:** The PARCC evidence statement to which the item is aligned

**Calculator Code:** Whether or not the item was administered with a calculator

**Forms Represented:** All forms on which the item appeared in this release administration

	Sequence	UIN (in sequence)	Task Type	Evidence Statements	Calculator Code	Forms Represented														
						online						paper								
						1	2	3	4	5	6	1	2	3	4					
Performance-Based Assessment Grade 6	1	M20252	Type I	6.RP.2	non-cal			✓												
	2	VF541326	Type I	6.NS.5	non-cal				✓	✓										
	3	M21681	Type I	6.NS.1-2	non-cal		✓					✓	✓							
	4	VH031635	Type I	6.NS.6a	non-cal				✓											
	5	M21747	Type I	6.EE.1-1	non-cal			✓											✓	
	6	M20932	Type I	6.EE.2c-1	cal		✓				✓								✓	
	7	M20645	Type I	6.EE.2a	cal					✓										
	8	M21693	Type I	6.EE.5-1	cal				✓										✓	
	9	VH013412	Type I	6.RP.3a	cal	✓						✓								✓
	10	M20785	Type I	6.EE.7	cal				✓		✓									
	11	VF888578	Type III	6.D.3	cal			✓	✓			✓								
	12	M21482	Type II	6.C.3	cal				✓		✓									
	13	1167-M20992	Type II	6.C.4	cal		✓													✓
	14	VF886112	Type II	6.C.9	cal	✓														✓
	15	M20483	Type II	6.C.3	cal					✓				✓						
	16	VF799733	Type III	6.D.2	cal			✓	✓					✓	✓					
	17	VF643084	Type III	6.D.1	cal				✓		✓									✓



Math  
Spring Operational 2015

Grade 6  
Performance Based Assessment  
Released Items

1. Heather drove at a constant rate. She traveled 162 miles in 3 hours. How far did Heather travel in 1 hour?

Enter your answer in the box.

 miles

VF541326

2. Water freezes at  $0^{\circ}$  Celsius. The table shows five different temperatures in degrees Celsius. Indicate whether each temperature is above or below freezing.

Select one cell per row.

Temperature	Above Freezing	Below Freezing
$0.5^{\circ}\text{C}$	<input type="checkbox"/>	<input type="checkbox"/>
$-13^{\circ}\text{C}$	<input type="checkbox"/>	<input type="checkbox"/>
$100^{\circ}\text{C}$	<input type="checkbox"/>	<input type="checkbox"/>
$5.5^{\circ}\text{C}$	<input type="checkbox"/>	<input type="checkbox"/>
$-2.25^{\circ}\text{C}$	<input type="checkbox"/>	<input type="checkbox"/>

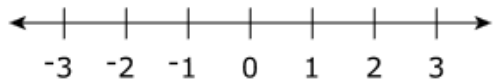
3. Mia has  $\frac{7}{8}$  pound of bird food. She puts an equal portion into 4 bird feeders. How much bird food, in pounds, does she put into each bird feeder?

- A.  $\frac{7}{8}$
- B.  $\frac{7}{32}$
- C.  $3\frac{1}{2}$
- D.  $3\frac{1}{8}$

VH031635

4. Select the point that represents the opposite of  $\frac{3}{2}$ .

Select a place on the number line to plot the point.



5. An expression is shown.

$$12 \cdot 12 \cdot 12 \cdot 12 + 7(3 \cdot 3 \cdot 3 \cdot 3 + 3)$$

Which of the following shows this expression written using exponents?

- A.  $4^{12} + 7(5^3)$
- B.  $4^{12} + 7(4^3 + 3)$
- C.  $12^4 + 7(3^5)$
- D.  $12^4 + 7(3^4 + 3)$

6. Evaluate the expression  $120n + 160,500$  when  $n = 32$ .

Enter your answer in the box.

7. Which verbal expression best represents the algebraic expression  $3n - 4$ ?

- A. three less than four times a number
- B. four less than three times a number
- C. three times four subtracted from a number
- D. four times the difference of a number and three



8. The variable  $x$  represents a value in the set  $\{4, 6, 7, 8\}$ . Which value of  $x$  makes  $2(x - 4) + 3 = 7$  a true statement?

- A. 4
- B. 6
- C. 7
- D. 8

VH013412

9. Melanie is making necklaces in four different lengths. In each necklace, the ratio of blue beads to orange beads remains the same as shown in the diagram.

**Blue Beads**

**Orange Beads**

The table shows the number of blue beads and the number of orange beads that Melanie will use on each of the four necklaces.

Necklace	Number of Blue Beads	Number of Orange Beads
1	20	4
2	45	
3	30	6
4		8

**Part A**

Based on the ratio, what will be the number of blue beads on Necklace 4?

Enter your answer in the box.

**Part B**

Based on the ratio, what will be the number of orange beads on Necklace 2?

















Enter your answer in the box.

10. A student purchased 7 binders for a total of \$8.61. Write an equation that can be used to find the cost of each binder,  $n$ , in dollars. What is the cost, in dollars, of each binder?

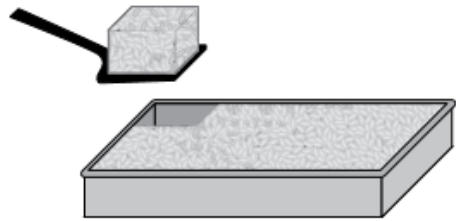
Enter your equation and your answer in the space provided. Enter **only** your equation and your answer.

Equation:

Cost: \$

11. Megan spent \$9.85 on ingredients and made one pan of cereal bars. The pan has a length of 24 inches and a width of 16 inches.



Megan needs to cut individual cereal bars from the pan. Each cereal bar should be the same size and shape and should represent a reasonable serving.

Estimate an appropriate length and width for each cereal bar and explain your assumptions.

Based on your estimate, determine the amount each cereal bar will cost Megan to make. Show your work or explain your reasoning.

Enter your answers and your work or explanations in the space provided.

Navigation icons: back, forward, delete, [A], [π]

Math symbols menu:

- Math symbols
  - + - × ÷
  - ± - · /
  - = ≠  $\frac{\square}{\square}$   $\frac{\square\square}{\square\square}$
  - $y^x$   $\sqrt{\quad}$   $\sqrt[3]{\quad}$   $\pi$
  - (-) ° |·|
- Relations
- Geometry

12. One size of cardboard can be purchased in sheets that are  $\frac{3}{16}$  inch thick. The sheets of cardboard are stacked on top of each other in packages. The height of each stack is  $2\frac{1}{4}$  inches.



- Use the model of a ruler to determine the number of sheets of cardboard in a stack.
- Explain how you used the model to find your answer.
- Write an expression that can be used to determine the number of sheets of cardboard in a stack.
- Explain how your expression relates to the model.

Enter your answer, your expression, and your explanations in the space provided.



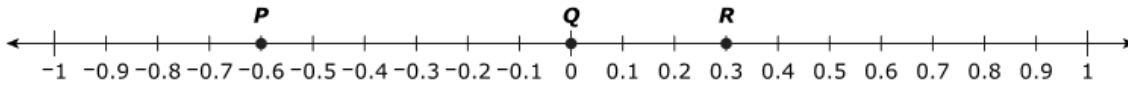
▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

13. Points  $P$ ,  $Q$ , and  $R$  are shown on the number line.



**Part A**

Find the distances between points  $P$  and  $Q$  and between points  $R$  and  $Q$ . Show your work or explain your answers. Refer to the number line in your explanation.

Enter your answers and your work or explanation in the space provided.

▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	√	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

▶ Relations

▶ Geometry

**Part B**

Point  $S$  is a different point on the number line. Point  $S$  and point  $R$  are the same distance from point  $Q$ . Explain how to determine the location of point  $S$  on the number line.

Enter your explanation in the space provided.

▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	√	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

▶ Relations

▶ Geometry

14. A student made two patterns to show multiplication of a decimal by powers of ten. The equations shown for both patterns are incorrect.

**Pattern A**

$3.675 \cdot 10 = 3.6750$   
 $3.675 \cdot 100 = 3.67500$   
 $3.675 \cdot 1,000 = 3.675000$

**Pattern B**

$3.675 \cdot 0.1 = 3.0675$   
 $3.675 \cdot 0.01 = 3.00675$   
 $3.675 \cdot 0.001 = 3.000675$

Explain why the equations in each of the patterns are false. Include in your explanation the values that should appear on the right side of each equation in both patterns to make the equations true.

Enter your explanation in the space provided.



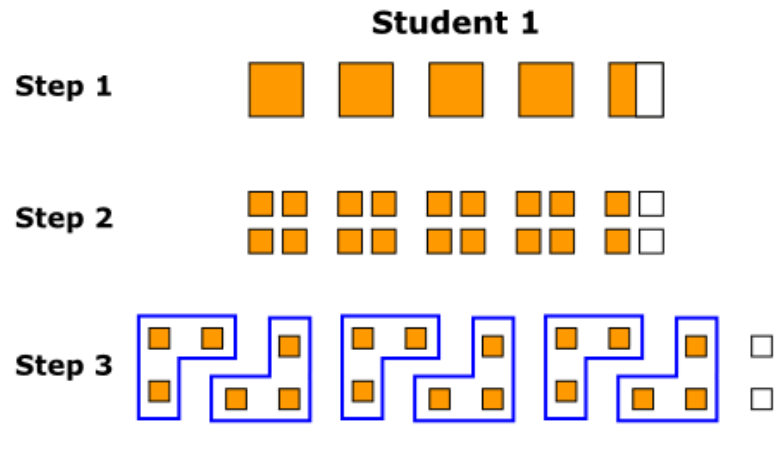
▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	√	∛	π
(-)	°	·	

► Relations

► Geometry

15. Two students used different methods to evaluate  $4\frac{1}{2} \div \frac{3}{4}$ .



**Student 2**

$$4\frac{1}{2} \div \frac{3}{4}$$

$$4\frac{2}{4} \div \frac{3}{4}$$

$$\frac{18}{4} \div \frac{3}{4}$$

For each step shown, explain how the diagram drawn by Student 1 relates to the expression written by Student 2. Show your work.

Enter your explanations and your work in the space provided.



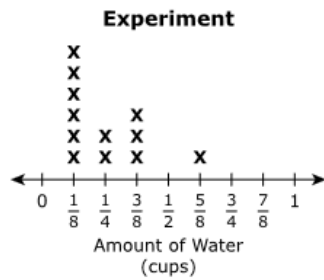
▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	$\frac{\square}{\square}$	$\frac{\square}{\square}$
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

16. The line plot shows the amount of water used by 12 students during an experiment.



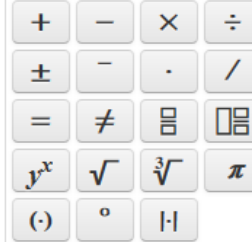
### Part A

Write and evaluate an expression using addition and multiplication to determine the total number of cups of water used by the 12 students during the experiment. Show or explain each step you used to evaluate the expression.

Enter your expression and your work or explanation in the space provided.



#### Math symbols



#### Relations

#### Geometry

### Part B

The water used by the 12 students during the experiment was poured from a beaker. After the water was poured,  $\frac{1}{4}$  gallon of water was left in the beaker.

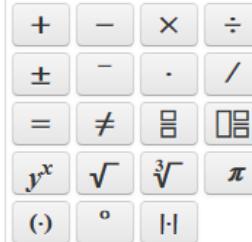
What was the total number of **fluid ounces** of water in the beaker before the water was poured by the 12 students? (Use 1 gallon = 128 fluid ounces.)

Show or explain each step you used to determine your answer.

Enter your answer and your work or explanation in the space provided.



#### Math symbols



#### Relations

#### Geometry



17. The students in a club are selling flowerpots to raise money. Each flowerpot sells for \$15.

**Part A**

Write an expression that represents the total amount of money, in dollars, the students raise from selling  $x$  flowerpots.

Enter your expression in the space provided. Enter **only** your expression.

↶	+	-	×	÷	$\frac{\square}{\square}$	$\frac{\square\square}{\square}$
↷	$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	=	(·)	%
🗑️	<span style="color: blue;">▼</span>					

**Part B**

The goal of the students in the club was to raise \$500. They sold 43 flowerpots. By what amount did the students exceed their goal of raising \$500? Show or explain all your work.

Enter your answer and your work or explanation in the space provided.

↶	↷	🗑️	[A]	[π]
---	---	----	-----	-----

▼ Math symbols

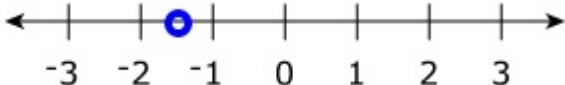
+	-	×	÷
±	-	·	/
=	≠	$\frac{\square}{\square}$	$\frac{\square\square}{\square}$
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	π
(·)	°	·	

▶ Relations

▶ Geometry

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding (reviewing sets of real student work).
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key	Evidence Statement Key																		
1.	54	6.RP.2																		
2.	<table border="1"> <thead> <tr> <th>Temperature</th> <th>Above Freezing</th> <th>Below Freezing</th> </tr> </thead> <tbody> <tr> <td>0.5° C</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>–13° C</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>100° C</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5.5° C</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>–2.25° C</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Temperature	Above Freezing	Below Freezing	0.5° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	–13° C	<input type="checkbox"/>	<input checked="" type="checkbox"/>	100° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5.5° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>	–2.25° C	<input type="checkbox"/>	<input checked="" type="checkbox"/>	6.NS.5
Temperature	Above Freezing	Below Freezing																		
0.5° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>																		
–13° C	<input type="checkbox"/>	<input checked="" type="checkbox"/>																		
100° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>																		
5.5° C	<input checked="" type="checkbox"/>	<input type="checkbox"/>																		
–2.25° C	<input type="checkbox"/>	<input checked="" type="checkbox"/>																		
3.	B	6.NS.1-2																		
4.	 <p>A number line is shown with arrows at both ends. It has tick marks and labels for integers from -3 to 3. A blue circle is placed on the line between -2 and -1, representing the number -1.5.</p>	6.NS.6a																		
5.	D	6.EE.1-1																		
6.	164340	6.EE.2c-1																		
7.	B	6.EE.2a																		
8.	B	6.EE.5-1																		

9.	Part A: 40 Part B: 9	6.RP.3a
10.	$7n = 8.61$ $n = \$1.23$	6.EE.7
11.	See Rubric	6.D.3
12.	See Rubric	6.C.3
13.	Part A: See Rubric Part B: See Rubric	6.C.4
14.	See Rubric	6.C.9
15.	See Rubric	6.C.3
16.	Part A: See Rubric Part B: See Rubric	6.D.2
17.	Part A: See Rubric Part B: See Rubric	6.D.1

#11 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 2 points<ul style="list-style-type: none"><li>○ The student models a strategy for developing a reasoned estimate for an appropriate length and width of each cereal bar, including explaining assumptions.</li><li>○ The student models a strategy for determining the amount each cereal bar will cost Megan to make.</li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ The student provides the amount each cereal bar will cost.</li></ul></li></ul> <p>Sample Student Response:</p> <p>I assume that each bar could be 2 inches by 4 inches. This is a reasonable size for a cereal bar and is easy enough to hold and does not appear to be too large a serving size. The cereal bar can also be cut so that all cereal bars are the same size and shape since 24 inches and 16 inches can be evenly divided by 2 inches and 4 inches.</p> <p>For the 1 pan of bars cut so each bar is 2 inches by 4 inches, there would be 6 rows of bars (<math>24 \div 4</math>) and 8 bars in each row (<math>16 \div 2</math>). Altogether, that would make 48 bars for each pan. The amount spent on ingredients is \$9.85, so the amount each cereal bar will cost Megan to make is <math>\\$9.85 \div 48</math>, which is \$0.205... or about \$0.21.</p> <p>Notes:</p> <ul style="list-style-type: none"><li>○ Other reasoned estimates are possible. As long as the modeling steps are valid, credit should be awarded.</li><li>○ The student may receive a combined total of 2 points if the modeling processes are correct but the student makes one or more computational errors resulting in incorrect answers.</li><li>○ The student may receive a total of 1 point if he/she computes the correct answer but shows no work or insufficient work to indicate a correct modeling process.</li></ul>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

## #12 Rubric

Score	Description
4	<p>Student response includes each of the following 4 elements.</p> <ul style="list-style-type: none"> <li>• <b>Reasoning component</b> = 3 points <ul style="list-style-type: none"> <li>○ Correct explanation of how to find the number of sheets in a stack using the ruler</li> <li>○ Correct expression or equation that can be used to find the number of sheets, <math>2\frac{1}{4} \div \frac{3}{16}</math> or equivalent</li> <li>○ Correct explanation of how expression relates to use of the ruler</li> </ul> </li> <li>• <b>Computation component</b> = 1 point <ul style="list-style-type: none"> <li>○ Correct number of sheets of cardboard in a stack, 12</li> </ul> </li> </ul> <p>Sample Student Response:</p> <p>To find the number of sheets in a stack using the ruler, you start at <math>2\frac{1}{4}</math> inches on the ruler. Then you can mark off groups of <math>\frac{3}{16}</math>. This is 3 of the 16ths marks on the ruler. Then you can count the number of groups. There were 12 groups, so there are 12 sheets in a stack.</p> <p>An expression that represents this is <math>2\frac{1}{4} \div \frac{3}{16}</math>. This relates to using the ruler because you are starting with <math>2\frac{1}{4}</math> and dividing by <math>\frac{3}{16}</math>, which is really finding how many groups of <math>\frac{3}{16}</math> there are in <math>2\frac{1}{4}</math>. When you divide, you will get 12, which means there are 12 groups of <math>\frac{3}{16}</math> in <math>2\frac{1}{4}</math>.</p>
3	Student response includes 3 of the 4 elements.
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

### #13 Part A

Score	Description
2	<p>Student response includes each of the following 2 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct work shown or explanation given using the number line</li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct distance of each point from <math>Q</math> (0.3 for <math>R</math> and 0.6 for <math>P</math>)</li></ul></li></ul> <p>Sample Student Response: Point <math>R</math> is 0.3 unit from point <math>Q</math>, because there are 3 spaces of 0.1 between them on the number line. Point <math>P</math> is 0.6 unit from point <math>Q</math>, because there are 6 spaces of 0.1 between them on the number line.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

### #13 Part B

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct explanation of how to find point <math>S</math> on the number line</li></ul></li></ul> <p>Sample Student Response: Since point <math>Q</math> is at 0 and since point <math>S</math> is the same distance from point <math>Q</math> as point <math>R</math> but in a different location, it must be on the opposite side of point <math>Q</math>. Points <math>R</math> and <math>S</math> are on opposite sides of 0 on the number line, so their locations should have opposite signs. Since point <math>R</math> is located at 0.3, point <math>S</math> must be located at -0.3.</p> <p>Note: Point <math>S</math> can also be located at 0.3 for credit with a valid explanation.</p>
0	Student response is incorrect or irrelevant.

## #14 Rubric

Score	Description
4	<p>Student response includes the following 4 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ The student correctly explains why Pattern A is incorrect.</li><li>○ The student correctly explains why Pattern B is incorrect.</li></ul></li><li>• <b>Computation component</b> = 2 points<ul style="list-style-type: none"><li>○ The student provides the correct values for Pattern A.</li><li>○ The student provides the correct values for Pattern B.</li></ul></li></ul> <p>Sample Student Response:</p> <p>The student added zeros to the right of the number, instead of moving the number up one place value.</p> <p>The student added zeros to the left of the decimal portion of the number, instead of moving the number down one place value.</p> <p>For pattern A</p> $3.675 \cdot 10 = 36.75$ $3.675 \cdot 100 = 367.5$ $3.675 \cdot 1,000 = 3,675$ <p>For pattern B</p> $3.675 \cdot 0.1 = 0.3675$ $3.675 \cdot 0.01 = 0.03675$ $3.675 \cdot 0.001 = 0.003675$ <p>Note: Other valid reasoning exists. As long as the student explains the flaw in the provided work, credit should be awarded.</p>
3	Student response includes 3 of the 4 elements.
2	Student response includes 2 of the 4 elements.
1	Student response includes 1 of the 4 elements.
0	Student response is incorrect or irrelevant.

#15 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 3 points<ul style="list-style-type: none"><li>○ Correct explanation of relationship between work of Student 1 and work of Student 2 in step 1</li><li>○ Correct explanation of relationship between work of Student 1 and work of Student 2 in step 2</li><li>○ Correct explanation of relationship between work of Student 1 and work of Student 2 in step 3</li></ul></li></ul> <p>Sample Response:</p> <p>In step one, Student 1 represents <math>4\frac{1}{2}</math> as five congruent figures, four of which are shaded entirely and one of which is shaded by half. In step two, Student 1 breaks every whole into four congruent parts, maintaining the original shading. Student 2 makes common denominators for <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>, changing <math>4\frac{1}{2}</math> to <math>4\frac{2}{4}</math>. Both students relate <math>4\frac{1}{2}</math> as groups of 4. In step three, Student 1 groups the congruent figures into 6 groups of 3, which represents the value of <math>4\frac{1}{2} \div \frac{3}{4}</math>. Student 2 converts <math>4\frac{2}{4}</math> into <math>\frac{18}{4}</math>, which is the number of grouped figures drawn by Student 1.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.



## #16 Part A

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point <ul style="list-style-type: none"> <li>○ Correct total number of cups of water</li> </ul> </li> <li>• <b>Modeling component</b> = 2 points <ul style="list-style-type: none"> <li>○ Correct expression using addition and multiplication</li> <li>○ Correct process for evaluating the expression written</li> </ul> </li> </ul> <p>Sample Student Response:</p> <p>3 (cups)</p> $6 \times \frac{1}{8} + 2 \times \frac{1}{4} + 3 \times \frac{3}{8} + 1 \times \frac{5}{8}$ $6 \times \frac{1}{8} + 2 \times \frac{1}{4} + 3 \times \frac{3}{8} + 1 \times \frac{5}{8} =$ $\frac{6}{8} + \frac{2}{4} + \frac{9}{8} + \frac{5}{8} =$ $\frac{6}{8} + \frac{4}{8} + \frac{9}{8} + \frac{5}{8} = \frac{24}{8} = 3$ <p>Notes:</p> <ul style="list-style-type: none"> <li>○ The student must show operations of addition AND multiplication in order to receive the modeling point. If students only use addition, they do not get the modeling point.</li> <li>○ The student must show only one expression to receive this modeling point.</li> <li>○ If the student writes an incorrect expression but shows a correct process for evaluating that expression, the student will receive 1 modeling point.</li> </ul>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

## #16 Part B

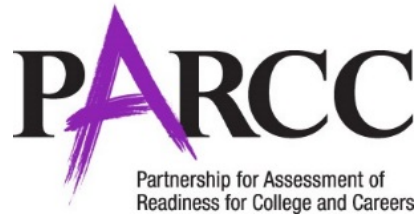
Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct total number of fluid ounces in the beaker before the water was poured by the 12 students, 56 fluid ounces</li></ul></li><li>• <b>Modeling component</b> = 2 points<ul style="list-style-type: none"><li>○ Correct process for finding the amount of water in the beaker</li><li>○ Correct process for converting gallons and cups to fluid ounces</li></ul></li></ul> <p>Sample Student Response:</p> <p>The amount of water in the beaker can be found by adding 3 cups to a <math>\frac{1}{4}</math> gallon. To convert <math>\frac{1}{4}</math> gallon to fluid ounces, I need to multiply by 128, which is 32 fluid ounces. To convert 3 cups to fluid ounces, I need to multiply by 8, which is 24 fluid ounces. The amount of water in the beaker before the water was poured out is <math>32 + 24 = 56</math> fluid ounces.</p> <p>Notes:</p> <ul style="list-style-type: none"><li>○ Units are not required to receive credit.</li><li>○ The student may receive a combined total of 4 points if the modeling processes are correct but the student makes one or more computational errors resulting in incorrect answers.</li><li>○ The student may receive a total of 2 points if he or she computes the correct answers but shows no work or insufficient work to indicate a correct modeling process.</li><li>○ The student cannot receive more than 2 points for modeling if the explanations, while sufficient to indicate that the student had a correct process, contain nonsense statements, such as <math>\frac{1}{4} \times 128 = 32 + 24 = 56</math>.</li></ul>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

### #17 Part A

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct expression that represents the total amount of money raised</li></ul></li></ul> <p>Sample Student Response:</p> <p>15x</p> <p>Note: Any valid equivalent expression can receive credit.</p>
0	Student response is incorrect or irrelevant.

### #17 Part B

Score	Description
2	<p>Student response includes the following elements.</p> <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ The student shows a correct strategy to determine the amount of money by which the club exceeded its goal.</li></ul></li><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ The student provides the amount of money by which the club exceeded its goal.</li></ul></li></ul> <p>Sample Student Response:</p> <p>"<math>15 \times 43 = 645</math>, and <math>645 - 500 = 145</math>" OR "Using my expression, I multiplied 43 by \$15 to get a total of \$645 raised. I then subtracted \$500 from \$645 to get \$145 for the amount that the club exceeded its goal."</p> <p>Notes:</p> <ul style="list-style-type: none"><li>• The student may receive 1 point for Part B if the modeling process is correct but the student makes one or more computational errors resulting in incorrect answers.</li><li>• The student may receive 1 point for Part B if he or she computes the correct answers but shows no work or insufficient work to indicate a correct modeling process.</li></ul> <p>If a student writes an incorrect model and answers the remaining prompts based on the model, he or she can receive 1 point for computation but no points for modeling.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.



## 2015 Released Items: Grade 7 Performance-Based Assessment Literary Analysis Task

The Literary Analysis Task requires students to read two literary texts that are purposely paired. Students read the texts, answer questions for each text and for the texts as a pair, and then write an analytic essay.

The 2015 blueprint for PARCC's grade 7 Literary Analysis Task includes six Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. A complete Literary Analysis Task from an online summative assessment form is included in this document, as well as additional items from a paper form and/or online form.

### Included in this document:

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

### Additional related materials not included in this document:

- Sample scored student responses with annotations and practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**Note:** Item 4701\_A represents an item type that is no longer being developed for the PARCC ELA/literacy summative assessment.

**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 7**

<b>Task: Literary Analysis (LAT)</b>		
<b>Passage(s): Excerpt from Georges and the Jewels; Excerpt from Black Beauty, the Autobiography of a Horse</b>		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
4118_A	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: C</b>	RL 7.1.1 RL 7.4.1 L 7.4.1
4120_A	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	RL 7.1.1 RL 7.3.1
4273_A	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: E, F</b>	RL 7.1.2 RL 7.6.1
4122_A	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: B</b>	RL 7.1.1 RL 7.4.1
4125_A	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D, F</b>	RL 7.1.2 RL 7.2.2
4123	<b>Item Type: TECR</b>  <p style="text-align: center;"><b>Summary from <i>Black Beauty:</i> <i>The Autobiography of a Horse</i></b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>The narrator explains what breaking in a horse involves.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>The narrator says that horses must always follow their masters' wishes.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>The narrator tells how unpleasant it is to wear a bit and bridle.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>The narrator gets used to being broken in and feels proud to be ridden by his master.</p> </div>	RL 7.1.2 RL 7.2.3
4127	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	RL 7.1.2 RL 7.6.1 W 7.2 W 7.4-10
4701_A	<b>Item Type: EBSR (paper form – additional item)</b> <b>Part A: B</b> <b>Part B: D</b>	RL 7.1.2 RL 7.2.3

Today you will analyze a passage from *The Georges and the Jewels* and a passage from *Black Beauty: The Autobiography of a Horse*. As you read these passages, you will gather information and answer questions about how the authors develop each narrator's point of view so you can write an essay.

Read the passage from the novel *The Georges and the Jewels*. Then answer the questions.

from *The Georges and the Jewels*  
by Jane Smiley

1 Sometimes when you fall off your horse, you just don't want to get right back on. Let's say he started bucking and you did all the things you knew to do, like pull his head up from between his knees and make him go forward, then use a pulley rein on the left to stop him. Most horses would settle at that point and come down to a walk. Then you could turn him again and trot off—it's always harder for the horse to buck at the trot than at the lope. But if, right when you let up on the reins, your horse put his head between his knees again and took off bucking, kicking higher and higher until he finally dropped you and went tearing off to the other end of the ring, well, you might lie there, as I did, with the wind knocked out of you and think about how nice it would be not to get back on, because that horse is just dedicated to bucking you off.

2 So I did lie there, looking up at the branches of the oak tree that grew beside the ring, and I did wait for Daddy to come trotting over with that horse by the bridle, and I did stare up at both their faces, the face of that horse flicking his ears back and forth and snorting a little bit, and the face of my father, red-cheeked and blue-eyed, and I did listen to him say, "Abby? You okay, honey? Sure you are. I saw you bounce! Get up, now."

3 I sighed.

4 "How am I going to tell those folks who are looking to buy these horses that a little girl can ride them, if you don't get up and ride them?"

5 I sat up. I said, "I don't know, Daddy." My elbow hurt, but not too badly. Otherwise I was okay.

6 "Well, then."

7 I stood up, and he brushed off the back of my jeans. Then he tossed me on the horse again.

8 Some horses buck you off. Some horses spook you off—they see something scary and drop a shoulder and spin and run away. Some horses stop all of a sudden, and there you are, head over heels and sitting on the ground. I had a horse rear so high once that I just slid down over her tail and landed in the grass easy as you please, watching her run back to the barn. I started riding when I was three. I started training horses for my dad when I was eight. I wasn't the only one—my brother, Danny, was thirteen at the time, and he did most of the riding (Kid's Horse for Sale), but I'm the only one now.

9 Which is not to say that there aren't good horses and fun horses. I ride plenty of those, too. But they don't last, because Daddy turns those over fast. I had one a year ago, a sweet bay mare. We got her because her owner had died and Daddy picked her up for a song from the bank. I rode her every day, and she never put a foot wrong. Her lope was as easy as flying. One of the days she was with us, I had a twenty-four-hour virus, so when I went out to ride, I tacked her up and took her down to the crick at the bottom of the pasture, out of sight of the house.

10 I knew Daddy had to go into town and would be gone for the afternoon, so when I got down there, I just took off the saddle and hung it over a tree limb, and the bridle, too, and I lay down in the grass and fell asleep. I knew she would graze, and she did for a while, I suppose. But when I woke up (and feeling much better, thank you), there she was, curled up next to me like a dog, kind of pressed against me but sweet and large and soft. I lay there feeling how warm she was and smelling her fragrance and I thought, I never heard of this before. I don't know why she did that, but now when Daddy tells me that horses only know two things, the carrot and the stick, and not to fill my head with silly ideas about them, I just remember that mare (she had a star shaped like a triangle and a little snip down by her left nostril). We sold her for a nice piece of change within a month, and I wish I knew where she was.

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### Part A

What is the meaning of **tearing** as it is used in paragraph 1 of the passage from *The Georges and the Jewels*?

- A. ripping
- B. pulling
- C. speeding
- D. crying

### Part B

Which phrase in paragraph 1 helps the reader understand the meaning of **tearing**?

- A. "... let up on the reins ..."
- B. "... put his head between his knees ..."
- C. "... off to the other end of the ring ..."
- D. "... kicking higher and higher ..."

Today you will analyze a passage from *The Georges and the Jewels* and a passage from *Black Beauty: The Autobiography of a Horse*. As you read these passages, you will gather information and answer questions about how the authors develop each narrator's point of view so you can write an essay.

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3 I sighed.

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### Part A

In the passage from *The Georges and the Jewels*, how do the father's actions affect the narrator's life?

- A. The father's kindness causes him to carry the narrator into the house after she falls off the horse.
- B. The father's love of horses causes him to show the narrator how beautiful the animals are when they walk.
- C. The father's desire to sell horses causes him to quickly place the narrator back on the horse after she falls.
- D. The father's expectation of obedience causes him to require the narrator to keep trying.

### Part B

Choose evidence from the passage from *The Georges and the Jewels* that best supports the answer to Part A.

- A. "... and I did wait for Daddy to come trotting over with that horse . . . ." (paragraph 2)
- B. "... and the face of my father, red-cheeked and blue-eyed . . ." (paragraph 2)
- C. "Abby? You okay, honey?" (paragraph 2)
- D. "... he tossed me on the horse again." (paragraph 7)



Today you will analyze a passage from *The Georges and the Jewels* and a passage from *Black Beauty: The Autobiography of a Horse*. As you read these passages, you will gather information and answer questions about how the authors develop each narrator's point of view so you can write an essay.

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2 So I did lie there, looking up at the branches of the oak tree that grew beside the ring, and I did wait for Daddy to come trotting over with that horse by the bridle, and I did stare up at both their faces, the face of that horse flicking his ears back and forth and snorting a little bit, and the face of my father, red-cheeked and blue-eyed, and I did listen to him say, "Abby? You okay, honey? Sure you are. I saw you bounce! Get up, now."

3 I sighed.

4 "How am I going to tell those folks who are looking to buy these horses that a little girl can ride them, if you don't get up and ride them?"

5 I sat up. I said, "I don't know, Daddy." My elbow hurt, but not too badly. Otherwise I was okay.

6 "Well, then."

7 I stood up, and he brushed off the back of my jeans. Then he tossed me on the horse again.

8 Some horses buck you off. Some horses spook you off—they see something scary and drop a shoulder and spin and run away. Some horses stop all of a sudden, and there you are, head over heels and sitting on the ground. I had a horse rear so high once that I just slid down over her tail and landed in the grass easy as you please, watching her run back to the barn. I started riding when I was three. I started training horses for my dad when I was eight. I wasn't the only one—my brother, Danny, was thirteen at the time, and he did most of the riding (Kid's Horse for Sale), but I'm the only one now.

9 Which is not to say that there aren't good horses and fun horses. I ride plenty of those, too. But they don't last, because Daddy turns those over fast. I had one a year ago, a sweet bay mare. We got her because her owner had died and Daddy picked her up for a song from the bank. I rode her every day, and she never put a foot wrong. Her lope was as easy as flying. One of the days she was with us, I had a twenty-four-hour virus, so when I went out to ride, I tacked her up and took her down to the crick at the bottom of the pasture, out of sight of the house.

10 I knew Daddy had to go into town and would be gone for the afternoon, so when I got down there, I just took off the saddle and hung it over a tree limb, and the bridle, too, and I lay down in the grass and fell asleep. I knew she would graze, and she did for a while, I suppose. But when I woke up (and feeling much better, thank you), there she was, curled up next to me like a dog, kind of pressed against me but sweet and large and soft. I lay there feeling how warm she was and smelling her fragrance and I thought, I never heard of this before. I don't know why she did that, but now when Daddy tells me that horses only know two things, the carrot and the stick, and not to fill my head with silly ideas about them, I just remember that mare (she had a star shaped like a triangle and a little snip down by her left nostril). We sold her for a nice piece of change within a month, and I wish I knew where she was.

From THE GEORGES AND THE JEWELS by Jane Smiley, text copyright © 2009 by Jane Smiley. Used by permission of Alfred A. Knopf, an imprint of Random House Children's Books, a division of Random House, Inc. Any third party use of this material, outside of this publication, is prohibited. Interested parties must apply directly to Random House, Inc. for permission.

### Part A

In the passage from *The Georges and the Jewels*, how are the father's and narrator's points of view toward horses different?

- A. The father thinks horses are easy to tame, while the narrator believes horses are dangerous animals.
- B. The father believes horses only respond to punishment and reward, while the narrator thinks horses have feelings.
- C. The father thinks only boys should ride horses, while the narrator thinks girls should be able to ride them, too.
- D. The father wants his daughter to ride horses more, but the narrator worries about getting hurt.

### Part B

Which **two** pieces of evidence **best** support the answer to Part A?

- A. "Sometimes when you fall off your horse, you just don't want to get right back on." (paragraph 1)
- B. "... my brother, Danny, was thirteen at the time, and he did most of the riding ...." (paragraph 8)
- C. "Which is not to say that there aren't good horses and fun horses." (paragraph 9)
- D. "Her lope was as easy as flying." (paragraph 9)
- E. "... there she was, curled up next to me like a dog, kind of pressed against me but sweet and large and soft." (paragraph 10)
- F. "... Daddy tells me that horses only know two things, the carrot and the stick, and not to fill my head with silly ideas about them ...." (paragraph 10)



Today you will analyze a passage from *The Georges and the Jewels* and a passage from *Black Beauty: The Autobiography of a Horse*. As you read these passages, you will gather information and answer questions about how the authors develop each narrator’s point of view so you can write an essay.

Read the passage from the novel *Black Beauty: The Autobiography of a Horse*. Then answer the questions.

from *Black Beauty: The Autobiography of a Horse*

by Anna Sewell

**1** Every one may not know what breaking in is, therefore I will describe it. It means to teach a horse to wear a saddle and bridle, and to carry on his back a man, woman or child; to go just the way they wish, and to go quietly. Besides this he has to learn to wear a collar, a crupper, and a breeching, and to stand still while they are put on; then to have a cart or chaise fixed behind, so that he cannot walk or trot without dragging it after him; and he must go fast or slow, just as his driver wishes. He must never start at what he sees, nor speak to other horses, nor bite, nor kick, nor have any will of his own; but always do his master’s will, even though he may be very tired or hungry; but the worst of all is, when his harness is once on, he may neither jump for joy nor lie down for weariness. So you see this breaking in is a great thing.

**2** I had of course been used to a halter and a headstall, and to be led about in the fields and lanes quietly, but now I was to have a bit and bridle; my master gave me some oats as usual, and after a good deal of coaxing he got the bit into my mouth, and the bridle fixed, but it was a nasty thing! Those who have never had a bit in their mouths cannot think how bad it feels; a great piece of cold hard steel as thick as a man’s finger to be pushed into one’s mouth, between one’s teeth, and over one’s tongue, with the ends coming out at the corner of your mouth, and held fast there by straps over your head, under your throat, round your nose, and under your chin; so that no way in the world can you get rid of the nasty hard thing; it is very bad! Yes, very bad! At least I thought so; but I knew my mother always wore one when she went out, and all horses did when they were grown up; and so, what with the nice oats, and what with my master’s pats, kind words, and gentle ways, I got to wear my bit and bridle.

**3** Next came the saddle, but that was not half so bad; my master put it on my back very gently, while old Daniel held my head; he then made the girths fast under my body, patting and talking to me all the time; then I had a few oats, then a little leading about; and this he did every day till I began to look for the oats and the saddle. At length, one morning, my master got on my back and rode me round the meadow on the soft grass. It certainly did feel queer; but I must say I felt rather proud to carry my master, and as he continued to ride me a little every day I soon became accustomed to it.

*Black Beauty: The Autobiography of a Horse*—Public Domain

### Part A

As used in paragraph 2 of the passage from *Black Beauty: The Autobiography of a Horse*, what is the meaning of the word **fast**?

- A. cheerfully
- B. securely
- C. carefully
- D. quickly

### Part B

As used in paragraph 2, which phrase supports the meaning of the word **fast**?

- A. “. . . cannot think how bad it feels . . .”
- B. “. . . no way in the world can you get rid of the nasty hard thing . . .”
- C. “. . . I knew my mother always wore one when she went out . . .”
- D. “. . . and what with my master’s pats, kind words, and gentle ways . . .”

Today you will analyze a passage from *The Georges and the Jewels* and a passage from *Black Beauty: The Autobiography of a Horse*. As you read these passages, you will gather information and answer questions about how the authors develop each narrator’s point of view so you can write an essay.

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*Black Beauty: The Autobiography of a Horse*—Public Domain

### Part A

How does the horse feel about wearing riding gear in the passage from *Black Beauty: The Autobiography of a Horse*?

- A. The horse dislikes wearing the gear and will never get used to wearing it.
- B. The horse is displeased with wearing the gear but learns to accept it.
- C. The horse believes the saddle is the worst part of wearing the gear.
- D. The horse wishes to be like his mother and enjoy wearing the gear.

### Part B

Which **two** statements support the correct answer to Part A?

- A. Being broken in means to carry a man, woman, or child on his back.
- B. A bit is placed in the horse’s mouth and is held by a strap over the head.
- C. The horse’s mother always wore a bit when she went out.
- D. The horse complained about how uncomfortable the bit felt in his mouth.
- E. In the story, the master rides the horse around a meadow.
- F. The horse enjoys the attention he receives from wearing his saddle.

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Read the passage from the novel *Black Beauty: The Autobiography of a Horse*. Then answer the questions.

from *Black Beauty: The Autobiography of a Horse*

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- 1 Every one may not know what breaking in is, therefore I will describe it. It means to teach a horse to wear a saddle and bridle, and to carry on his back a man, woman or child; to go just the way they wish, and to go quietly. Besides this he has to learn to wear a collar, a crupper, and a breeching, and to stand still while they are put on; then to have a cart or chaise fixed behind, so that he cannot walk or trot without dragging it after him; and he must go fast or slow, just as his driver wishes. He must never start at what he sees, nor speak to other horses, nor bite, nor kick, nor have any will of his own; but always do his master's will, even though he may be very tired or hungry; but the worst of all is, when his harness is once on, he may neither jump for joy nor lie down for weariness. So you see this breaking in is a great thing.
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- 3 Next came the saddle, but that was not half so bad; my master put it on my back very gently, while old Daniel held my head; he then made the girths fast under my body, patting and talking to me all the time; then I had a few oats, then a little leading about; and this he did every day till I began to look for the oats and the saddle. At length, one morning, my master got on my back and rode me round the meadow on the soft grass. It certainly did feel queer; but I must say I felt rather proud to carry my master, and as he continued to ride me a little every day I soon became accustomed to it.

Black Beauty: The Autobiography of a Horse—Public Domain

Read the statements and decide which of the statements make up a summary from *Black Beauty: The Autobiography of a Horse*.

Drag the statements that **best** form a summary into the boxes. Not all statements will be used.

The narrator says that horses must always follow their masters' wishes.

The narrator describes how cruel the master is when putting on the saddle.

The narrator gets used to being broken in and feels proud to be ridden by his master.

The narrator tells how unpleasant it is to wear a bit and bridle.

The narrator explains what breaking in a horse involves.

The narrator says he will never get used to carrying his master.

**Summary from *Black Beauty: The Autobiography of a Horse***

Today you will analyze a passage from *The Georges and the Jewels* and a passage from *Black Beauty: The Autobiography of a Horse*. As you read these passages, you will gather information and answer questions about how the authors develop each narrator's point of view so you can write an essay.

from *Georges and the Jewels*  
 from *Black Beauty: The Autobiography of a Horse*

Read the passage from the novel *The Georges and the Jewels*. Then answer the questions.

from *The Georges and the Jewels*  
 by Jane Smiley

- 1 Sometimes when you fall off your horse, you just don't want to get right back on. Let's say he started bucking and you did all the things you knew to do, like pull his head up from between his knees and make him go forward, then use a pulley rein on the left to stop him. Most horses would settle at that point and come down to a walk. Then you could turn him again and trot off—it's always harder for the horse to buck at the trot than at the lope. But if, right when you let up on the reins, your horse put his head between his knees again and took off bucking, kicking higher and higher until he finally dropped you and went tearing off to the other end of the ring, well, you might lie there, as I did, with the wind knocked out of you and think about how nice it would be not to get back on, because that horse is just dedicated to bucking you off.
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- 4 "How am I going to tell those folks who are looking to buy these horses that a little girl can ride them, if you don't get up and ride them?"
- 5 I sat up. I said, "I don't know, Daddy." My elbow hurt, but not too badly. Otherwise I was okay.
- 6 "Well, then."
- 7 I stood up, and he brushed off the back of my jeans. Then he tossed me on the horse again.
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Read the passage from the novel *Black Beauty: The Autobiography of a Horse*. Then answer the questions.





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You have read passages from the novels *The Georges and the Jewels* and *Black Beauty: The Autobiography of a Horse*. Both were written in the first person point of view.

Write an essay in which you compare the way the authors use first person point of view to develop the characters.

Be sure to cite specific examples from both passages.

B / U    



Today you will analyze a passage from *The Georges and the Jewels* and a passage from *Black Beauty: The Autobiography of a Horse*. As you read these passages, you will gather information and answer questions about how the authors develop each narrator’s point of view so you can write an essay.

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## Part A

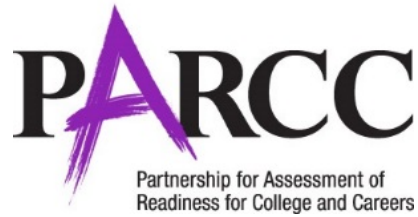
Which paragraph is the **best** summary of the passage from *Black Beauty: The Autobiography of a Horse*?

- A. The narrator is upset by having to be broken in. Although he eventually lets his master ride him, he never gets used to the feeling of having to wear a bit and bridle.
- B. The narrator explains what is involved when breaking in a horse and warns that horses must always follow their master’s wishes. He describes how unpleasant it is to wear a bit and bridle. Eventually, he gets used to being broken in and feels proud to be ridden by his master.
- C. The narrator describes how nice it is to be broken in and to be led around by a rider. As a treat for wearing a bit and bridle, his master gives him oats to eat. Eventually, the narrator begins looking forward to wearing a saddle and being ridden by his master.
- D. The narrator is thinking about how he was broken in so that his master can ride him. He explains that he had been used to a halter and harness but now he has to wear a bit and bridle.

## Part B

Which sentence should be included in the summary in Part A?

- A. The narrator explains that having a bit in his mouth feels bad.
- B. The narrator speaks of how his mother wore a bit.
- C. The narrator’s master used to lead him about in the fields.
- D. The narrator’s master slowly allowed him to get used to wearing a saddle.



## **2015 Released Items: Grade 7 End-of-Year M/L Informational Text Set**

The End-of-Year medium/long (M/L) informational text set requires students to read an informational text and answer questions.

The 2015 blueprint for the grade 7 End-of-Year M/L informational text set includes six Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. A complete M/L informational text set from an online summative assessment form is included in this document, as well as additional items from a paper form and/or online form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

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**PARCC EOY Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 7**

<b>EOY Text Type:</b> Informational M-L		
<b>Passage(s):</b> The Benefits of Breakfast		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
VF557713	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> C	RI 7.1.1 L 7.4.1
VH003078	<b>Item Type:</b> EBSR <b>Part A:</b> A, B <b>Part B:</b> D	RI 7.1.1 RI 7.3.1

VH029530	<p><b>Item Type: TECR</b>  <b>Part A:</b></p> <table border="1" data-bbox="297 128 1101 405"> <thead> <tr> <th data-bbox="297 128 1040 184">Claim</th> <th data-bbox="1040 128 1101 184"></th> </tr> </thead> <tbody> <tr> <td data-bbox="297 184 1040 247">People who skip breakfast are more likely to be tired earlier in the day.</td> <td data-bbox="1040 184 1101 247"><input checked="" type="radio"/></td> </tr> <tr> <td data-bbox="297 247 1040 310">People can get all of their daily nutrients by eating breakfast.</td> <td data-bbox="1040 247 1101 310"><input type="radio"/></td> </tr> <tr> <td data-bbox="297 310 1040 405">People may have trouble choosing nutritious foods when junk food is available.</td> <td data-bbox="1040 310 1101 405"><input type="radio"/></td> </tr> </tbody> </table> <p><b>Part B:</b>  The best news: Eating breakfast not only provides the energy you need to get through the day but also helps you focus and do better in school.  A solid breakfast gives you a hefty shot of your day's energy up front, so you don't try to make up for it later when your body is depleted and running on fumes.</p>	Claim		People who skip breakfast are more likely to be tired earlier in the day.	<input checked="" type="radio"/>	People can get all of their daily nutrients by eating breakfast.	<input type="radio"/>	People may have trouble choosing nutritious foods when junk food is available.	<input type="radio"/>	RI 7.1.2 RI 7.8.1 RI 7.8.3
Claim										
People who skip breakfast are more likely to be tired earlier in the day.	<input checked="" type="radio"/>									
People can get all of their daily nutrients by eating breakfast.	<input type="radio"/>									
People may have trouble choosing nutritious foods when junk food is available.	<input type="radio"/>									
VF557778	<p><b>Item Type: EBSR</b>  <b>Part A:</b> A, C  <b>Part B:</b> C</p>	RI 7.1.1 RI 7.2.1								
VF557772	<p><b>Item Type: EBSR</b>  <b>Part A:</b> D  <b>Part B:</b> D</p>	RI 7.1.2 RI 7.6.1								
VF557766	<p><b>Item Type: EBSR</b>  <b>Part A:</b> C  <b>Part B:</b> C</p>	RI 7.1.2 RI 7.2.1								
VF557753	<p><b>Item Type: EBSR (paper form – additional item)</b>  <b>Part A:</b> A  <b>Part B:</b> D</p>	RI 7.1.1 L 7.4.1								



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**Part A**

What is the meaning of the word **depleted** as it is used in paragraph 6?

- A. low on resources
- B. becoming ill
- C. losing weight
- D. filled with junk food

**Part B**

Which phrase from the passage gives the **best** clue to the meaning of the word **depleted**?

- A. "... eat fewer calories ... " (paragraph 6)
- B. "... gives you a hefty shot ... " (paragraph 6)
- C. "... running on fumes." (paragraph 6)
- D. "... problems later on ... " (paragraph 6)

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**Part A**

Based on the passage, which **two** breakfast meals would best keep you energized for the school day?

- A. oatmeal with low-fat milk and nuts
- B. turkey on whole-wheat bread
- C. whole-grain toast and coffee
- D. nonfat yogurt and an orange
- E. apple juice and a doughnut
- F. apple slices with brown sugar

**Part B**

Which evidence from the passage **best** supports the answer in Part A?

- A. "... more fiber, calcium, vitamins A and C, riboflavin, zinc, and iron . . ." (paragraph 4)
- B. "... complex carbohydrates, provide a slower, steadier rise in blood sugar." (paragraph 8)
- C. "... about a quarter of the calories you need in a day." (paragraph 11)
- D. "... a good mix of protein, complex carbohydrates, and fat." (paragraph 11)

Copyright restrictions prevent "The Benefits of Breakfast" by Amy Paturel from being displayed in this format. Please refer to the September 2011 issue of *Current Health Teens* magazine, accessible through your local library.

### Part A

Select the box next to the claim that is **best** supported throughout the passage.

Claim	
People who skip breakfast are more likely to be tired earlier in the day.	<input type="radio"/>
People can get all of their daily nutrients by eating breakfast.	<input type="radio"/>
People may have trouble choosing nutritious foods when junk food is available.	<input type="radio"/>

### Part B

Select **two** sentences in the passage that provide the **best** evidence to support the claim.

Copyright restrictions prevent "The Benefits of Breakfast" by Amy Paturel from being displayed in this format. Please refer to the September 2011 issue of *Current Health Teens* magazine, accessible through your local library.

### Part A

Based on information in the passage, select **two** advantages that eating a healthy breakfast gives teenagers.

- A. They will feel better physically.
- B. They will eat less at lunch time.
- C. They will be more successful in school.
- D. They will drink less caffeine.
- E. They will learn how to cook.
- F. They will try new foods.

### Part B

Which sentence from the passage **best** supports both answers in Part A?

- A. "Just one cup of oatmeal or two slices of whole-wheat toast provide two of the recommended three servings of whole grains, plus four grams of fiber." (paragraph 5)
- B. "But breakfast fans actually eat fewer calories and weigh less than those who forgo the first meal of the day, according to a study called Project EAT (Eating Among Teens)." (paragraph 6)
- C. "While any morning meal is better than none, you need a true power breakfast to keep your mind and body going strong." (paragraph 11)
- D. "That combination of nutrients helps keep your blood sugar on an even keel so you don't hit a midmorning slump." (paragraph 11)

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**Part A**

What is the **main** purpose of the section titled **Balancing Breakfast**?

- A. to give non-breakfast eaters ideas for what to eat between meals
- B. to share some of Cat L's favorite breakfast recipes
- C. to identify the best breakfast options for teens who want to lose weight
- D. to list convenient foods that make a healthy breakfast

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- A. ". . . One in three teens skip breakfast—even though it's the most important meal of the day." (paragraph 2)
- B. "What's more, breakfast eaters have a lower risk of problems later on . . . ." (paragraph 6)
- C. "The benefits of breakfast go beyond a better body." (paragraph 7)
- D. "Your morning meal doesn't have to be difficult or time-consuming—it doesn't even have to be breakfast." (paragraph 13)

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### Part A

What is the central idea of the passage?

- A. There is a growing need for teenagers to eat a proper diet.
- B. It is difficult for many teenagers to find time to eat before school.
- C. It is important for teenagers to begin the day by eating nutritious food.
- D. Teenagers need more nutrients than adults to supply power for activities.

### Part B

Which sentence from the passage **best** supports the central idea?

- A. "Teenagers have greater nutrient needs than adults,' explains Carol O'Neil, director of dietetics at Louisiana State University Agricultural Center." (paragraph 3)
- B. "Ironically, one of the reasons some teens skimp on breakfast is to limit their calories." (paragraph 6)
- C. "Starting your day with a balanced, healthy meal makes you sharper and more productive by giving your brain a steady supply of fuel." (paragraph 7)
- D. "Start your morning with breakfast for a few weeks and soon your body will come to expect it." (paragraph 14)

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**Part A**

What is the meaning of the word **plummet** as it is used in paragraph 8?

- A. fall rapidly
- B. get out of control
- C. be difficult to detect
- D. appear healthy

**Part B**

Which phrase from paragraph 8 provides a clue to the meaning of the word **plummet**?

- A. "a quick fix"
- B. "unable to focus"
- C. "thinking clearly"
- D. "a dramatic crash"



## **2015 Released Items: Grade 7 Performance-Based Assessment Narrative Writing Task**

The Narrative Writing Task focuses on one literary text. Students read the text, answer questions, and write a narrative response that is tied to and draws on the text.

The 2015 blueprint for PARCC's grade 7 Narrative Writing Task includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. This document includes a complete Narrative Writing Task from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

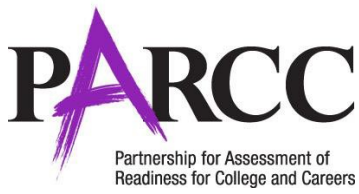
### **Additional related materials not included in this document:**

- Sample scored student responses with practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

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**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 7**

<b>Task: Narrative Writing Task (NWT)</b>		
<b>Passage(s): Believing in Horses by Valerie Ormond</b>		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
VF909250	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	RL 7.1.2 RL 7.4.1
VF908825	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: B</b>	RL 7.1.2 RL 7.6.1
VF908816	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: B</b>	RL 7.1.1 RL 7.3.1
VF908965	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: C</b>	RL 7.1.2 RL 7.2.1

VF909254	<p><b>Item Type: TECR</b>  <b>Part A: C</b>  <b>Part B: Any two of the highlighted sentences from paragraphs 8, 11 and 12.</b></p> <p><b>8</b> Another clap of thunder shook their ears, and Sadie looked back to ensure Lucky was okay. His eyes were wide, his nostrils flared, but he looked at Sadie as if he trusted her. Sadie continued forward, picking up the pace because she wasn't sure how long Lucky could keep his cool. Thinking she was on a familiar path, she turned back to Lucky to calm him and tell him they were almost there. By the time she faced forward again, it was too late. She plunged down a deep ravine and into a stream at the bottom with a loud splash and a scream.</p> <p><b>11</b> It was useless. He was well out of her earshot, and the rain and thunder were too loud. Horses instinctively return to their homes, and Sadie hoped that Lucky was on his way back to the barn. She didn't blame him for being so scared and losing his confidence in her.</p> <p><b>12</b> Sadie went for her cell phone to let somebody know what was happening. This was no longer about her stubbornness or pride, it was about making sure Lucky was safe. Of course, her cell phone was safely tucked into her saddle bag—on Lucky. She took a deep breath, told herself that was okay, and that everyone would find out soon enough what was going on when Lucky came galloping up the path to the barn alone. As a source of strength she said out loud, "I believe you're going to know what to do, Lucky," and trudged back towards the barn, paying very close attention to where she was going this time.</p>	<p>RL 7.1.2  RL 7.3.1</p>
VF909277	<p><b>Item Type: PCR</b>  Refer to Grade 6-11 Scoring Rubric</p>	<p>W 7.3  W 7.4-7.10</p>

Today you will read a passage from *Believing in Horses*. As you read, pay close attention to the characters and setting as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent the passage from *Believing In Horses* from being displayed in this format. Please refer to *Believing In Horses* by Valerie Ormond, accessible through your local library.

### Part A

In paragraphs 9 and 11, what do the words **instincts** and **instinctively** suggest about why horses often return to their homes on their own?

- A. They are taught to do it by their parents.
- B. They learn to do it from skillful riders.
- C. They automatically do it by nature.
- D. They choose to do it when humans are at risk.

### Part B

Which sentence from the passage **best** supports the answer in Part A?

- A. "Sadie continued forward, picking up the pace because she wasn't sure how long Lucky could keep his cool." (paragraph 8)
- B. "Lucky looked at her as if to say 'I told you it was the other way,' and she couldn't help but laugh." (paragraph 3)
- C. "Sadie had let the reins go during her fall." (paragraph 9)
- D. "Lucky took off in a terrified gallop through the woods." (paragraph 9)

Today you will read a passage from *Believing in Horses*. As you read, pay close attention to the characters and setting as you answer the questions to prepare to write a narrative story.

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### Part A

Based on the passage, how are Sadie's and Lucky's points of view different?

- A. Lucky prefers to stay near the barn, while Sadie enjoys adventures.
- B. Lucky is intimidated by the storm, while Sadie more calmly focuses on practical needs.
- C. Lucky enjoys the company of horses, while Sadie prefers to be with humans.
- D. Lucky is used to the outdoors, while Sadie is just learning survival skills.

### Part B

Which sentence from the passage **best** supports the answer in Part A?

- A. "His eyes were wide, his nostrils flared, but he looked at Sadie as if he trusted her." (paragraph 8)
- B. "Sadie continued forward, picking up the pace because she wasn't sure how long Lucky could keep his cool." (paragraph 8)
- C. "Horses instinctively return to their homes, and Sadie hoped that Lucky was on his way back to the barn." (paragraph 11)
- D. "Of course, her cell phone was safely tucked into her saddle bag—on Lucky." (paragraph 12)

Today you will read a passage from *Believing in Horses*. As you read, pay close attention to the characters and setting as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent the passage from *Believing In Horses* from being displayed in this format. Please refer to *Believing In Horses* by Valerie Ormond, accessible through your local library.

### Part A

How does the storm affect Sadie's behavior toward Lucky?

- A. It causes her to observe Lucky closely.
- B. It leads her to speak sternly to Lucky.
- C. It makes her decide to walk next to Lucky.
- D. It inspires her to give Lucky more freedom.

### Part B

Which sentence from the passage **best** supports the answer in Part A?

- A. "It hadn't been a nice day, but she hadn't expected this!" (paragraph 6)
- B. "Another clap of thunder shook their ears, and Sadie looked back to ensure Lucky was okay." (paragraph 8)
- C. "Sadie had let the reins go during her fall." (paragraph 9)
- D. "She didn't blame him for being so scared and losing his confidence in her." (paragraph 11)

Today you will read a passage from *Believing in Horses*. As you read, pay close attention to the characters and setting as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent the passage from *Believing In Horses* from being displayed in this format. Please refer to *Believing In Horses* by Valerie Ormond, accessible through your local library.

### Part A

Which phrase reflects the **main** theme of the passage?

- A. Loyalty is unappreciated until it is tested.
- B. The beauty of nature should be respected.
- C. Decisions can have unintended consequences.
- D. Companionship is a universal necessity.

### Part B

Which sentence from the passage **best** supports the answer in Part A?

- A. "Perhaps because there were no other riders in the barn, Sadie felt a tinge of loneliness, and was relieved that she had her best friend, Lucky, right there." (paragraph 1)
- B. "It seemed like it could be bright and sunny one minute, pouring rain the next, and then bright and sunny again." (paragraph 6)
- C. "Sadie regretted going out on the trail alone now." (paragraph 7)
- D. "Sadie could not afford to feel pain or panic." (paragraph 10)

Today you will read a passage from *Believing in Horses*. As you read, pay close attention to the characters and setting as you answer the questions to prepare to write a narrative story.

Copyright restrictions prevent the passage from *Believing In Horses* from being displayed in this format. Please refer to *Believing In Horses* by Valerie Ormond, accessible through your local library.

### Part A

How do events in the plot shape the relationship of the characters in the passage?

- A. The years Sadie has lived in Maryland have led her to be a knowledgeable guide for Lucky.
- B. The difficult events Sadie and Lucky have gone through together have caused them to drift apart.
- C. The time Sadie and Lucky spent together helped them to understand each other.
- D. The poor training Sadie has given Lucky has caused Lucky to distrust her.

### Part B

Select **two** sentences in paragraphs 8–12 that support the answer in Part A.

**Today you will read a passage from *Believing in Horses*. As you read, pay close attention to the characters and setting as you answer the questions to prepare to write a narrative story.**

Copyright restrictions prevent the passage from *Believing In Horses* from being displayed in this format. Please refer to *Believing In Horses* by Valerie Ormond, accessible through your local library.

Write a narrative in which you continue the story of *Believing in Horses*. Your narrative should be a believable continuation of the events, and it should clearly reflect the characterization and setting in the passage.







## **2015 Released Items: Grade 7 Performance-Based Assessment Research Simulation Task**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

The 2015 blueprint for PARCC’s grade 7 Research Simulation Task includes nine Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. This document includes a complete Research Simulation Task from an online summative assessment form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

### **Additional related materials not included in this document:**

- Sample scored student responses with practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

This item set contains items with embedded multimedia (audio and/or video). The multimedia will NOT play when viewing the PDF through a browser window. To access the multimedia, download the PDF to your computer and open the file with Adobe Acrobat. Click the “play” arrow to start the multimedia for the item.



**PARCC PBA Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 7**

<b>Task: Research Simulation Task (RST)</b>		
<b>Passage(s): Klondike Gold Rush; A Woman Who Went to Alaska; City of Gold</b>		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
4161_A	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: A</b>	RI 7.1.1 RI 7.4.1
4735_A	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A</b>	RI 7.1.1 L 7.4.1
4162_A	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: E, F</b>	RI 7.1.2 RH 7.2.1
4737_A	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RI 7.1.1 RI 7.3.1
4738_A	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B</b>	RI 7.1.2 RH 7.3.3 RI 7.3.1
4785_A	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: A</b>	RI 7.1.2 RI 7.5.1
4167_A	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: B</b>	RI 7.1.2 RL 7.4.1
4169_A	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: A, D, E</b>	RI 7.1.2 RH 7.2.1
4173_A	<b>Item Type: EBSR</b> <b>Part A: D, E</b> <b>Part B: D</b>	RI 7.1.1 RH 7.6.6
4501	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	RI 7.1.2 RI 7.6.3 RI 7.6.1 RI 7.9.2 RH 7.6.5 W 7.2 W 7.4-7.10

Today you will research the Gold Rush in the late 1800s. You will read the article “Klondike Gold Rush.” Then you will read a passage from *A Woman Who Went to Alaska* and view the video *City of Gold*. As you review these sources, you will gather information and answer questions about the authors’ points of view and the way they present information so you can write an essay.

Read the article “Klondike Gold Rush.” Then answer the questions.

Klondike Gold Rush  
Yukon Territory 1897

1 The Klondike gold rush began in July of 1897 when two ships docked in San Francisco and Seattle carrying miners returning from the Yukon with bags of gold. The press was alerted and papers carried the story to the masses.

2 Soon, miners of all shapes and sizes, called “stampedeers,” were on their way to the gold fields. Within six months, approximately 100,000 gold-seekers set off for the Yukon. Only 30,000 completed the trip.

3 Most stampedeers knew little or nothing about where they were going, so pamphlets were available to help them on their way. Many of the pamphlets contained little or no real information and made outrageous claims of wealth to be had by everyone. Outfitters sprang up overnight that were happy to sell the stampedeers whatever they needed to get started. This included food, clothing, tools, and camping, mining and transportation equipment. Helping the outfitters in this regard were the Northwest Mounted Police who required all stampedeers to have one year’s supply of goods before they allowed them across the border into Canada. This was roughly one ton of goods per person. Towns such as Seattle made fortunes outfitting the miners.

4 The easiest and more expensive route to the gold fields was by boat upstream from the mouth of the Yukon in western Alaska. The most difficult route was the “All Canadian Route” from Edmonton and overland through the wilderness.

5 The most common route taken by the stampedeers to reach the fields was by boat from the west coast of the continental U.S. to Skagway in Alaska, over the Chilkoot or White Passes to the Yukon River at Whitehorse and then by boat 500 miles to Dawson City.

6 The Chilkoot Pass trail was steep and hazardous. Rising 1,000 feet in the last ½ mile, it was known as the “golden staircase”: 1,500 steps carved out of snow and ice worked their way to the top of the pass. Too steep for packhorses, stampedeers had to “cache” their goods, moving their equipment piecemeal up the mountain. Stampedeers who gave up often did it here, discarding their unneeded equipment on the side of the trail.

7 Conditions on the White Pass trail were even more horrendous. Steep, narrow and slick, over 3,000 pack animals died on the trail causing it to be dubbed the “dead horse trail.”

8 Those who made it across the passes found themselves at Bennett Lake. Here, boats had to be built to run the final 500 miles down the Yukon River to the gold fields. A three week trip, the miners had to survive many sets of rapids before making it to Dawson City. Many miners lost their lives or their possessions when their boats broke up in the rapids.

9 Those who survived the perilous journey mostly found disappointment once they reached Dawson City. Locals had already claimed all of the gold-bearing creeks and claims of “gold for the taking” were grossly exaggerated. Many stampedeers headed home, some worked for others on the claims, and still others stayed to work in Dawson City.

10 The work that was necessary to retrieve the gold was incredible. Most of the gold was not at the surface, but rather 10 or more feet below. To reach it, the miners had to dig through the permafrost—the layer of permanently frozen ground. The ground had to be thawed before it could be dug. Then the dirt had to be sluiced to separate it from the gold. All digging had to be done during the summer as it was impossible to dig in the winter when temperatures could reach -60°F. It was incredibly difficult work.

11 The biggest boom to hit this part of the world was a huge bust for the miners. The only ones to strike it rich were the merchants and profiteers who took advantage of those who hoped to “get rich quick.”

### Part A

In paragraph 2, what does the phrase **miners of all shapes and sizes** mean?

- A. Many people were invited.
- B. People with supplies traveled to the Yukon.
- C. People experienced discrimination.
- D. Many types of people traveled to the Yukon.

### Part B

What additional idea does the reader understand from the phrase in Part A?

- A. a large number of miners arrived
- B. most miners had gold field experience
- C. a large number of miners were rejected
- D. most miners could handle the hard labor

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### Part A

What is the meaning of **pamphlets** as it is used in paragraph 3 of “Klondike Gold Rush”?

- A. tokens for miners
- B. stocked wagons
- C. guides for miners
- D. camping kits

### Part B

Which detail from paragraph 3 helps the reader understand the meaning of **pamphlets**?

- A. “Most stampedeers knew little or nothing about where they were going . . . .”
- B. “This included food, clothing, tools, and camping, mining and transportation equipment.”
- C. “Helping the outfitters in this regard were the Northwest Mounted Police . . . .”
- D. “This was roughly one ton of goods per person.”

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**1** The Klondike gold rush began in July of 1897 when two ships docked in San Francisco and Seattle carrying miners returning from the Yukon with bags of gold. The press was alerted and papers carried the story to the masses.

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**4** The easiest and more expensive route to the gold fields was by boat upstream from the mouth of the Yukon in western Alaska. The most difficult route was the “All Canadian Route” from Edmonton and overland through the wilderness.

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**6** The Chilkoot Pass trail was steep and hazardous. Rising 1,000 feet in the last ½ mile, it was known as the “golden staircase”: 1,500 steps carved out of snow and ice worked their way to the top of the pass. Too steep for packhorses, stampedeers had to “cache” their goods, moving their equipment piecemeal up the mountain. Stampedeers who gave up often did it here, discarding their unneeded equipment on the side of the trail.

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### Part A

Based on the information from “Klondike Gold Rush,” which sentence states a central idea of the article?

- A. Most miners were pleased with the outcome of the gold rush.
- B. Most miners labored hard for very little gain.
- C. Work in the Yukon Territory was worth the danger of traveling there.
- D. The gold rush hurt many small businesses.

### Part B

Which **two** sentences from the article provide the **best** evidence for the answer in Part A?

- A. “Outfitters sprang up overnight that were happy to sell the stampedeers whatever they needed to get started.” (paragraph 3)
- B. “Towns such as Seattle made fortunes outfitting the miners.” (paragraph 3)
- C. “Those who made it across the passes found themselves at Bennett Lake.” (paragraph 8)
- D. “Many stampedeers headed home, some worked for others on the claims, and still others stayed to work in Dawson City.” (paragraph 9)
- E. “The work that was necessary to retrieve the gold was incredible.” (paragraph 10)
- F. “The biggest boom to hit this part of the world was a huge bust for the miners.” (paragraph 11)



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### Part A

Based on evidence in the article, why did so few miners stay in the Klondike to mine gold after arriving?

- A. The conditions for mining were difficult.
- B. Many laws outlawed miners.
- C. The lack of wildlife made mining nearly impossible.
- D. The value of gold dropped significantly.

### Part B

Which detail from the article supports the answer to Part A?

- A. “Helping the outfitters in this regard were the Northwest Mounted Police . . . .” (paragraph 3)
- B. “The Chilkoot Pass trail was steep and hazardous.” (paragraph 6)
- C. “Here, boats had to be built . . . .” (paragraph 8)
- D. “Most of the gold was not at the surface . . . .” (paragraph 10)

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### Part A

Based on the information in “Klondike Gold Rush,” how did **most** miners reach the Yukon territory?

- A. by boat and by train
- B. by train and using pack animals
- C. by boat and by walking overland
- D. by train and by walking overland

### Part B

Which paragraph offers evidence for the answer to Part A?

- A. paragraph 2
- B. paragraph 5
- C. paragraph 9
- D. paragraph 10

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### Part A

How does the author **mainly** organize paragraphs 1 and 2 in the article “Klondike Gold Rush”?

- A. chronological order
- B. cause and effect
- C. problem and solution
- D. compare and contrast

### Part B

Which description **best** illustrates how the structure in Part A is achieved?

- A. “The Klondike gold rush began in July of 1897. . .” (paragraph 1)
- B. “The press was alerted. . .” (paragraph 1)
- C. “. . . miners of all shapes and sizes . . .” (paragraph 2)
- D. “Only 30,000 completed the trip.” (paragraph 2)



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Read the passage from the book *A Woman Who Went to Alaska*. Then answer the questions.

from *A Woman Who Went to Alaska*

by May Kellogg Sullivan

### THE RUSH.

- 1 Since the discovery of gold by George Carmack on Bonanza Creek in September 1896, the growth of this country has been phenomenal, more especially so to one who has visited and is familiar with Dawson and the Klondike mining section.
- 2 As to the entire yield of gold from the Klondike Creeks, none can say except approximately; for the ten percent royalty imposed by the Canadian government has always met a phase of human nature which prompts to concealment and dishonesty, so that a truthful estimate cannot be made.
- 3 The Canadian Dominion government is very oppressive. Mining laws are very arbitrary and strictly enforced. A person wishing to prospect for gold must first procure a miner’s license, paying ten dollars for it. If anything is discovered, and he wishes to locate a claim, he visits the recorder’s office, states his business, and is told to call again. In the meantime, men are sent to examine the locality and if anything of value is found, the man wishing to record the claim is told that it is already located. The officials seize it. The man has no way of ascertaining if the land was properly located, and so has no redress. If the claim is thought to be poor, he can locate it by the payment of a fifteen dollar fee.
- 4 One half of all mining land is reserved for the crown, a quarter or more is gobbled by corrupt officials, and a meager share left for the daring miners who, by braving hardship and death, develop the mines and open up the country.
- 5 “Any one going into the country has no right to cut wood for any purpose, or to kill any game or catch any fish, without a license for which a fee of ten dollars must be paid. With such a license it is unlawful to sell a stick of wood for any purpose, or a pound of fish or game.” The law is strictly enforced. To do anything, one must have a special permit, and for every such permit he must pay roundly.
- 6 The story is told of a miner in a hospital who was about to die. He requested that the Governor be sent for. Being asked what he wanted with the Governor, he replied: “I haven’t any permit, and if I should undertake to die without a permit, I should get myself arrested.”
- 7 It is a well-known fact that many claims on Eldorado, Hunker and Bonanza Creeks have turned out hundreds of thousands of dollars. One pan of gravel on Eldorado Creek yielded \$2,100. Frank Dinsmore on Bonanza Creek took out ninety pounds of solid gold or \$24,480 in a single day. On Aleck McDonald’s claim on Eldorado, one man shoveled in \$20,000 in twelve hours. McDonald, in two years, dug from the frozen ground \$2,207,893. Charley Anderson, on Eldorado, panned out \$700 in three hours. T.S. Lippy is said to have paid the Canadian government \$65,000 in royalties for the year 1898 and Clarence Berry about the same.
- 8 On Skukum Gulch \$30,000 were taken from two boxes of dirt. Frank Phiscator of Michigan, after a few months’ work, brought home \$100,000 in gold, selling one-third of his claim interests for \$1,333,000, or at the rate of \$5,000,000 for the whole.
- 9 When a man is compelled to pay one thousand dollars out of every ten thousand he digs from the ground, he will boast little of large “clean-ups”; and for this reason it is hard to estimate the real amount of gold extracted from the Klondike mines.

### Part A

As used in paragraph 3 of the passage from *A Woman Who Went to Alaska*, what is the meaning of the word **oppressive**?

- A. unjustly harsh
- B. occasionally flexible
- C. unexpectedly angry
- D. appropriately demanding

### Part B

Which phrase from paragraph 3 in the passage from *A Woman Who Went to Alaska* helps the reader understand the meaning of the word **oppressive**?

- A. “. . . Canadian Dominion government . . .”
- B. “. . . arbitrary and strictly enforced . . .”
- C. “. . . prospect for gold . . .”
- D. “. . . he visits the recorder’s office . . .”

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### Part A

Which statement **best** describes the Canadian government’s treatment of the miners in the passage from *A Woman Who Went to Alaska*?

- A. a controlling government that takes advantage of the miners
- B. a fair government that wants the miners to succeed without assistance
- C. a disorganized government that fails to set appropriate rules for the miners
- D. an irresponsible government that is indifferent to the miners

### Part B

Which **three** actions does the government take that provide evidence for the answer to Part A?

- A. charging high taxes on mined gold
- B. encouraging fishing and hunting
- C. enforcing a nightly curfew
- D. requiring multiple licenses and permits
- E. seizing property known to contain gold
- F. assisting newcomers seeking a claim
- G. banning the use of explosives

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View the video *City of Gold*. Then answer the questions.

*City of Gold*



© National Film Board of Canada

### Part A

What are the **most likely** reasons the narrator mentions that his father was a part of the gold rush? Select **two** answers.

- A. It explains that the narrator respects his family.
- B. It shows the extent to which the narrator values history.
- C. It helps the reader understand the narrator’s life.
- D. It reveals a connection between the narrator and the miners.
- E. It highlights the impact of the experience on a specific person.
- F. It emphasizes that there were a large number of miners with families.

### Part B

Which words from the video provide the **best** evidence for the answers to Part A?

- A. “Beyond mountains . . . the cry was gold.” [0:11]
- B. “Scarcely any of these men were miners. Most were white collar workers.” [0:42]
- C. “All of them had one idea . . . they were going to be rich . . .” [0:51]
- D. “The Chilkoot Pass. This scene above all others remained in my father’s mind . . .” [1:07]

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Klondike Gold Rush from *A Woman Who Went to Alaska*  
 City of Gold

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 Yukon Territory 1897

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- 3 Most stampedeers knew little or nothing about where they were going, so pamphlets were available to help them on their way. Many of the pamphlets contained little or no real information and made outrageous claims of wealth to be had by everyone. Outfitters sprang up overnight that were happy to sell the stampedeers whatever they needed to get started. This included food, clothing, tools, and camping, mining and transportation equipment. Helping the outfitters in this regard were the Northwest Mounted Police who required all stampedeers to have one year's supply of goods before they allowed them across the border into Canada. This was roughly one ton of goods per person. Towns such as Seattle made fortunes outfitting the miners.
- 4 The easiest and more expensive route to the gold fields was by boat upstream from the mouth of the Yukon in western Alaska. The most difficult route was the "All Canadian Route" from Edmonton and overland through the wilderness.
- 5 The most common route taken by the stampedeers to reach the fields was by boat from the west coast of the continental U.S. to Skagway in Alaska over the Chilkoot or White Passes to the Yukon River at Whitehorse and then by boat 500 miles to Dawson City.
- 6 The Chilkoot Pass trail was steep and hazardous. Rising 1,000 feet in the last 1/2 mile, it was known as the "golden staircase." 1,500 steps carved out of snow and ice worked their way to the top of the pass. Too steep for packhorses, stampedeers had to "cache" their goods, moving their equipment piecemeal up the mountain. Stampedeers who gave up often did it here, discarding their unneeded equipment on the side of the trail.
- 7 Conditions on the White Pass trail were even more horrendous. Steep, narrow and slick, over 3,000 pack animals died on the trail causing it to be dubbed the "dead horse trail."
- 8 Those who made it across the passes found themselves at Bennett Lake. Here, boats had to be built to run the final 500 miles down the Yukon River to the gold fields. A three week trip, the miners had to survive many sets of rapids before making it to Dawson City. Many miners lost their lives or their possessions when their boats broke up in the rapids.
- 9 Those who survived the perilous journey mostly found disappointment once they reached Dawson City. Locals had already claimed all of the gold-bearing creeks and claims of "gold for the taking" were grossly exaggerated. Many stampedeers headed home, some worked for others on the claims, and still others stayed to work in Dawson City.
- 10 The work that was necessary to retrieve the gold was incredible. Most of the gold was not at the surface, but rather 10 or more feet below. To reach it, the miners had to dig through the permafrost—the layer of permanently frozen ground. The ground had to be thawed before it could be dug. Then the dirt had to be sluiced to separate it from the gold. All digging had to be done during the summer as it was impossible to dig in the winter when temperatures could reach -60°F. It was incredibly difficult work.
- 11 The biggest boom to hit this part of the world was a huge bust for the miners. The only ones to strike it rich were the merchants and profiteers who took advantage of those who hoped to "get rich quick."

"The Klondike Gold Rush"—Public Domain  
 Read the passage from the book *A Woman Who Went to Alaska*. Then answer the questions.

from *A Woman Who Went to Alaska*  
 by May Kellogg Sullivan

- THE RUSH.**
- 1 Since the discovery of gold by George Carmack on Bonanza Creek in September 1896, the growth of this country has been phenomenal, more especially so to one who has visited and is familiar with Dawson and the Klondyke mining section.
  - 2 As to the entire yield of gold from the Klondyke Creeks, none can say except approximately, for the ten per cent royalty imposed by the Canadian government has always met a phase of human nature which prompts to concealment and dishonesty, so that a truthful estimate cannot be made.
  - 3 The Canadian Dominion government is very oppressive. Mining laws are very arbitrary and strictly enforced. A person wishing to prospect for gold must first procure a miner's license, paying ten dollars for it. If anything is discovered, and he wishes to locate a claim, he visits the recorder's office, states his business, and is told to call again. In the meantime, men are sent to examine the locality and if anything of value is found, the man wishing to record the claim is told that it is already located. The officials seize it. The man has no way of ascertaining if the land was properly located, and so has no redress. If the claim is thought to be poor, he can locate it by the payment of a fifteen dollar fee.
  - 4 One half of all mining land is reserved for the crown, a quarter or more is gobbled by corrupt officials, and a meager share left for the daring miners who, by braving hardship and death, develop the mines and open up the country.
  - 5 "Any one going into the country has no right to cut wood for any purpose, or to kill any game or catch any fish, without a license for which a fee of ten dollars must be paid. With such a license it is unlawful to sell a stick of wood for any purpose, or a pound of fish or game." The law is strictly enforced. To do anything, one must have a special permit, and for every such permit he must pay roundly.
  - 6 The story is told of a miner in a hospital who was about to die. He requested that the Governor be sent for. Being asked what he wanted with the Governor, he replied: "I haven't any permit, and if I should undertake to die without a permit, I should get myself arrested."
  - 7 It is a well-known fact that many claims on Eldorado, Hunker and Bonanza Creeks have turned out hundreds of thousands of dollars. One pan of gravel on Eldorado Creek yielded \$2,100. Frank Dinsmore on Bonanza Creek took out ninety pounds of solid gold or \$24,480 in a single day. On Aleck McDonald's claim on Eldorado, one man shoveled in \$20,000 in twelve hours. McDonald, in two years, dug from the frozen ground \$2,207,000. Charley Anderson, on Eldorado, panned out \$700 in three hours. T. S. Lippy is said to have paid the Canadian government \$65,000 in royalties for the year 1898 and Clarence Berry about the same.
  - 8 On Skukum Gulch \$30,000 were taken from two boxes of dirt. Frank Phiscator of Michigan, after a few months' work, brought home \$100,000 in gold, selling one-third of his claim interests for \$1,333,000, or at the rate of \$5,000,000 for the whole.
  - 9 When a man is compelled to pay one thousand dollars out of every ten thousand he digs from the ground, he will boast little of large "clean-ups"; and for this reason it is hard to estimate the real amount of gold extracted from the Klondyke mines.

"A Woman Who Went to Alaska"—Public Domain  
 View the video *City of Gold*. Then answer the questions.



City of Gold  
 © National Film Board of Canada

The authors of "Klondike Gold Rush" and *A Woman Who Went to Alaska* and the narrator of *City of Gold* are discussing the same topic but are using different points of view.

How does each person's point of view shape the reader's understanding of the miners' lives? Use details from each source to support your answer.

B I U E L R



## **2015 Released Items: Grade 7 End-of-Year Short/Medium Informational Text Set**

The End-of-Year short/medium (S/M) informational text set requires students to read an informational text and answer questions.

The 2015 blueprint for the grade 7 End-of-Year S/M informational text set includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. This document includes a complete S/M informational text set from an online summative assessment form.

### **Included in this document:**

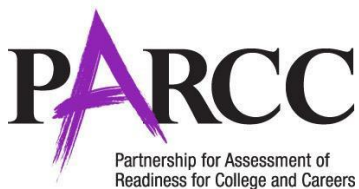
- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

Copyright holder did not grant web release rights for the passage in this set.



**PARCC EOY Release Items Answer and Alignment Document**  
**ELA/Literacy: Grade 7**

<b>EOY Text Type:</b> Informational S-M		
<b>Passage(s):</b> What Zoos Do		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
VF645903	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> D	RI 7.1.2 L 7.5.1
VF657969	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> C	RI 7.1.2 RI 7.3.1
VF645944	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> C	RI 7.1.2 RST 7.5.2
VF645937	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RST 7.1.3 RI 7.4.4
VF645947	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> B	RI 7.1.1 RI 7.2.1

Copyright restrictions prevent "What Zoos Do" by Amy Miller from being displayed in this format. Please refer to the September 5, 2012, issue of *Scholastic News* magazine, accessible through your local library.

**Part A**

Which word is a synonym of **sustain** as it is used in paragraph 11?

- A. endure
- B. survive
- C. comfort
- D. preserve

**Part B**

Which words from paragraph 11 help the reader understand the meaning of **sustain**?

- A. "we are animals"
- B. "a balancing act"
- C. "need to think"
- D. "take care of"

Copyright restrictions prevent "What Zoos Do" by Amy Miller from being displayed in this format. Please refer to the September 5, 2012, issue of *Scholastic News* magazine, accessible through your local library.

**Part A**

Based on paragraph 10, what has caused scientists to be concerned about the tapir?

- A. People are capturing tapirs to put them in zoos.
- B. People think that studying the tapir is unnecessary.
- C. People are developing too much of the land where the tapir lives.
- D. People do not know how to identify tapirs.

**Part B**

What evidence from paragraph 10 supports the answer in Part A?

- A. "Scientists at the Houston Zoo . . ."
- B. ". . . related to rhinoceros . . ."
- C. ". . . losing its habitat . . ."
- D. ". . . South America's forests . . ."



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**Part A**

How does the author structure the passage to develop a central idea?

- A. by listing the types of animals at each of the zoos in order of increasing endangerment
- B. by explaining conservation through detailed descriptions of animal behavior
- C. by ordering the animals and zoos according to their geographical locations
- D. by using examples of what different groups are doing to save specific animals

**Part B**

Which paragraphs **best** support the answer in Part A?

- A. paragraphs 2 and 3
- B. paragraphs 5 and 6
- C. paragraphs 8 and 9
- D. paragraphs 10 and 11

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**Part A**

In paragraph 11, what is the **most likely** reason Marinello uses the phrase **the web of life**?

- A. to reduce doubt about the ability to educate the public
- B. to help people see how living beings are interrelated
- C. to ease concern about the condition of some animal species
- D. to generate anger about animal species that are near extinction

**Part B**

Which sentence from the passage supports the answer in Part A?

- A. "All these animals have one thing in common." (paragraph 2)
- B. "The San Diego Zoo just opened the Conservation and Research for Endangered Species Center." (paragraph 6)
- C. "But it's hunted for its thick hides and it's losing its habitat in South America's forests to development." (paragraph 10)
- D. "But we are animals and our earth is supporting us and it's all connected." (paragraph 11)

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### Part A

What is the main idea of the passage?

- A. There are many endangered species at US zoos.
- B. US zoos are involved in many wildlife conservation efforts.
- C. US zoos help identify endangered animals.
- D. People should visit wildlife conservation centers at US zoos.

### Part B

Which sentence from the passage **best** supports the answer in Part A?

- A. "Chimpanzees swing from trees at the Lincoln Park Zoo in Chicago." (paragraph 1)
- B. "They are all in danger of disappearing in their natural habitat, and zoos are trying to help save them." (paragraph 2)
- C. "Sometimes, zoos' efforts take scientists around the world." (paragraph 4)
- D. "But the zoo has many other projects few people hear about." (paragraph 8)



Math  
Spring Operational 2015  
Grade 7  
End of Year Assessment  
Alignment Document

**Sequence:** The item order number as it appears in the released item set and answer key

**UIN:** A unique item number used to identify the item in the internal item bank

**Task Type:** Type I, II, or III. See the Informational Guides on [parcconline.org](http://parcconline.org) for more information

**Evidence Statements:** The PARCC evidence statement to which the item is aligned

**Calculator Code:** Whether or not the item was administered with a calculator

**Forms Represented:** All forms on which the item appeared in this release administration





Math  
Spring Operational 2015

Grade 7  
End of Year Released Items

1. A meteorologist was monitoring the temperature outside in degrees Fahrenheit ( $^{\circ}\text{F}$ ) and wrote the expression  $78 + (-6) - 5$ . Which statement best describes this expression?
- A. The temperature started at  $78^{\circ}\text{F}$  and increased by  $6^{\circ}\text{F}$ . Then the temperature decreased by  $5^{\circ}\text{F}$ .
  - B. The temperature started at  $78^{\circ}\text{F}$  and increased by  $6^{\circ}\text{F}$ . Then the temperature increased by  $5^{\circ}\text{F}$ .
  - C. The temperature started at  $78^{\circ}\text{F}$  and decreased by  $6^{\circ}\text{F}$ . Then the temperature decreased by  $5^{\circ}\text{F}$ .
  - D. The temperature started at  $78^{\circ}\text{F}$  and decreased by  $6^{\circ}\text{F}$ . Then the temperature increased by  $5^{\circ}\text{F}$ .

2. Which expression is equivalent to  $2.2 - 2.5$ ?

- A.  $2.5 - 2.2$
- B.  $2.2 + 2.5$
- C.  $2.2 + (-2.5)$
- D.  $2.2 - (-2.5)$

3. Last week, the value of an investment changed at a rate of  $-\$3.15$  each day. After how many days was the total change in value  $-\$12.60$ ?

Enter your answer in the box.

4. Indicate whether each expression in the table is equivalent to  $\frac{1}{2}x - 1$ , equivalent to  $x - \frac{1}{2}$ , or **not** equivalent to  $\frac{1}{2}x - 1$  or  $x - \frac{1}{2}$ .

Select all appropriate cells in the table.

Expression	Equivalent to $\frac{1}{2}x - 1$	Equivalent to $x - \frac{1}{2}$	Not Equivalent to $\frac{1}{2}x - 1$ or $x - \frac{1}{2}$
$\frac{2}{3} \left( \frac{3}{4}x - \frac{3}{2} \right)$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$(2x + 1) - \left( x + \frac{3}{2} \right)$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Jordan's dog weighs  $p$  pounds. Emmett's dog weighs 25% more than Jordan's dog.

Which expressions represent the weight, in pounds, of Emmett's dog?

Select **each** correct answer.

- A.  $0.25p$
- B.  $1.25p$
- C.  $p + 0.25$
- D.  $p + 1.25$
- E.  $p + 0.25p$



6. Ed is a farmer who charges \$3.75 for 5 pounds of cabbage. This table shows the rates charged for cabbage by some other farmers.

Determine whether the unit rate charged for cabbage by the other farmers is less than, equal to, or greater than the unit rate charged by Ed.

Select one cell per row.

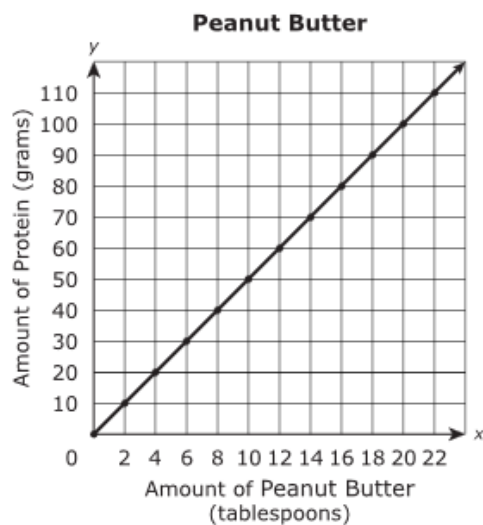
Farmer	Rate	Unit Rate Less than Ed's Unit Rate	Unit Rate Equal to Ed's Unit Rate	Unit Rate Greater than Ed's Unit Rate
A	\$0.50 for $\frac{1}{2}$ pound	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	\$0.75 for 1 pound	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	\$1.75 for $2\frac{1}{2}$ pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	\$6.00 for 8 pounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. The amount Troy charges to mow a lawn is proportional to the time it takes him to mow the lawn. Troy charges \$30 to mow a lawn that took him 1.5 hours to mow.

Which equation models the amount in dollars,  $d$ , Troy charges when it takes him  $h$  hours to mow a lawn?

- A.  $d = 20h$
- B.  $h = 20d$
- C.  $d = 45h$
- D.  $h = 45d$

8. The graph shows the amount of protein contained in a certain brand of peanut butter.

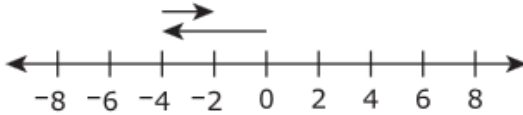
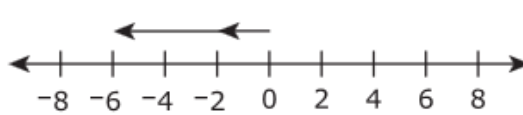


Which statement describes the meaning of the point  $(6, 30)$  on the graph?

- A. There are 6 grams of protein per tablespoon of peanut butter.
- B. There are 30 grams of protein per tablespoon of peanut butter.
- C. There are 6 grams of protein in 30 tablespoons of peanut butter.
- D. There are 30 grams of protein in 6 tablespoons of peanut butter.

9. For each expression in the table, select which number line model, if any, can be used to represent the expression.

Select all appropriate cells in the table.

Expression			Neither number line model can be used to represent the expression.
$-2 + 4$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$-2 - 4$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$-2 - (-4)$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$-4 + 2$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$-4 - (-2)$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Which situation can be represented by the equation  $1\frac{1}{4} \times 6 = 7\frac{1}{2}$  ?

- A. It took Calvin  $1\frac{1}{4}$  hours to run 6 miles. He ran  $7\frac{1}{2}$  miles per hour.
- B. Sara read for  $1\frac{1}{4}$  hours every day for 6 days. She read for a total of  $7\frac{1}{2}$  hours.
- C. Matthew addressed  $1\frac{1}{4}$  envelopes in 6 minutes. He addressed  $7\frac{1}{2}$  envelopes per minute.
- D. It took Beth  $1\frac{1}{4}$  minutes to paint 6 feet of a board. She painted a total of  $7\frac{1}{2}$  feet of the board.

11. Determine whether each given expression **is** equivalent to  $6 \times 4\frac{1}{2}$  or **is not** equivalent.

Select one cell per row.

Given Expression	Is Equivalent to $6 \times 4\frac{1}{2}$	Is Not Equivalent to $6 \times 4\frac{1}{2}$
$6 \times 4 + \frac{1}{2}$	<input type="checkbox"/>	<input type="checkbox"/>
$6 \times 5 - \frac{1}{2}$	<input type="checkbox"/>	<input type="checkbox"/>
$6 \times 4 + 6 \times \frac{1}{2}$	<input type="checkbox"/>	<input type="checkbox"/>
$6 \times 5 - 6 \times \frac{1}{2}$	<input type="checkbox"/>	<input type="checkbox"/>

12. On Monday, the temperature at 10 a.m. at Sam's house was  $-6^\circ$  Fahrenheit. The temperature at 2 p.m. at Sam's house was  $2^\circ$  Fahrenheit.

Select from the drop-down menus to correctly complete the statement.

From 10 a.m. to 2 p.m., the temperature at Sam's house

by    $^\circ$  Fahrenheit.

3

4

8

12

increased

decreased

M21535

13. Determine which expression is equivalent to  $\frac{3}{4} - x\left(\frac{1}{2} - \frac{5}{8}\right) + \left(-\frac{3}{8}x\right)$ .

- A.  $-\frac{3}{4}x$
- B.  $\frac{1}{2}x$
- C.  $\frac{1}{8} - \frac{7}{8}x$
- D.  $\frac{3}{4} - \frac{1}{4}x$

VF823888

14. Stefanie bought a package of pencils for \$1.75 and some erasers that cost \$0.25 each. She paid a total of \$4.25 for these items, before tax.

Exactly how many erasers did Stefanie buy?

Enter your answer in the box.

15. Anita earns 60 points every time she shops at a grocery store. She needs a total of 2,580 points to receive a free prize. So far, she has earned 480 points. How many more times will Anita have to shop at the grocery store in order to earn the additional points she needs for a free prize?

- A. 8
- B. 35
- C. 43
- D. 51

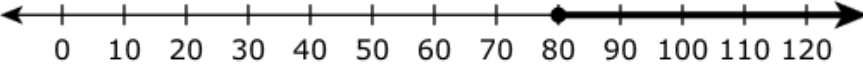
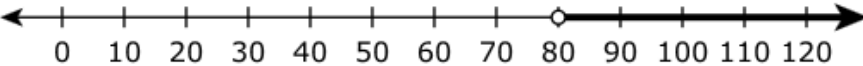
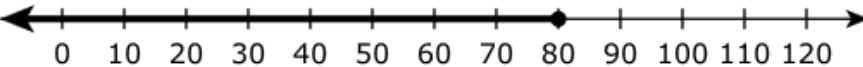
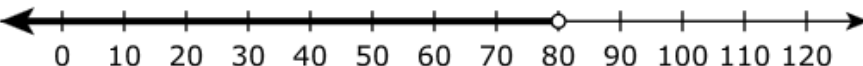
VH01216

16. Ali is collecting signatures for a petition.

- He currently has 520 signatures.
- He has 6 more weeks to collect the remaining signatures he needs.
- He needs a total of at least 1,000 signatures before he can submit the petition.

Ali wants to collect the same number of signatures each week.

Which number line represents all possible numbers of signatures Ali could collect in each of the remaining weeks so that he will have enough signatures to submit the petition?

- A. 
- B. 
- C. 
- D. 

17. Jamal will slice a right circular cylinder into two congruent pieces. Which two-dimensional-plane sections **could result** from the slice Jamal makes?


Select **each** correct answer.

- A. circle
- B. pentagon
- C. hexagon
- D. triangle
- E. rectangle

M21112

18. A national dog show had two types of poodles. This table shows height data, in inches, for the two types of poodles.

**Heights of Poodles**

 Type of Poodle	Number of Dogs	Mean Height (inches)	Variation in Height (inches)
Miniature Poodle	18	13	2
Standard Poodle	24	23	2

What number completes the sentence?

Enter your answer in the box.

The difference, in inches, between the mean heights for the two types of poodles is

times the variation for either type.

19. Ruben put an empty cup underneath a leaking faucet. After  $1\frac{1}{2}$  hours, Ruben had collected  $\frac{1}{4}$  cup of water. What is the rate, in cups per hour, at which the water is leaking from the faucet?

- A.  $\frac{1}{6}$
- B.  $\frac{3}{8}$
- C.  $\frac{8}{3}$
- D.  $\frac{6}{1}$

VF862854

20. Jonah has a recipe that uses  $1\frac{1}{2}$  cups of brown sugar and  $2\frac{1}{3}$  cups of flour to make 24 muffins. He has a total of 7 cups of flour. Jonah wants to use all of his flour to make as many muffins as possible using this recipe.

**Part A**

Exactly how many cups of brown sugar will Jonah use if he uses all 7 cups of flour?

- A.  $3\frac{3}{10}$  cups
- B.  $4\frac{1}{2}$  cups
- C.  $7\frac{5}{6}$  cups
- D.  $10\frac{8}{9}$  cups

**Part B**

Exactly how many muffins will Jonah make if he uses all 7 cups of flour?

Enter your answer in the box.



21. A salesperson earns commission on the sales that she makes each month.

- The salesperson earns a 5% commission on the first \$5,000 she has in sales.
- The salesperson earns a 7.5% commission on the amount of her sales that are greater than \$5,000.

**Part A**

This month the salesperson had \$8,000 in sales. What amount of commission, in dollars, did she earn?

- A. \$400
- B. \$475
- C. \$525
- D. \$600

**Part B**

The salesperson earned \$1,375 in commission last month. How much money, in dollars, did she have in sales last month?

Enter your answer in the box.

**22. Part A**

At Fairview Middle School, 75 band members need to raise a total of \$8,250 for a trip. So far, they have raised \$3,120.

How much money, in dollars, per band member, still needs to be raised for the trip?

Enter your answer in the box.

**Part B**

The entire band decides to have a concert to raise the money for the trip. Tickets for the concert will cost \$7.50 each. A local business agrees to donate an additional \$0.50 for each \$1.00 in ticket sales to the band for their trip.

What is the **least** number of concert tickets the band must sell in order to raise the rest of the money needed for the trip?

Enter your answer in the box.

23. A furniture store had the following sale:

**Buy one item at the regular price,  
get the second item of equal or  
lesser value for**

**$\frac{1}{2}$  off!**

**Part A**

Mr. Davis bought 2 chairs during the sale. The regular price of each chair was \$168.

What was the total price, in dollars, for both chairs during the sale, not including tax?

Enter your answer in the box.

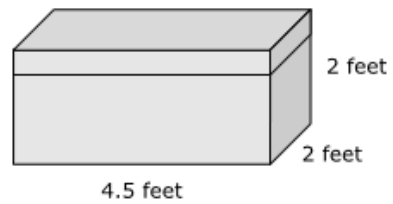
**Part B**

Ms. Wilcox bought a sofa and a chair during the sale. The regular price of the sofa was \$875 and the regular price of the chair was \$250. After the discount was applied, a sales tax of 6.25% was charged on the total purchase.

How much did Ms. Wilcox pay, in dollars, for the sofa and chair, including tax, during the sale?

Enter your answer in the box.

24. A storage chest is shown.



What are the volume and the surface area of this storage chest?

Enter your answers in the boxes.

Volume =  cubic feet

Surface Area =  square feet

M20908

25. Angle  $PQR$  and angle  $TQV$  are vertical angles. The measures of the two angles have a sum of  $100^\circ$ . Write and solve an equation to find  $x$ , the measure of angle  $TQV$ .

Enter your equation and your solution in the space provided. Enter **only** your equation and solution.

The equation to find  $x$ , the measure of angle  $TQV$ , is .

The measure of angle  $TQV$  is  degrees.

	<input type="text" value="+"/> +	<input type="text" value="-"/> -	<input type="text" value="x"/> ×	<input type="text" value="÷"/> ÷	<input type="text" value="1/2"/> $\frac{\square}{\square}$	<input type="text" value="1/3"/> $\frac{\square}{\square}$
	<input type="text" value="y^x"/> $y^x$	<input type="text" value="sqrt"/> $\sqrt{\square}$	<input type="text" value="cube root"/> $\sqrt[3]{\square}$	<input type="text" value="="/> =	<input type="text" value="(-)"/> (-)	<input type="text" value="%"/> %
	<input type="text" value="v"/> ▼					

26. **Part A**

Which sets of measurements could be the interior angle measures of a triangle?

Select **each** correct answer.

- A.  $10^\circ$ ,  $10^\circ$ ,  $160^\circ$
- B.  $15^\circ$ ,  $75^\circ$ ,  $90^\circ$
- C.  $20^\circ$ ,  $80^\circ$ ,  $100^\circ$
- D.  $35^\circ$ ,  $35^\circ$ ,  $105^\circ$
- E.  $60^\circ$ ,  $60^\circ$ ,  $60^\circ$

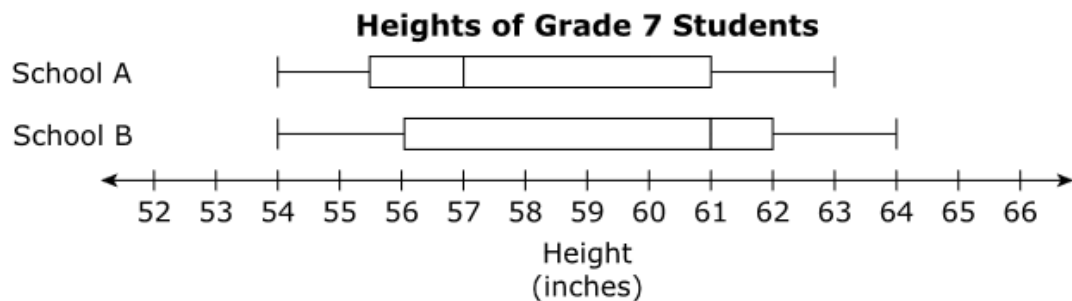
**Part B**

Which sets of measurements could be the side lengths of a triangle?

Select **each** correct answer.

- A. 3 cm, 3 cm, 3 cm
- B. 4 cm, 8 cm, 13 cm
- C. 5 cm, 9 cm, 14 cm
- D. 6 cm, 7 cm, 8 cm
- E. 7 cm, 7 cm, 10 cm

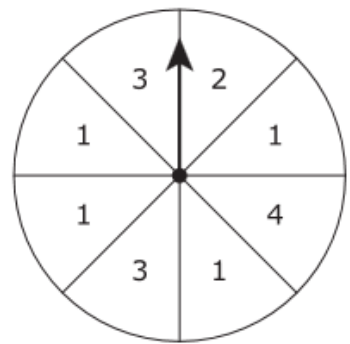
27. The box plot shows the heights of grade 7 students in two random samples from two different schools. The sample from each school is 30% of the student population.



Based on the box plot, which comparison is true?

- A. Grade 7 students from School A are typically shorter than grade 7 students from School B because of the difference in the interquartile ranges of grade 7 student heights at the schools.
- B. Grade 7 students from School A are typically shorter than grade 7 students from School B because of the difference in the medians of grade 7 student heights at the schools.
- C. Grade 7 students from School A are typically taller than grade 7 students from School B because of the difference in the interquartile ranges of grade 7 student heights at the schools.
- D. Grade 7 students from School A are typically taller than grade 7 students from School B because of the difference in the medians of grade 7 student heights at the schools.

28. This spinner is divided into eight equal-sized sections. Each section is labeled with a number.



Jake spins the arrow on the spinner once.

Drag and drop the events into the correct order from least likely to most likely.

Arrow lands on a section labeled with an odd number.	Arrow lands on a section labeled with the number 1.	Arrow lands on a section labeled with a number less than 4.
--	---	---

Least Likely

Most Likely

M21449

29. Students in a math class will be randomly assigned a polygon for a class project. The only types of polygons being assigned are quadrilaterals, pentagons, hexagons, octagons, nonagons, and decagons. If there is an equal number of each type of polygon, what is the probability that the first polygon assigned will be a nonagon?

Enter your answer in the space provided. Enter **only** your answer.

	+	-	×	÷	$\frac{\square}{\square}$	$\frac{\square}{\square}$
	$y^x$	$\sqrt{\square}$	$\sqrt[3]{\square}$	=	(.)	%

30. George is building a fence. He builds his fence at a constant rate of  $\frac{1}{3}$  section of fence every  $\frac{1}{2}$  hour. At this rate, what fraction represents the section of fence George can build per hour? Express your answer as a fraction.

Enter your answer in the boxes.




31. Students are playing a game. In the game, students collect and trade building materials. Materials of equal value used for trading are shown in the table.

**Materials of Equal Value for Trading**

1 stone = 4 logs
1 brick = 10 logs
2 logs = 150 nails

**Part A**

How many stones are needed to trade for 10 bricks?

Enter your answer in the box.

**Part B**

How many nails are needed to trade for 1 brick?

Enter your answer in the box.

**Part C**

It takes 39 stones and 165 logs to build 3 sheds.

What is the exact number of stones needed to build 5 sheds?

- A. 13
- B. 65
- C. 195
- D. 234

**Part D**

What is the exact number of logs needed to build 5 sheds?

- A. 99
- B. 220
- C. 275
- D. 330

32. Ted bought 4 cans of Soup A for \$6.00.

For each soup in the table, indicate whether or not the soup has the same price per can as Soup A.

Drag and drop the appropriate phrase into each box.

Has the same price per can as Soup A

Does not have the same price per can as Soup A

Soup B: 2 cans for \$5.00

Soup C: 3 cans for \$4.50

Soup D: 5 cans for \$5.50

Soup E: 6 cans for \$9.00

33. Martina read that approximately 10% of all people are left-handed. She wants to design a simulation to approximate the probability of selecting exactly 2 right-handed people when 3 people are randomly selected.

**Part A**

In the simulation, Martina has a spinner with sections of equal size. One section is labeled "L" (left) and the rest of the sections are labeled "R" (right).

For this simulation to be as accurate as possible, what is the total number of sections that the spinner should have?

Enter your answer in the box.

**Part B**

Martina spins the arrow on the spinner 3 times and records the resulting letters. Martina performs the simulation 30 times. The results of the simulation are shown.


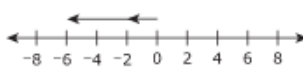

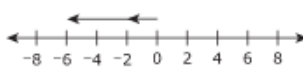

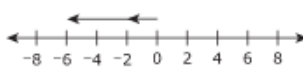
- RRR RLR RRR RRL RRR RRR
- RRR RRR RRR LRR RRR RRR
- RRR RRR RRR RRR RLR LRL
- RRR RRL RRR RRR LLR RRR
- RRR RRR LRR RRR RRR RRR

Select from the drop-down menu to correctly complete the sentence.

Based on the results of this simulation, when 3 people are randomly selected, exactly 2 right-handed people are selected approximately  percent of the time.

- 10
- 15
- 20
- 25

Item Number	Answer Key	Evidence Statement Key																									
1.	C	7.NS.1b-2																									
2.	C	7.NS.1c-1																									
3.	4	7.NS.3																									
4.	<table border="1"> <thead> <tr> <th>Expression</th> <th>Equivalent to <math>\frac{1}{2}x - 1</math></th> <th>Equivalent to <math>x - \frac{1}{2}</math></th> <th>Not Equivalent to <math>\frac{1}{2}x - 1</math> or <math>x - \frac{1}{2}</math></th> </tr> </thead> <tbody> <tr> <td><math>\frac{2}{3} \left( \frac{3}{4}x - \frac{3}{2} \right)</math></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><math>(2x + 1) - \left( x + \frac{3}{2} \right)</math></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Expression	Equivalent to $\frac{1}{2}x - 1$	Equivalent to $x - \frac{1}{2}$	Not Equivalent to $\frac{1}{2}x - 1$ or $x - \frac{1}{2}$	$\frac{2}{3} \left( \frac{3}{4}x - \frac{3}{2} \right)$	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	$(2x + 1) - \left( x + \frac{3}{2} \right)$	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7.EE.1													
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5.	B, E	7.EE.2																									
6.	<table border="1"> <thead> <tr> <th>Farmer</th> <th>Rate</th> <th>Unit Rate Less than Ed's Unit Rate</th> <th>Unit Rate Equal to Ed's Unit Rate</th> <th>Unit Rate Greater than Ed's Unit Rate</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>\$0.50 for <math>\frac{1}{2}</math> pound</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>B</td> <td>\$0.75 for 1 pound</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>C</td> <td>\$1.75 for <math>2\frac{1}{2}</math> pounds</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>D</td> <td>\$6.00 for 8 pounds</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Farmer	Rate	Unit Rate Less than Ed's Unit Rate	Unit Rate Equal to Ed's Unit Rate	Unit Rate Greater than Ed's Unit Rate	A	\$0.50 for $\frac{1}{2}$ pound	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	B	\$0.75 for 1 pound	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	C	\$1.75 for $2\frac{1}{2}$ pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D	\$6.00 for 8 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7.RP.2b
Farmer	Rate	Unit Rate Less than Ed's Unit Rate	Unit Rate Equal to Ed's Unit Rate	Unit Rate Greater than Ed's Unit Rate																							
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D	\$6.00 for 8 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>																							
7.	A	7.RP.2c																									
8.	D	7.RP.2d																									

9.	<table border="1"> <thead> <tr> <th data-bbox="277 159 448 380">Expression</th> <th data-bbox="448 159 776 380">  </th> <th data-bbox="776 159 1109 380">  </th> <th data-bbox="1109 159 1321 380">Neither number line model can be used to represent the expression.</th> </tr> </thead> <tbody> <tr> <td data-bbox="277 380 448 464"><math>-2 + 4</math></td> <td data-bbox="448 380 776 464"><input type="checkbox"/></td> <td data-bbox="776 380 1109 464"><input type="checkbox"/></td> <td data-bbox="1109 380 1321 464"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="277 464 448 548"><math>-2 - 4</math></td> <td data-bbox="448 464 776 548"><input type="checkbox"/></td> <td data-bbox="776 464 1109 548"><input checked="" type="checkbox"/></td> <td data-bbox="1109 464 1321 548"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="277 548 448 632"><math>-2 - (-4)</math></td> <td data-bbox="448 548 776 632"><input type="checkbox"/></td> <td data-bbox="776 548 1109 632"><input type="checkbox"/></td> <td data-bbox="1109 548 1321 632"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="277 632 448 716"><math>-4 + 2</math></td> <td data-bbox="448 632 776 716"><input checked="" type="checkbox"/></td> <td data-bbox="776 632 1109 716"><input type="checkbox"/></td> <td data-bbox="1109 632 1321 716"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="277 716 448 800"><math>-4 - (-2)</math></td> <td data-bbox="448 716 776 800"><input checked="" type="checkbox"/></td> <td data-bbox="776 716 1109 800"><input type="checkbox"/></td> <td data-bbox="1109 716 1321 800"><input type="checkbox"/></td> </tr> </tbody> </table>	Expression			Neither number line model can be used to represent the expression.	$-2 + 4$	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	$-2 - 4$	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	$-2 - (-4)$	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	$-4 + 2$	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	$-4 - (-2)$	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7.NS.1d
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10.	B	7.NS.2a-2																								
11.	<table border="1"> <thead> <tr> <th data-bbox="264 905 532 957">Given Expression</th> <th data-bbox="532 905 899 957">Is Equivalent to <math>6 \times 4 \frac{1}{2}</math></th> <th data-bbox="899 905 1333 957">Is Not Equivalent to <math>6 \times 4 \frac{1}{2}</math></th> </tr> </thead> <tbody> <tr> <td data-bbox="264 957 532 1041"><math>6 \times 4 + \frac{1}{2}</math></td> <td data-bbox="532 957 899 1041"><input type="checkbox"/></td> <td data-bbox="899 957 1333 1041"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="264 1041 532 1125"><math>6 \times 5 - \frac{1}{2}</math></td> <td data-bbox="532 1041 899 1125"><input type="checkbox"/></td> <td data-bbox="899 1041 1333 1125"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="264 1125 532 1209"><math>6 \times 4 + 6 \times \frac{1}{2}</math></td> <td data-bbox="532 1125 899 1209"><input checked="" type="checkbox"/></td> <td data-bbox="899 1125 1333 1209"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="264 1209 532 1293"><math>6 \times 5 - 6 \times \frac{1}{2}</math></td> <td data-bbox="532 1209 899 1293"><input checked="" type="checkbox"/></td> <td data-bbox="899 1209 1333 1293"><input type="checkbox"/></td> </tr> </tbody> </table>	Given Expression	Is Equivalent to $6 \times 4 \frac{1}{2}$	Is Not Equivalent to $6 \times 4 \frac{1}{2}$	$6 \times 4 + \frac{1}{2}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>	$6 \times 5 - \frac{1}{2}$	<input type="checkbox"/>	<input checked="" type="checkbox"/>	$6 \times 4 + 6 \times \frac{1}{2}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>	$6 \times 5 - 6 \times \frac{1}{2}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7.NS.2c									
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$6 \times 5 - 6 \times \frac{1}{2}$	<input checked="" type="checkbox"/>	<input type="checkbox"/>																								
12.	<p>From 10 a.m. to 2 p.m., the temperature at Sam's house <input type="text" value="increased"/> <span style="font-size: small;">▼</span></p> <p>by <input type="text" value="8"/> <span style="font-size: small;">▼</span> ° Fahrenheit.</p>	7.NS.3																								
13.	D	7.EE.1																								
14.	10	7.EE.4a-1																								
15.	B	7.EE.4a-1																								
16.	A	7.EE.4b																								
17.	A, E	7.G.3																								
18.	5	7.SP.3																								

19.	A	7.RP.1
20.	Part A: B Part B: 72	7.RP.3-1
21.	Part A: B Part B: 20000	7.RP.3-2
22.	Part A: 68.40 Part B: 456	7.EE.3
23.	Part A: 252 Part B: 1062.50	7.EE.3
24.	Volume = <input type="text" value="18"/> cubic feet Surface Area = <input type="text" value="44"/> square feet	7.G.6
25.	<div style="border: 1px solid black; padding: 10px;"> <p>The equation to find <math>x</math>, the measure of angle <math>TQV</math>, is <math>2x = 100</math>.</p> <p>The measure of angle <math>TQV</math> is 50 degrees.</p> </div> <p>NOTE: or equivalent equation</p>	7.G.5
26.	Part A: A, B, E Part B: A, D, E	7.G.2
27.	B	7.SP.4
28.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 5px; padding: 5px; text-align: center;">Arrow lands on a section labeled with the number 1.</div> <div style="border: 1px solid black; border-radius: 5px; padding: 5px; text-align: center;">Arrow lands on a section labeled with an odd number.</div> <div style="border: 1px solid black; border-radius: 5px; padding: 5px; text-align: center;">Arrow lands on a section labeled with a number less than 4.</div> </div> <p>Least Likely <span style="float: right;">Most Likely</span></p>	7.SP.5
29.	$\frac{1}{6}$ or equivalent	7.SP.7a
30.	<input type="text" value="2"/> <hr style="width: 50%; margin: 5px auto;"/> <input type="text" value="3"/>	7.RP.1

31.	Part A: 25 Part B: 750 Part C: B Part D: C	7.RP.3-1
32.	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid #ccc; padding: 10px; width: 20%; text-align: center;"> <p>Soup B: 2 cans for \$5.00</p> <div style="border: 1px solid #007bff; padding: 5px; margin: 5px; color: #007bff;">Does not have the same price per can as Soup A</div> </div> <div style="border: 1px solid #ccc; padding: 10px; width: 20%; text-align: center;"> <p>Soup C: 3 cans for \$4.50</p> <div style="border: 1px solid #007bff; padding: 5px; margin: 5px; color: #007bff;">Has the same price per can as Soup A</div> </div> <div style="border: 1px solid #ccc; padding: 10px; width: 20%; text-align: center;"> <p>Soup D: 5 cans for \$5.50</p> <div style="border: 1px solid #007bff; padding: 5px; margin: 5px; color: #007bff;">Does not have the same price per can as Soup A</div> </div> <div style="border: 1px solid #ccc; padding: 10px; width: 20%; text-align: center;"> <p>Soup E: 6 cans for \$9.00</p> <div style="border: 1px solid #007bff; padding: 5px; margin: 5px; color: #007bff;">Has the same price per can as Soup A</div> </div> </div>	7.RP.2a
33.	Part A: 10 Part B: <p>Based on the results of this simulation, when 3 people are randomly selected, exactly 2 right-handed people are selected approximately <input style="width: 50px; border: 1px solid #ccc;" type="text" value="20"/> percent of the time.</p>	7.SP.8c



Math  
Spring Operational 2015

Grade 7  
Performance Based Assessment  
Alignment Document

**Sequence:** The item order number as it appears in the released item set and answer key

**UIN:** A unique item number used to identify the item in the internal item bank

**Task Type:** Type I, II, or III. See the Informational Guides on [parcconline.org](http://parcconline.org) for more information

**Evidence Statements:** The PARCC evidence statement to which the item is aligned

**Calculator Code:** Whether or not the item was administered with a calculator

**Forms Represented:** All forms on which the item appeared in this release administration



	Sequence	UIN (in sequence)	Task Type	Evidence Statements	Calculator Code	Forms Represented												
						online						paper						
						1	2	3	4	5	6	1	2	3	4			
Performance-Based Assessment Grade 7	1	M20304	Type I	7.RP.2b	non-cal		✓											
	2	VF522386	Type I	7.RP.2c	non-cal								✓					
	3	VF522396	Type I	7.RP.2b	non-cal					✓	✓							
	4	M20980	Type I	7.EE.1	non-cal				✓									
	5	VF799848	Type I	7.NS.1c-1	non-cal			✓					✓	✓				
	6	M21859	Type I	7.NS.2b-2	non-cal	✓							✓					
	7	M21649	Type I	7.RP.1	cal					✓			✓					
	8	M21114	Type I	7.RP.2a	cal		✓	✓					✓	✓				
	9	M20104	Type I	7.EE.3	cal	✓												
	10	VF885926	Type I	7.EE.4a-1	cal	✓	✓											
	11	VF650458	Type III	7.D.1	cal				✓									
	12	VF560696	Type II	7.C.5	cal		✓						✓					
	13	M20592	Type II	7.C.5	cal				✓	✓				✓	✓			
	14	M21521	Type II	7.C.6.1	cal						✓							
	15	VF654249	Type III	7.D.2	cal						✓							
	16	VH030360	Type II	7.C.8	cal						✓	✓	✓					
	17	M21894	Type III	7.D.4	cal			✓						✓				



Math  
Spring Operational 2015

Grade 7  
Performance Based Assessment  
Released Items

1. The table shows the cost of downloading songs from a Web site.

**Cost of Songs**

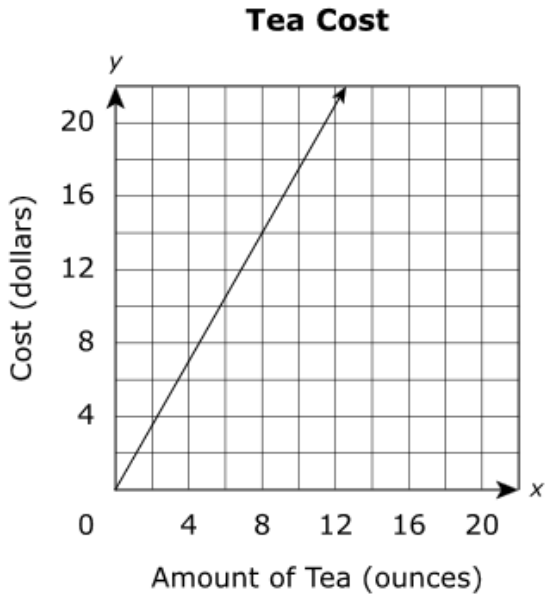
Number of Songs	Total Cost
3	\$3.21
5	\$5.35
8	\$8.56

At this rate, what is the cost per song?

Enter your answer in the box.

\$  per song

2. The relationship between the number of ounces of tea purchased and the total cost of the tea is proportional, as shown in this graph.



Which equation models this relationship?

- A.  $y = \frac{1}{4}x$
- B.  $y = \frac{4}{1}x$
- C.  $y = \frac{4}{7}x$
- D.  $y = \frac{7}{4}x$

3. The table below represents a relationship between the time a turtle walks and the distance the turtle travels.

**Time and Distance Turtle Walks**

Time (minutes)	Distance (feet)
5	120
20	480
30	720
50	1,200

What is the unit rate represented in this table?

Enter your answer in the box.

 feet per minute

M20980

4. Which expressions are equivalent to the expression  $(x - y) \frac{5}{8} - \frac{1}{4}x + y$ ?

Select **each** correct answer.

- A.  $\frac{3}{8}x + \frac{3}{8}y$
- B.  $\frac{3}{8}x + 1\frac{5}{8}y$
- C.  $\frac{5}{8}x - y - \frac{1}{4}x + y$
- D.  $\frac{5}{8}x - \frac{5}{8}y - \frac{1}{4}x + y$
- E.  $\frac{5}{8}x - \frac{1}{4}x + y - \frac{5}{8}y$

5. A scuba diver standing on a boat is at an altitude of 1.3 meters above sea level. The scuba diver jumps into the water and decreases his altitude by 5.6 meters in one minute.

Which equation can be used to determine the scuba diver's altitude, in meters relative to sea level, one minute after jumping into the water?

- A.  $1.3 + 5.6 = 6.9$
- B.  $-1.3 + 5.6 = 4.3$
- C.  $1.3 + (-5.6) = -4.3$
- D.  $-1.3 + (-5.6) = -6.9$

M21859

6. An ice cream shop uses a mix of blueberries and cherries on its ice cream sundaes. The shop has  $5\frac{3}{4}$  pounds of blueberries and  $4\frac{1}{2}$  pounds of cherries. The shop mixes the blueberries and cherries and uses  $\frac{1}{16}$  pound of the mix on each sundae. Which expression represents the total number of sundaes that the shop can make using all of the blueberries and cherries?

- A.  $\left(5\frac{3}{4} \div \frac{1}{16}\right) + 4\frac{1}{2}$
- B.  $5\frac{3}{4} + \left(4\frac{1}{2} \div \frac{1}{16}\right)$
- C.  $\frac{1}{16} \div \left(5\frac{3}{4} + 4\frac{1}{2}\right)$
- D.  $\left(5\frac{3}{4} + 4\frac{1}{2}\right) \div \frac{1}{16}$

7. A drawbridge rises at a constant rate. It takes  $1\frac{1}{2}$  minutes for the drawbridge to rise  $\frac{6}{20}$  of its total height. How much time, in minutes, does it take for the drawbridge to reach its total height?

- A.  $\frac{1}{5}$
- B.  $\frac{9}{20}$
- C.  $\frac{20}{9}$
- D. 5

8. Which table shows a proportional relationship between  $x$  and  $y$ ?

A.

$x$	$y$
1	0
2	3
3	6

B.

$x$	$y$
1	1
2	3
3	5

C.

$x$	$y$
1	2
2	4
3	6

D.

$x$	$y$
1	3
2	5
3	7



9. In a game, a player earns 100 points for each question answered correctly and earns  $-30$  points for each question answered incorrectly. A player answered 14 questions correctly and 6 questions incorrectly. Write a numeric expression to represent the total number of points the player earned. What is the total number of points the player earned?

Enter your expression and your answer in the space provided. Enter **only** your expression and answer.

Numeric Expression:

Total number of points the player earned:

	+	-	×	÷	$\frac{\square}{\square}$	$\frac{\square}{\square}$
	$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	=	(.)	%

VF885926

10. Giovanni spent a total of \$13.75 bowling. He rented bowling shoes for \$2.50 and bowled 3 games. Each game cost the same amount.

### Part A

Create an equation that can be used to determine  $g$ , the cost in dollars of each bowling game.

Drag and drop the appropriate number or operation into the correct box.

2.50	3	7.50	11.25	13.75	+	-	×	÷
------	---	------	-------	-------	---	---	---	---

<input type="text"/>	$g$	<input type="text"/>	<input type="text"/>	=	<input type="text"/>
----------------------	-----	----------------------	----------------------	---	----------------------

### Part B

Use the equation you created to determine the cost of each bowling game.

Enter your answer in the box.

\$

11. Rita gets paid \$16 per hour for the first 8 hours she works each day. She earns  $1\frac{1}{2}$  times her hourly pay rate for time she works over 8 hours each day. Rita's work day for Monday is described in the list.

- worked from 8:15 a.m. to 12:45 p.m.
- took a 45-minute lunch break
- worked until 6:15 p.m.

Rita does not get paid for her lunch break.

How much money did Rita earn for the time she worked on Monday? Show or explain all of the steps you used to determine your answer.

Enter your answer and your work or explanation in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	$\frac{\square}{\square}$	$\frac{\square\square}{\square\square}$
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

12. Matt and his friends paid \$30 for 4 sandwiches and 4 bottles of water.

- Each sandwich cost the same amount.
- The bottles of water cost \$2 each.

The equation  $4(x + 2) = 30$  can be used to determine  $x$ , the cost of each sandwich.

Matt solved the equation using the following steps:

$$4(x + 2) = 30$$
$$4x + 2 = 30$$
$$4x = 28$$
$$x = 7$$

Therefore, Matt calculates the cost of each sandwich as \$7. Did Matt solve the equation correctly?

- If he did, justify each step of Matt's solution using mathematical properties.
- If he did not, describe any error Matt made in his calculation and determine the price of each sandwich. Justify each step you used to come to your conclusion.

Enter your answers and your justifications in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	√	$\sqrt[3]{}$	$\pi$
(-)	°	·	

► Relations

► Geometry

13. A student usually saves \$20 a month. He would like to reach a goal of saving \$350 in 12 months. The student writes the equation  $350 = 12(x + 20)$  to represent this situation.

Solve the equation for  $x$ .

- Show your work or explain your answer.
- Write your answer as a sentence that describes what the variable  $x$  represents.

Enter your answers and your work or explanation in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	$\frac{\square}{\square}$	$\frac{\square}{\square}$
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

14. The table represents a proportional relationship.

x	y
6	7.5
8	10.0
10	12.5

A student states that the constant of proportionality is 2.5 since  $10 - 7.5 = 2.5$ .

- Explain why the student's reasoning is incorrect.
- Find the correct constant of proportionality. Show your work or explain your answer.

Enter your explanations, your answer, and your work in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	$\frac{\square}{\square}$	$\frac{\square}{\square}$
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

15. Abby squeezed the juice from 4 oranges and made 1 cup of orange juice. Each orange provides the same amount of juice.

**Part A**

Write an equation that can be used to determine the numbers of cups of orange juice,  $y$ , that can be made by squeezing the juice from  $x$  oranges.

Enter your equation in the space provided. Enter **only** your equation.

↶	+	-	×	÷	=	≠
↷	$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	=	( )	%
🗑️	▼					

**Part B**

Complete this table of values to show the relationship between the numbers of cups of orange juice that are made by squeezing the juice from different numbers of oranges.

Orange Juice	
Number of Oranges	Number of Cups of Juice
4	1
5	?
?	6

Enter your answers in the boxes.

5 oranges =  cups of juice.

oranges = 6 cups of juice.

**Part C**

Show or explain all the steps you used to complete the table.

Enter your work or explanation in the space provided.

↶	↷	🗑️	[A]	[π]
---	---	----	-----	-----

▼ Math symbols				
+	-	×	÷	
±	-	·	/	
=	≠	≡	≡	
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$	
( )	°	·		
▶ Relations				
▶ Geometry				

**Part D**

Abby buys bags containing 10 oranges each. She wants to squeeze the juice from enough oranges to make  $\frac{1}{2}$  gallon of orange juice. Abby cannot buy partial bags of oranges.

How many bags of 10 oranges will Abby need to buy to make  $\frac{1}{2}$  gallon of orange juice?

Show or explain all the steps you used to determine your answer.

Enter your answer and your work or explanation in the space provided.

↶	↷	🗑️	[A]	[π]
---	---	----	-----	-----

▼ Math symbols				
+	-	×	÷	
±	-	·	/	
=	≠	≡	≡	
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$	
( )	°	·		
▶ Relations				
▶ Geometry				

16. The coordinates of a quadrilateral are shown:

- point  $J$   $(-4.5, 3)$
- point  $K$   $(-1.2, 3)$
- point  $L$   $(-1.2, 8.7)$
- point  $M$   $(-4.5, 8.7)$

Brenda claims that quadrilateral  $JKLM$  is a square.

### Part A

Show or explain why Brenda is not correct.

Enter your work or explanation in the space provided.

↶
↷
🗑️
[A]
[π]

▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	√	∛	π
(·)	°	·	

▶ Relations

▶ Geometry

### Part B

Select new coordinates for point  $L$  and point  $M$  so that quadrilateral  $JKLM$  is a square. Show or explain all of the steps you used to determine the new locations of the two points.

Enter your answers and your work or explanation in the space provided.

↶
↷
🗑️
[A]
[π]

▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	√	∛	π
(·)	°	·	

▶ Relations

▶ Geometry

17. The attendance for the last 4 years at a county fair is shown in the table.

### County Fair Attendance

Year	Attendance
1	9,278
2	10,365
3	12,128
4	13,304

This year, the first 20% of people attending the fair will receive a raffle ticket. Of the people who receive raffle tickets,  $\frac{1}{3}$  will receive a small prize.

- Based on the data in the table, determine a reasonable estimate of the number of people who will attend this year's fair. Explain how you found your estimate.
- Use your estimate to find the approximate number of people who will receive a small prize at this year's fair.
- Show your work or provide an explanation of how you found the approximate number of people who will receive a small prize at this year's fair.

Enter your answers and your work or explanations in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	$\frac{\square}{\square}$	$\frac{\square}{\square}$
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry



The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding (reviewing sets of real student work).
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key	Evidence Statement Key
1.	1.07	7.RP.2b
2.	D	7.RP.2c
3.	24	7.RP.2b
4.	A, D, E	7.EE.1
5.	C	7.NS.1c-1
6.	D	7.NS.2b-2
7.	D	7.RP.1
8.	C	7.RP.2a
9.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">           Numeric Expression: <math>14(100) + 6(-30)</math>            Total number of points the player earned: 1220         </div> NOTE: or equivalent expression	7.EE.3
10.	Part A: <div style="text-align: center; margin: 10px 0;"> <math>\boxed{3} \times \boxed{g} + \boxed{2.50} = \boxed{13.75}</math> </div> Part B: 3.75	7.EE.4a-1

11.	See rubric	7.D.1
12.	See rubric	7.C.5
13.	See rubric	7.C.5
14.	See rubric	7.C.6.1
15.	Part A: See rubric Part B: See rubric Part C: See rubric Part D: See rubric	7.D.2
16.	Part A: See rubric Part B: See rubric	7.C.8
17.	See rubric	7.D.4

## #11 Rubric

Score	Description
<b>3</b>	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point                             <ul style="list-style-type: none"> <li>○ Correctly calculates how much money was earned on Monday: \$158</li> </ul> </li> <li>• <b>Modeling component</b> = 2 points                             <ul style="list-style-type: none"> <li>○ Correctly models a process for determining the total number of hours worked</li> </ul> <p style="margin-left: 20px;">Note: It is not necessary to show the total hours of 9.25 if the two correct subtotals are given.</p> <ul style="list-style-type: none"> <li>○ Correctly models a process for determining the total dollar amount earned, including overtime</li> </ul> </li> </ul> <p>Sample Student Response</p> <p>Rita worked from 8:15 a.m. to 12:45 p.m., or <math>4\frac{1}{2}</math> hours before lunch. She worked from 1:30 p.m. to 6:15 p.m., or <math>4\frac{3}{4}</math> hours after lunch. The total time Rita worked on Monday was <math>4\frac{1}{2} + 4\frac{3}{4} = 9\frac{1}{4}</math> hours.</p> <p>Rita worked <math>1\frac{1}{4}</math> hours beyond 8 hours, so she is paid overtime for that time. Rita is paid \$16 per hour for the first 8 hours she worked and <math>(\\$16)(1\frac{1}{2}) = \\$24</math> per hour for the <math>1\frac{1}{4}</math> overtime hours she worked. The total dollar amount she earned on Monday is <math>\\$16(8) + \\$24(1\frac{1}{4}) = \\$128 + \\$30 = \\$158</math>.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>○ The student may receive a total of 2 modeling points if the modeling processes are correct but the student makes one or two computational errors resulting in an incorrect answer.</li> <li>○ The student may receive a total of 1 modeling point if the modeling processes are correct but the student makes more than two computational errors resulting in an incorrect answer.</li> </ul>
<b>2</b>	Student response includes 2 of the 3 elements.
<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#12 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correctly determines that each sandwich costs \$5.50</li></ul></li><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ Correctly describes the error Matt made when he solved the equation</li><li>○ Shows the corrected steps for solving the equation</li></ul></li></ul> <p>Sample Student Response</p> <p>“Matt did not correctly use the distributive property when he simplified <math>4(x + 2)</math> and changed it to <math>4x + 2</math>. Both the <math>x</math> and the <math>2</math> should be multiplied by <math>4</math>, so he should have written <math>4x + 8</math>.”</p> $4(x + 2) = 30$ $4x + 8 = 30$ $4x = 22$ $x = 5.50$ <p>Notes:</p> <ul style="list-style-type: none"><li>○ The student must describe the error made and fix the error in order to receive full reasoning credit.</li><li>○ If the student only describes the error made or fixes the error without describing it, student will receive at most 1 reasoning point.</li></ul>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

#13 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correctly determines the value of <math>x</math></li></ul></li><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ Correctly uses an equation to determine the monthly savings goal</li><li>○ Correctly writes a sentence to explain the solution</li></ul></li></ul> <p>Sample Student Response</p> $350 = 12(x + 20)$ $29.\overline{16} = x + 20$ $9.\overline{16} = x$ $\$9.17 \approx x$ <p>The student has to save an additional \$9.17 per month to reach his goal of saving \$350 in 12 months.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

#14 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correctly determines the constant of proportionality as 1.25 or equivalent</li></ul></li><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ Correctly explains why the student’s reasoning is incorrect</li><li>○ Correct work or explanation for calculating the constant of proportionality</li></ul></li></ul> <p>Sample Student Response</p> <p>The student’s reasoning is incorrect because he or she used subtraction between only one quantity to find the constant of proportionality. Since the table is proportional, the ratio between the <math>y</math> and <math>x</math> values will be the same. This will be the constant of proportionality.</p> $y/x = 10/8 = 1.25$ $y/x = 7.5/6 = 1.25$ <p>The constant of proportionality is 1.25.</p> <p>Note: One example of correct work is sufficient for credit.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

#15 Part A

Score	Description
1	Student response includes the following element. <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ Machine Scored: Correctly models the equation <math>y = \frac{1}{4}x</math> OR other equivalent equation.</li></ul></li></ul>
0	Student response is incorrect or irrelevant.

#15 Part B

Score	Description
2	Student response includes the following 2 elements. <ul style="list-style-type: none"><li>• <b>Computation component</b> = 2 points<ul style="list-style-type: none"><li>○ Machine Scored: 5/4 in the cell corresponding to 5 oranges</li><li>○ Machine Scored: 24 in the cell corresponding to 6 cups of juice</li></ul></li></ul>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#15 Part C

Score	Description
1	Student response includes the following 2 elements. <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ Correctly models a strategy to find the unknown number of cups of orange juice in the table</li><li>○ Correctly models a strategy to find the unknown number of oranges in the table</li></ul></li></ul> <p>Note: The same explanation can be used for both parts. The general explanation of each orange being equal to <math>\frac{1}{4}</math> cup is an accurate strategy for determining both unknown numbers in the table.</p> <p>Sample Student Response:</p>

	<p>Using my equation, <math>y = \frac{1}{4} x</math>, when <math>x = 5</math> oranges, <math>y = 5/4</math> cups of orange juice.</p> <p>The equation indicates that 4 oranges are squeezed to make 1 cup of juice. To make 6 cups of orange juice, <math>6(4) = 24</math> oranges are squeezed.</p>
<b>0</b>	Student response is incorrect or irrelevant.
#15 Part D	
<b>Score</b>	<b>Description</b>
<b>2</b>	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point <ul style="list-style-type: none"> <li>○ Correctly calculates the number of bags of oranges needed: 4 bags</li> </ul> </li> <li>• <b>Modeling component</b> = 1 point <ul style="list-style-type: none"> <li>○ Correctly models a strategy to determine the number of bags of oranges needed</li> </ul> </li> </ul> <p>Note: In general, there are three main necessary components for showing a complete strategy: providing the number of cups needed to produce a half gallon [8], the number of oranges needed to produce 8 cups [32], and showing understanding that partial bags cannot be purchased.</p> <p>Sample Student Response:</p> <p>In <math>\frac{1}{2}</math> gallon, there are 2 quarts, or 4 pints, or 8 cups.</p> <p>To make 1 cup of juice, 4 oranges are needed.  So, a total of <math>8(4) = 32</math> oranges are needed to make <math>\frac{1}{2}</math> gallon of juice.  Each bag contains 10 oranges. When I divide 32 by 10, I get a quotient of 3 and a remainder of 2.  This means that Abby needs 4 bags because 3 bags will only contain 30 oranges. She needs the fourth bag to have enough oranges.</p>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.



## #16 Part A

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct computation, numerical support, or graphical support that is consistent with the student's reasoning</li></ul></li><li>• <b>Reasoning component</b> = 1 point<ul style="list-style-type: none"><li>○ Correctly reasons that the lengths of the sides of the quadrilateral <math>JKLM</math> are not all the same, so it cannot be a square</li></ul></li></ul> <p>Sample Student Response:</p> <p>In a square, the lengths of all four sides are the same. If quadrilateral <math>JKLM</math> is a square, all four of its side lengths would be the same. Since the <math>y</math>-coordinates are the same in points <math>J</math> and <math>K</math>, the side length of <math>JK</math> is the positive difference between the <math>x</math>-coordinates of each point. So, <math>JK =  -4.5 - (-1.2)  =  -4.5 + 1.2  =  -3.3  = 3.3</math> units. Similarly, the side length of <math>KL</math> is the positive difference between the <math>y</math>-coordinates of each point. So, <math>KL =  3 - 8.7  =  -5.7  = 5.7</math> units. The lengths of two sides of the quadrilateral are not equal, so quadrilateral <math>JKLM</math> is not a square.</p> <p>Notes:</p> <ul style="list-style-type: none"><li>○ The student may still receive credit for this part if the student chooses to compute or compare side lengths without using absolute values.</li><li>○ The student may receive a total of 1 point for Part A if the reasoning processes are correct but the student makes one or more computational errors resulting in incorrect answers or an incorrect conclusion.</li><li>○ Student may receive the 1 computation point if the correct answer is computed but shows no work or insufficient work to indicate a correct reasoning process.</li></ul>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#16 Part B

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"><li>○ <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct new coordinates for points <math>L</math> and <math>M</math></li></ul></li><li>○ <b>Reasoning component</b> = 1 point<ul style="list-style-type: none"><li>○ Correctly reasons why the two new coordinates of points <math>L</math> and <math>M</math> would make quadrilateral JKLM a square</li></ul></li></ul> <p>Note: Numerical or graphical support that is consistent with the student's reasoning is acceptable for full credit.</p> <p>Sample Student Response:</p> <p>The given coordinates form a rectangle with sides <math>JK</math> and <math>LM</math> both 3.3 units and sides <math>KL</math> and <math>JM</math> both 5.7 units. If the coordinates of points <math>L</math> and <math>M</math> change so that quadrilateral <math>JKLM</math> is a square, they should be lowered on the coordinate plane <math>5.7 - 3.3</math>, or 2.4 units. This will change sides <math>KL</math> and <math>JM</math> from 5.7 units to 3.3 units, making the resulting quadrilateral a square. Lowering points on a coordinate plane changes their <math>y</math>-coordinates. So, the new coordinates of point <math>L</math> would be <math>(-1.2, 6.3)</math> since <math>8.7 - 2.4</math>, or 6.3. The new coordinates of point <math>M</math> would be <math>(-4.5, 6.3)</math> since <math>8.7 - 2.4</math>, or 6.3 units.</p> <p>Notes:</p> <ul style="list-style-type: none"><li>○ The student should receive credit for this part if the student chooses new coordinates for points <math>L</math> and <math>M</math> that are below points <math>J</math> and <math>K</math>, as long as the student shows or explains that the side lengths of all four sides are the same length.</li><li>○ The student may receive a total of 1 point for Part B if the reasoning processes are correct but the student makes one or more computational errors resulting in incorrect answers or an incorrect conclusion.</li><li>○ The student may receive the 1 computation point if the correct answer is computed but shows no work or insufficient work to indicate a correct reasoning process.</li></ul>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#17 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ The student correctly determines the approximate number of people who will receive a small prize. Accept a range from 900 to 1,200 people.</li></ul></li><li>• <b>Modeling component</b> = 2 points<ul style="list-style-type: none"><li>○ The student correctly models a valid estimation strategy for determining the number of people who will attend this year's fair. Accept a range of 14,000 to 17,000.</li><li>○ The student correctly models finding the approximate number of people who will receive a prize.</li></ul></li></ul> <p>Sample Student Response</p> <p>I saw that the attendance was increasing each year and found the average amount that it increased by each year. <math>(1,087 + 1,763 + 1,176)/3 = 4,026/3</math> So I estimate that the attendance this year will increase by about 1,342 people and will be 14,646 people.</p> <p><math>20\%</math> of 14,646 is <math>0.20(14,468) = 2,929.2</math></p> <p><math>1/3</math> of 2,929.2 is <math>(2,929.2) (1/3) = (2929.2)/3 = 976.4</math></p> <p>So about 976 people will receive a small prize.</p> <p>Note: Accept other valid estimation strategies for determining this year's attendance.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.



## **2015 Released Items: Grade 8 Performance-Based Assessment Literary Analysis Task**

The Literary Analysis Task requires students to read two literary texts that are purposely paired. Students read the texts, answer questions for each text and for the texts as a pair, and then write an analytic essay.

The 2015 blueprint for PARCC's grade 8 Literary Analysis Task includes six Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. This document includes a complete Literary Analysis Task from an online summative assessment.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

### **Additional related materials not included in this document:**

- Sample scored student responses with practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

Item 5626\_A represents an item type no longer being developed for the PARCC ELA/literacy summative assessment.

**PARCC Release Items Answer and Alignment Document**  
**ELA/Literacy Grade 8**  
**Literary Analysis Task**

<b>Task: Literary Analysis (LAT)</b>		
<b>Passage(s): Excerpt from Oliver Twist; Excerpt from A Portrait of the Artist as a Young Man</b>		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
5624_A	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RL 8.1.1 RL 8.4.1 RL 8.1.2
5625_A	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A, E</b>	RL 8.1.1 RL 8.3.1
5626_A	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: B</b> <b>Part C: D</b>	RL 8.1.1 RL 8.3.2 RL 8.4.1 L 8.5.3
5885_A	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B</b>	RL 8.1.1 RL 8.4.1 RL 8.3.1
5629_A	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B, F</b>	RL 8.1.2 RL 8.3.3
5630_A	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RL 8.1.2 RL 8.3.3
5632	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	RL 8.1.1 RL 8.1.2 RL 8.3.3 W 8.2 W 8.4—W 8.10

Today you will analyze a passage from *Oliver Twist* and a passage from *A Portrait of the Artist as a Young Man*. As you read these texts, you will gather information and answer questions about the effect of dialogue or events so you can write an essay.

Read the passage from *Oliver Twist*. Then answer the questions.

from *Oliver Twist*

by Charles Dickens

1 The room in which the boys were fed, was a large stone hall, with a copper at one end: out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at meal-times. Of this festive composition each boy had one porringer, and no more—except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides. The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed; employing themselves, meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cookshop), hinted darkly to his companions, that unless he had another basin of gruel *per diem*, he was afraid he might some night happen to eat the boy who slept next to him, who happened to be a weakly youth of tender age. He had a wild hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

2 The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered each other, and winked at Oliver; while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

3 "Please, sir, I want some more."

4 The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear.

5 "What!" said the master at length, in a faint voice.

6 "Please, sir," replied Oliver, "I want some more."

7 The master aimed a blow at Oliver's head with the ladle; pinioned him in his arms; and shrieked aloud for the beadle.

8 The board were sitting in solemn conclave, when Mr. Bumble rushed into the room in great excitement, and addressing the gentleman in the high chair, said,

9 "Mr. Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!"

10 There was a general start. Horror was depicted on every countenance.

11 "For more!" said Mr. Limbkins. "Compose yourself, Bumble, and answer me distinctly. Do I understand that he asked for more, after he had eaten the supper allotted by the dietary?"

12 "He did, sir," replied Bumble.

13 "That boy will be hung," said the gentleman in the white waistcoat. "I know that boy will be hung."

14 Nobody controverted the prophetic gentleman's opinion. An animated discussion took place. Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words, five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade, business, or calling.

15 "I never was more convinced of anything in my life," said the gentleman in the white waistcoat, as he knocked at the gate and read the bill next morning: "I never was more convinced of anything in my life, than I am that that boy will come to be hung."

16 As I purpose to show in the sequel whether the white-waist-coated gentleman was right or not, I should perhaps mar the interest of this narrative (supposing it to possess any at all), if I ventured to hint just yet, whether the life of Oliver Twist had this violent termination or no.

From OLIVER TWIST, CHAPTER II: TREATS OF OLIVER TWIST'S GROWTH, EDUCATION, AND BOARD—Public Domain

## Part A

How does the word **festive** in paragraph 1 affect the meaning of the paragraph?

- A. by adding sarcasm to show the poor quality of the meal being served
- B. by creating imagery of the elaborate meal that is about to be served
- C. by providing a description of a special celebration
- D. by comparing an elaborate holiday meal with a typical meal

## Part B

Which phrase from paragraph 1 supports the answer to Part A?

- A. "The room in which the boys were fed, was a large stone hall . . . ."
- B. ". . . the master, dressed in an apron for the purpose, and assisted by one or two women . . ."
- C. ". . . each boy had one porringer, and no more . . . ."
- D. ". . . except on occasions of great public rejoicing . . ."

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**2** The evening arrived, the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered each other, and winked at Oliver; while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

**3** "Please, sir, I want some more."

**4** The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder, the boys with fear.

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**14** Nobody controverted the prophetic gentleman's opinion. An animated discussion took place. Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words, five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade, business, or calling.

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From OLIVER TWIST, CHAPTER II: TREATS OF OLIVER TWIST'S GROWTH, EDUCATION, AND BOARD—Public Domain

### Part A

In paragraph 1, why does the author describe the boy who was afraid he might some night happen to eat the boy who slept next to him?

- A. to show how the adults in charge at the institution treated the boys
- B. to provide details that develop a major character in the passage
- C. to illustrate how the boys are affected by the conditions at the institution
- D. to offer an example of the way the boys govern themselves in the passage

### Part B

Which **two** phrases offer additional support for the answer to Part A?

- A. "... suffered the tortures of slow starvation ..." (paragraph 1)
- B. "... one boy, who was tall for his age, and hadn't been used to that sort of thing ..." (paragraph 1)
- C. "A council was held; lots were cast ..." (paragraph 1)
- D. "The master, in his cook's uniform, stationed himself at the copper ..." (paragraph 2)
- E. "... he was desperate with hunger, and reckless with misery." (paragraph 2)
- F. "The assistants were paralysed with wonder ..." (paragraph 4)

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### Part A

How do the other boys provoke Oliver Twist's decision to ask for an extra bowl of gruel?

- A. They hint that a weaker boy might be hurt while he is sleeping during the night.
- B. They discourage him from asking and act surprised by his sudden decision.
- C. They trick him into asking for more by winking and smiling at him.
- D. They develop a plan, and he is chosen to carry it out.

### Part B

Which quotation from the passage from *Oliver Twist* supports the answer to Part A?

- A. "... they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed . . ." (paragraph 1)
- B. "A council was held; lots were cast . . ." (paragraph 1)
- C. "... his pauper assistants ranged themselves behind him; the gruel was served out . . ." (paragraph 2)
- D. "He rose from the table . . . somewhat alarmed at his own temerity . . ." (paragraph 2)

### Part C

How does the author's use of **whispered**, **winked**, and **nudged** in paragraph 2 impact the meaning of the paragraph?

- A. by making Oliver's request for more food seem humorous
- B. by emphasizing the danger to Oliver in requesting more food
- C. by adding a feeling of suspense to Oliver's request for more food
- D. by contrasting the lighthearted attitude of the boys with Oliver's serious reasons for requesting more food



Today you will analyze a passage from *Oliver Twist* and a passage from *A Portrait of the Artist as a Young Man*. As you read these texts, you will gather information and answer questions about the affect of dialogue or events so you can write an essay.

Read the passage from *A Portrait of the Artist as a Young Man*. Then answer the questions.

from *A Portrait of the Artist as a Young Man*

by James Joyce

1 The bell rang and then the classes began to file out of the rooms and along the corridors towards the refectory. He sat looking at the two prints of butter on his plate but could not eat the damp bread. The tablecloth was damp and limp. But he drank off the hot weak tea which the clumsy scullion, girl with a white apron, poured into his cup. He wondered whether the scullion's apron was damp too or whether all white things were cold and damp. Nasty Roche and Saurin drank cocoa that their people sent them in tins. They said they could not drink the tea; that it was hogwash. Their fathers were magistrates, the fellows said.

2 All the boys seemed to him very strange. They had all fathers and mothers and different clothes and voices. He longed to be at home and lay his head on his mother's lap. But he could not: and so he longed for the play and study and prayers to be over and to be in bed.

3 He drank another cup of hot tea and Fleming said:

4 —What's up? Have you a pain or what's up with you?

5 —I don't know, Stephen said.

6 —Sick in your breadbasket, Fleming said, because your face looks white. It will go away.

7 —Oh yes, Stephen said.

8 But he was not sick there. He thought that he was sick in his heart if you could be sick in that place. Fleming was very decent to ask him. He wanted to cry. He leaned his elbows on the table and shut and opened the flaps of his ears. Then he heard the noise of the refectory every time he opened the flaps of his ears. It made a roar like a train at night. And when he closed the flaps the roar was shut off like a train going into a tunnel. That night at Dalkey the train had roared like that and then, when it went into the tunnel, the roar stopped. He closed his eyes and the train went on, roaring and then stopping; roaring again, stopping. It was nice to hear it roar and stop and then roar out of the tunnel again and then stop.

9 Then the higher line fellows began to come down along the matting in the middle of the refectory, Paddy Rath and Jimmy Magee and the Spaniard who was allowed to smoke cigars and the little Portuguese who wore the woolly cap. And then the lower line tables and the tables of the third line. And every single fellow had a different way of walking.

10 He sat in a corner of the playroom pretending to watch a game of dominoes and once or twice he was able to hear for an instant the little song of the gas. The prefect was at the door with some boys and Simon Moonan was knotting his false sleeves. He was telling them something about Tullabeg.

11 Then he went away from the door and Wells came over to Stephen and said:

12 —Tell us, Dedalus, do you kiss your mother before you go to bed?

13 Stephen answered:

14 —I do.

15 Wells turned to the other fellows and said:

16 —O, I say, here's a fellow says he kisses his mother every night before he goes to bed.

17 The other fellows stopped their game and turned round, laughing. Stephen blushed under their eyes and said:

18 —I do not.

19 Wells said:

20 —O, I say, here's a fellow says he doesn't kiss his mother before he goes to bed.

21 They all laughed again. Stephen tried to laugh with them. He felt his whole body hot and confused in a moment. What was the right answer to the question? He had given two and still Wells laughed. But Wells must know the right answer for he was in third of grammar.

From A PORTRAIT OF THE ARTIST AS A YOUNG MAN by James Joyce—  
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## Part A

In paragraph 8 of the passage from *A Portrait of the Artist as a Young Man*, the narrator says that Stephen thought **he was sick in his heart**. How does the phrase **sick in his heart** impact the reader's understanding of Stephen's character?

- A. Stephen has a heart condition that makes him tired and weak.
- B. Stephen is sick of being around the other boys because they tease him about his mother.
- C. Stephen's desire to be at home with his mother is so strong that he is extremely sad and lonely.
- D. Stephen is sick to his stomach because the food in the refectory is of such poor quality.

## Part B

How does the phrase **sick in his heart** contribute to the tone of the entire passage?

- A. by creating conflict between Stephen and the other boys to support a tense tone
- B. by adding detail to Stephen's character to support a melancholy tone
- C. by illustrating Stephen's inner thoughts to support a serious tone
- D. by describing characters who are suspicious of each other to support an angry tone

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### Part A

What can the reader infer about Stephen from his conversation with the other boys?

- A. Stephen is accepted easily by his peers.
- B. Stephen is not willing to compromise with his peers.
- C. Stephen is not confident when interacting with his peers.
- D. Stephen is frightened of his peers.

### Part B

Which **two** elements of the passage **best** provide support for the answer to Part A?

- A. the other boys' thoughts
- B. Stephen's thoughts
- C. the other boys' appearances
- D. Stephen's appearance
- E. the other boys' comments
- F. Stephen's comments

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9 Then the higher line fellows began to come down along the matting in the middle of the refectory, Paddy Rath and Jimmy Magee and the Spaniard who was allowed to smoke cigars and the little Portuguese who wore the woolly cap. And then the lower line tables and the tables of the third line. And every single fellow had a different way of walking.

10 He sat in a corner of the playroom pretending to watch a game of dominoes and once or twice he was able to hear for an instant the little song of the gas. The prefect was at the door with some boys and Simon Moonan was knotting his false sleeves. He was telling them something about Tullabeg.

11 Then he went away from the door and Wells came over to Stephen and said:

12 —Tell us, Dedalus, do you kiss your mother before you go to bed?

13 Stephen answered:

14 —I do.

15 Wells turned to the other fellows and said:

16 —O, I say, here's a fellow says he kisses his mother every night before he goes to bed.

17 The other fellows stopped their game and turned round, laughing. Stephen blushed under their eyes and said:

18 —I do not.

19 Wells said:

20 —O, I say, here's a fellow says he doesn't kiss his mother before he goes to bed.

21 They all laughed again. Stephen tried to laugh with them. He felt his whole body hot and confused in a moment. What was the right answer to the question? He had given two and still Wells laughed. But Wells must know the right answer for he was in third of grammar.

From A PORTRAIT OF THE ARTIST AS A YOUNG MAN by James Joyce—  
Public Domain

### Part A

Based on the dialogue in paragraphs 4, 5, and 6, which inference can the reader make about Fleming's character?

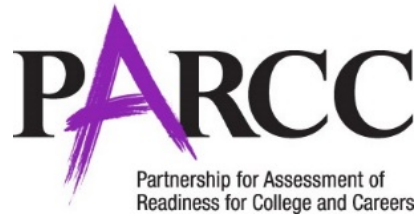
- A. Fleming is like all the other boys, testing Stephen as the new boy in school.
- B. Fleming sees that Stephen is homesick and tries to give him encouragement.
- C. Fleming can tell that Stephen is ill and in pain.
- D. Fleming shows little concern for Stephen's feelings.

### Part B

Which phrase from the dialogue **best** supports the answer to Part A?

- A. "—What's up?" (paragraph 4)
- B. "Have you a pain . . . ?" (paragraph 4)
- C. "—Sick in your breadbasket . . ." (paragraph 6)
- D. "It will go away." (paragraph 6)





## **2015 Released Items: Grade 8 End-of-Year Medium/Long Informational Text Set**

The End-of-Year medium/long (M/L) informational text set requires students to engage with an informational text by responding to questions.

The 2015 blueprint for the grade 8 End-of-Year M/L informational text set includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. This document includes a complete M/L informational text set from an online summative assessment form, as well as an additional item from a paper form.

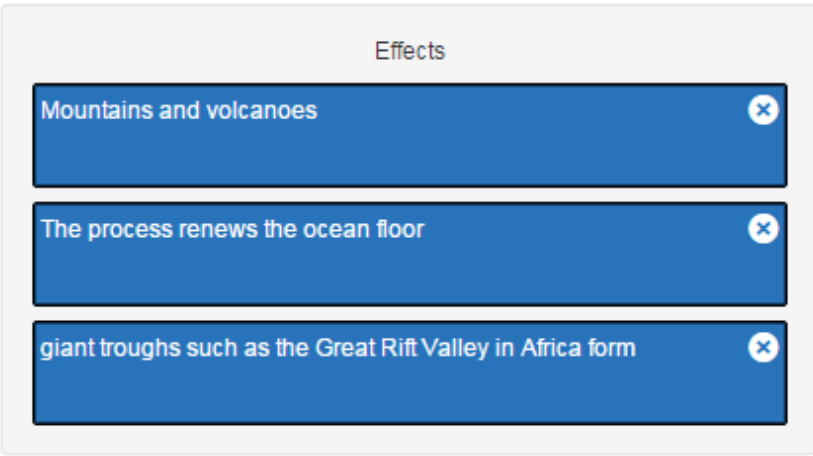
### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

**PARCC Release Items Answer and Alignment Document**  
**ELA/Literacy Grade 8**  
**Medium/Long Informational Set**

<b>EOY Text Type:</b> Informational M-L		
<b>Passage(s):</b> Plate Tectonics: Moving and Shaking		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
5727_A	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> B, C, G	RI 8.1.1 RST 8.5.2 RI 8.3.2
5731_A	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> A, E	RI 8.1.1 RST 8.4.1 L 8.4.1
5728	<b>Item Type:</b> TECR 	RI 8.1.1 RI 8.2.2 RI 8.3.3
5726_A	<b>Item Type:</b> EBSR <b>Part A:</b> A <b>Part B:</b> B	RI 8.1.1 RI 8.5.1 RST 8.5.2
5730_A	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> C	RI 8.1.1 RST 8.8.5
5729_A	<b>Item Type:</b> EBSR (paper form – additional item) <b>Part A:</b> A <b>Part B:</b> A, C	RI 8.1.2 RI 8.2.1



Read the article “Plate Tectonics: Moving and Shaking.” Then answer the questions.

### Plate Tectonics: Moving and Shaking

1 There are a few handfuls of major plates and dozens of smaller, or minor, plates. Six of the majors are named for the continents embedded within them, such as the North American, African, and Antarctic plates. Though smaller in size, the minors are no less important when it comes to shaping the Earth. The tiny Juan de Fuca plate is largely responsible for the volcanoes that dot the Pacific Northwest of the United States.

2 The plates make up Earth’s outer shell, called the lithosphere. (This includes the crust and uppermost part of the mantle.) Churning currents in the molten rocks below propel them along like a jumble of conveyor belts in disrepair. Most geologic activity stems from the interplay where the plates meet or divide.

3 The movement of the plates creates three types of tectonic boundaries: convergent, where plates move into one another; divergent, where plates move apart; and transform, where plates move sideways in relation to each other.

#### Convergent Boundaries

4 Where plates serving landmasses collide, the crust crumples and buckles into mountain ranges. India and Asia crashed about 55 million years ago, slowly giving rise to the Himalaya, the highest mountain system on Earth. As the mash-up continues, the mountains get higher. Mount Everest, the highest point on Earth, may be a tiny bit taller tomorrow than it is today.

5 These convergent boundaries also occur where a plate of ocean dives, in a process called subduction, under a landmass. As the overlying plate lifts up, it also forms mountain ranges. In addition, the diving plate melts and is often spewed out in volcanic eruptions such as those that formed some of the mountains in the Andes of South America.

6 At ocean-ocean convergences, one plate usually dives beneath the other, forming deep trenches like the Mariana Trench in the North Pacific Ocean, the deepest point on Earth. These types of collisions can also lead to underwater volcanoes that eventually build up into island arcs like Japan.

#### Divergent Boundaries

7 At divergent boundaries in the oceans, magma from deep in the Earth’s mantle rises toward the surface and pushes apart two or more plates. Mountains and volcanoes rise along the seam. The process renews the ocean floor and widens the giant basins. A single mid-ocean ridge system connects the world’s oceans, making the ridge the longest mountain range in the world.

8 On land, giant troughs such as the Great Rift Valley in Africa form where plates are tugged apart. If the plates there continue to diverge, millions of years from now eastern Africa will split from the continent to form a new landmass. A mid-ocean ridge would then mark the boundary between the plates.

#### Transform Boundaries

9 The San Andreas Fault in California is an example of a transform boundary, where two plates grind past each other along what are called strike-slip faults. These boundaries don’t produce spectacular features like mountains or oceans, but the halting motion often triggers large earthquakes, such as the 1906 one that devastated San Francisco.

### Part A

Read the sentence from paragraph 2.

Churning currents in the molten rocks below propel them along like a jumble of conveyor belts in disrepair.

How does this sentence contribute to the reader’s understanding of the topic of the article?

- A. by describing the geologic features that can form along each of the three types of tectonic boundaries
- B. by providing an analogy connecting the concept of moving tectonic plates to a concrete image
- C. by signaling a shift in the structure of the article to a chronological narrative
- D. by connecting the introduction of the article to the central idea that the lithosphere is unique to planet Earth

### Part B

Which **three** phrases provide examples that further develop the topic of the article in Part A?

- A. “. . . the minors are no less important . . .” (paragraph 1)
- B. “. . . the crust crumples and buckles . . .” (paragraph 4)
- C. “As the mash-up continues . . .” (paragraph 4)
- D. “. . . the highest point on Earth . . .” (paragraph 4)
- E. “. . . widens the giant basins.” (paragraph 7)
- F. “. . . like mountains or oceans . . .” (paragraph 9)
- G. “. . . the halting motion . . .” (paragraph 9)

Read the article “Plate Tectonics: Moving and Shaking.” Then answer the questions.

### Plate Tectonics: Moving and Shaking

1 There are a few handfuls of major plates and dozens of smaller, or minor, plates. Six of the majors are named for the continents embedded within them, such as the North American, African, and Antarctic plates. Though smaller in size, the minors are no less important when it comes to shaping the Earth. The tiny Juan de Fuca plate is largely responsible for the volcanoes that dot the Pacific Northwest of the United States.

2 The plates make up Earth’s outer shell, called the lithosphere. (This includes the crust and uppermost part of the mantle.) Churning currents in the molten rocks below propel them along like a jumble of conveyor belts in disrepair. Most geologic activity stems from the interplay where the plates meet or divide.

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4 Where plates serving landmasses collide, the crust crumples and buckles into mountain ranges. India and Asia crashed about 55 million years ago, slowly giving rise to the Himalaya, the highest mountain system on Earth. As the mash-up continues, the mountains get higher. Mount Everest, the highest point on Earth, may be a tiny bit taller tomorrow than it is today.

5 These convergent boundaries also occur where a plate of ocean dives, in a process called subduction, under a landmass. As the overlying plate lifts up, it also forms mountain ranges. In addition, the diving plate melts and is often spewed out in volcanic eruptions such as those that formed some of the mountains in the Andes of South America.

6 At ocean-ocean convergences, one plate usually dives beneath the other, forming deep trenches like the Mariana Trench in the North Pacific Ocean, the deepest point on Earth. These types of collisions can also lead to underwater volcanoes that eventually build up into island arcs like Japan.

#### Divergent Boundaries

7 At divergent boundaries in the oceans, magma from deep in the Earth’s mantle rises toward the surface and pushes apart two or more plates. Mountains and volcanoes rise along the seam. The process renews the ocean floor and widens the giant basins. A single mid-ocean ridge system connects the world’s oceans, making the ridge the longest mountain range in the world.

8 On land, giant troughs such as the Great Rift Valley in Africa form where plates are tugged apart. If the plates there continue to diverge, millions of years from now eastern Africa will split from the continent to form a new landmass. A mid-ocean ridge would then mark the boundary between the plates.

#### Transform Boundaries

9 The San Andreas Fault in California is an example of a transform boundary, where two plates grind past each other along what are called strike-slip faults. These boundaries don’t produce spectacular features like mountains or oceans, but the halting motion often triggers large earthquakes, such as the 1906 one that devastated San Francisco.

#### Part A

In paragraph 4, how does the author’s use of **crumples**, **buckles**, **crashed**, and **mash-up** impact the reader’s understanding of convergent boundaries?

- A. by helping the reader understand how to locate the convergent boundaries
- B. by helping the reader to imagine the violent movement associated with convergent boundaries
- C. by providing the reader with a comparison between convergent and divergent boundaries
- D. by illustrating for the reader the differences between convergent boundaries and transform boundaries

#### Part B

Which **two** additional phrases in the section titled **Convergent Boundaries** provide further support for the answer to Part A?

- A. “. . . landmasses collide . . .” (paragraph 4)
- B. “. . . slowly giving rise . . .” (paragraph 4)
- C. “. . . a plate of ocean dives . . .” (paragraph 5)
- D. “. . . forms mountain ranges.” (paragraph 5)
- E. “. . . spewed out . . .” (paragraph 5)
- F. “. . . forming deep trenches . . .” (paragraph 6)



Read the article "Plate Tectonics: Moving and Shaking." Then answer the questions.

Plate Tectonics: Moving and Shaking

1 There are a few handfuls of major plates and dozens of smaller, or minor, plates. Six of the majors are named for the continents embedded within them, such as the North American, African, and Antarctic plates. Though smaller in size, the minors are no less important when it comes to shaping the Earth. The tiny Juan de Fuca plate is largely responsible for the volcanoes that dot the Pacific Northwest of the United States.

2 The plates make up Earth's outer shell, called the lithosphere. (This includes the crust and uppermost part of the mantle.) Churning currents in the molten rocks below propel them along like a jumble of conveyor belts in disrepair. Most geologic activity stems from the interplay where the plates meet or divide.

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7 At divergent boundaries in the oceans, magma from deep in the Earth's mantle rises toward the surface and pushes apart two or more plates.

Mountains and volcanoes rise along the seam. The process renews the ocean floor and widens the giant basins. A single mid-ocean ridge system connects the world's oceans, making the ridge the longest mountain range in the world.

8 On land, giant troughs such as the Great Rift Valley in Africa form where plates are tugged apart. If the plates there continue to diverge, millions of years from now eastern Africa will split from the continent to form a new landmass. A mid-ocean ridge would then mark the boundary between the plates.

**Transform Boundaries**

9 The San Andreas Fault in California is an example of a transform boundary, where two plates grind past each other along what are called strike-slip faults. These boundaries don't produce spectacular features like mountains or oceans, but the halting motion often triggers large earthquakes, such as the 1906 one that devastated San Francisco.

Which events can be caused when magma rises to Earth's surface and pushes two or more plates apart?

Select **three** phrases from paragraphs 7 and 8 and drag them into the boxes labeled Effects.

Cause: Magma rises and pushes plates apart.

Effects

[Empty box for effect]

[Empty box for effect]

[Empty box for effect]

Read the article “Plate Tectonics: Moving and Shaking.” Then answer the questions.

### Plate Tectonics: Moving and Shaking

1 There are a few handfuls of major plates and dozens of smaller, or minor, plates. Six of the majors are named for the continents embedded within them, such as the North American, African, and Antarctic plates. Though smaller in size, the minors are no less important when it comes to shaping the Earth. The tiny Juan de Fuca plate is largely responsible for the volcanoes that dot the Pacific Northwest of the United States.

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### Part A

Which **best** describes the overall structure of the article?

- A. an introduction to the main topic followed by discussions of various sub-topics related to the main topic
- B. a statement of a central argument followed by explanation of ideas that support the central argument
- C. a description of a problem followed by possible solutions to the problem
- D. an explanation of various features related to the topic followed by the causes of the features

### Part B

How does paragraph 9 contribute to the structure in Part A?

- A. by introducing transform boundaries as a new main topic
- B. by elaborating on one of the subtypes of boundaries created by tectonic plates
- C. by suggesting a solution to the problem of tectonic plates that move in a jerky motion
- D. by providing reasons why geologic activity is necessary for Earth’s future development

Read the article “Plate Tectonics: Moving and Shaking.” Then answer the questions.

### Plate Tectonics: Moving and Shaking

**1** There are a few handfuls of major plates and dozens of smaller, or minor, plates. Six of the majors are named for the continents embedded within them, such as the North American, African, and Antarctic plates. Though smaller in size, the minors are no less important when it comes to shaping the Earth. The tiny Juan de Fuca plate is largely responsible for the volcanoes that dot the Pacific Northwest of the United States.

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### **Part A**

Which sentence from the article is based on a reasoned judgment?

- A. “Six of the majors are named for the continents embedded within them, such as the North American, African, and Antarctic plates.” (paragraph 1)
- B. “Mount Everest, the highest point on Earth, may be a tiny bit taller tomorrow than it is today.” (paragraph 4)
- C. “At ocean-ocean convergences, one plate usually dives beneath the other, forming deep trenches like the Mariana Trench in the North Pacific Ocean, the deepest point on Earth.” (paragraph 6)
- D. “These boundaries don’t produce spectacular features like mountains or oceans, but the halting motion often triggers large earthquakes, such as the 1906 one that devastated San Francisco.” (paragraph 9)

### **Part B**

On which piece of evidence is the reasoned judgment in Part A based?

- A. scientific theories based on geologic events in the past
- B. scientists’ opinions about geologic events
- C. descriptions of similar geologic events in the past
- D. predictions about geologic events made by scientists several centuries ago

Read the article “Plate Tectonics: Moving and Shaking.” Then answer the questions.

### Plate Tectonics: Moving and Shaking

**1** There are a few handfuls of major plates and dozens of smaller, or minor, plates. Six of the majors are named for the continents embedded within them, such as the North American, African, and Antarctic plates. Though smaller in size, the minors are no less important when it comes to shaping the Earth. The tiny Juan de Fuca plate is largely responsible for the volcanoes that dot the Pacific Northwest of the United States.

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#### Part A

Which sentence states a central idea of “Plate Tectonics: Moving and Shaking”?

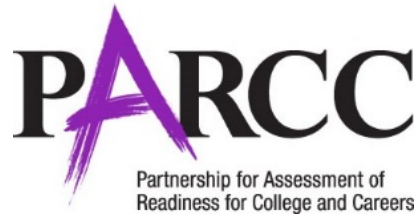
- A. The most dramatic geologic activity on Earth happens at tectonic boundaries.
- B. The highest mountain system on Earth, the Himalaya, was created by the movement of tectonic plates.
- C. All of the world’s oceans are connected by one mid-ocean ridge system.
- D. The grinding of plates at a transform boundary may cause violent earthquakes.

#### Part B

Which **two** sentences support the answer to Part A?

- A. “The tiny Juan de Fuca plate is largely responsible for the volcanoes that dot the Pacific Northwest of the United States.” (paragraph 1)
- B. “Churning currents in the molten rocks below propel them along like a jumble of conveyor belts in disrepair.” (paragraph 2)
- C. “Most geologic activity stems from the interplay where the plates meet or divide.” (paragraph 2)
- D. “The movement of the plates creates three types of tectonic boundaries: convergent, where plates move into one another; divergent, where plates move apart; and transform, where plates move sideways in relation to each other.” (paragraph 3)
- E. “Mount Everest, the highest point on Earth, may be a tiny bit taller tomorrow than it is today.” (paragraph 4)
- F. “These convergent boundaries also occur where a plate of ocean dives, in a process called subduction, under a landmass.” (paragraph 5)





## **2015 Released Items: Grade 8 Performance-Based Assessment Narrative Writing Task**

The Narrative Writing Task focuses on one literary text. Students read the text, answer questions, and then write a narrative response that is tied to and draws on the text.

The 2015 blueprint for PARCC's grade 8 Narrative Writing Task includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. This document includes a complete Narrative Writing Task from an online summative assessment, as well as an additional item from a paper form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- Sample scored student responses with practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

Item 5913\_A represents an item type no longer being developed for the PARCC ELA/literacy summative assessment.

**PARCC Release Items Answer and Alignment Document**  
**ELA/Literacy Grade 8**  
**Narrative Writing Task**

<b>Task: Narrative Writing Task (NWT)</b>														
<b>Passage(s): The Fox and the Horse</b>														
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>												
5685	<b>Item Type: TECR</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Character</th> <th style="width: 25%;">Trait</th> <th style="width: 50%;">Evidence</th> </tr> </thead> <tbody> <tr> <td>peasant</td> <td>honesty</td> <td>The peasant takes back the horse and offers to feed him forever.</td> </tr> <tr> <td>lion</td> <td>avarice</td> <td>The lion allows the fox to tie him to the horse in order to get the promised meal.</td> </tr> <tr> <td>fox</td> <td>honesty</td> <td>The fox offers to help the horse.</td> </tr> </tbody> </table>	Character	Trait	Evidence	peasant	honesty	The peasant takes back the horse and offers to feed him forever.	lion	avarice	The lion allows the fox to tie him to the horse in order to get the promised meal.	fox	honesty	The fox offers to help the horse.	RL 8.1.1 RL 8.2.3 RL 8.3.3
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5814_A	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A</b>	RL 8.1.1 RL 8.2.3 RL 8.3.1 RL 8.3.2 RI 8.1.2												
5682_A	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: B</b>	RL 8.1.1 RL 8.3.1 RL 8.3.3												
5913_A	<b>Item Type: EBSR</b> <b>Part A: A, C</b> <b>Part B: C, D</b>	RL 8.1.1 RL 8.2.4												
5681_A	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RL 8.1.1 RL 8.2.1 RL 8.1.2												
5687	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	RL 8.1.1 RL 8.1.2 RL 8.3.3 W 8.3 W 8.4—W 8.10												
5683_A	<b>Item Type: EBSR (paper form – additional item)</b> <b>Part A: A</b> <b>Part B: C</b>	RL 8.1.1 RL 8.3.1												

Today you will read the folktale “The Fox and the Horse.” As you read, pay close attention to characters and events as you answer the questions to prepare to write a narrative story.

Read the folktale “The Fox and the Horse.” Then answer the questions.

The Fox and the Horse

- 1 A peasant once had a faithful horse, but it had grown old and could no longer do its work. Its master grudged it food, and said: “I can’t use you any more, but I still feel kindly towards you, and if you show yourself strong enough to bring me a lion I will keep you to the end of your days. But away with you now, out of my stable”; and he drove it out into the open country.
- 2 The poor horse was very sad, and went into the forest to get a little shelter from the wind and weather. There he met a fox, who said: “Why do you hang your head, and wander about in this solitary fashion?”
- 3 “Alas!” answered the horse, “avarice and honesty cannot live together. My master has forgotten all the service I have done him for these many years, and because I can no longer plough he will no longer feed me, and he has driven me away.”
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- 7 The plan pleased the lion, and he stood quite still, close to the horse, so that the fox should fasten them together. But the fox tied the lion’s legs together with the horse’s tail, and twisted and knotted it so that it would be quite impossible for it to come undone.
- 8 When he had finished his work he patted the horse on the shoulder, and said: “Pull, old grey! Pull!”
- 9 Then the horse sprang up, and dragged the lion away behind him. The lion in his rage roared, so that all the birds in the forest were terrified, and flew away. But the horse let him roar, and never stopped till he stood before his master’s door.
- 10 When the master saw him he was delighted, and said to him: “You shall stay with me, and have a good time as long as you live.”
- 11 And he fed him well till he died.

“The Fox and the Horse”—Public Domain

In paragraph 3, the horse tells the fox that **avarice and honesty cannot live together**.

The peasant, the fox, and the lion represent the traits in the folktale as shown in the chart. Drag **one** piece of evidence into the appropriate box to support **each** trait.

Evidence

- The peasant drives the horse away after years of service.
- The peasant offers no sympathy to the horse and gives the horse a task to prove himself.
- The fox plays a trick on the lion.
- The lion allows the fox to tie him to the horse in order to get the promised meal.
- The lion roars angrily.
- The peasant takes back the horse and offers to feed him forever.
- The fox offers to help the horse.

Character	Trait	Evidence
peasant	honesty	
lion	avarice	
fox	honesty	

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- 7 The plan pleased the lion, and he stood quite still, close to the horse, so that the fox should fasten them together. But the fox tied the lion’s legs together with the horse’s tail, and twisted and knotted it so that it would be quite impossible for it to come undone.
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- 11 And he fed him well till he died.

“The Fox and the Horse”—Public Domain

#### Part A

In order for his plan to work, what did the fox need **most**?

- A. The horse had to be a good actor.
- B. The lion had to trust the fox.
- C. The horse had to be patient with the fox.
- D. The lion had to be hungry.

#### Part B

What does the fox tell the lion that causes the answer to Part A?

- A. The lion should eat his meal in comfort.
- B. Horse meat is delicious.
- C. The horse is dead.
- D. The lion should lie down and wait for the fox to return.



Today you will read the folktale “The Fox and the Horse.” As you read, pay close attention to characters and events as you answer the questions to prepare to write a narrative story.

Read the folktale “The Fox and the Horse.” Then answer the questions.

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“The Fox and the Horse”—Public Domain

#### Part A

Which aspect of the horse’s character **best** helps to solve the conflict in the folktale?

- A. trust
- B. sorrow
- C. strength
- D. persistence

#### Part B

Which sentence from the folktale **best** illustrates the answer to Part A?

- A. “The poor horse was very sad, and went into the forest to get a little shelter from the wind and weather.” (paragraph 2)
- B. “The horse did as he was told, and the fox went to the lion’s den, not far off, and said: ‘There is a dead horse out there.’” (paragraph 6)
- C. “When he had finished his work he patted the horse on the shoulder, and said: ‘Pull, old grey! Pull!’” (paragraph 8)
- D. “But the horse let him roar, and never stopped till he stood before his master’s door.” (paragraph 9)

Today you will read the folktale “The Fox and the Horse.” As you read, pay close attention to characters and events as you answer the questions to prepare to write a narrative story.

Read the folktale “The Fox and the Horse.” Then answer the questions.

#### The Fox and the Horse

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“The Fox and the Horse”—Public Domain

#### Part A

Which **two** sentences belong in a summary of “The Fox and the Horse”?

- A. The old horse is sent away by his owner.
- B. The horse lay down as the fox told him to do.
- C. The horse receives help from a cunning fox.
- D. The peasant does not want to feed an old horse.
- E. The birds in the forest are frightened by the lion.
- F. The horse ignores the lion’s enraged roar.

#### Part B

Which **two** additional sentences belong in the summary in Part A?

- A. The horse was sad when his master turned him out.
- B. The fox promises the lion a special meal.
- C. The fox tricks the lion into being tied to the horse.
- D. The horse is able to bring a lion back to his master.
- E. The lion is in his den when the fox comes to trick him.
- F. The master forgot the horse’s many years of service.

Today you will read the folktale “The Fox and the Horse.” As you read, pay close attention to characters and events as you answer the questions to prepare to write a narrative story.

Read the folktale “The Fox and the Horse.” Then answer the questions.

#### The Fox and the Horse

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“The Fox and the Horse”—Public Domain

#### Part A

Which statement **best** expresses a central idea in the folktale?

- A. Loyal friends can be trusted.
- B. Honest people are good friends.
- C. Individuals who show kindness are often treated the same way.
- D. Individuals can accomplish more with the help of others.

#### Part B

Which sentence from the folktale **best** demonstrates this idea?

- A. “A peasant once had a faithful horse, but it had grown old and could no longer do its work.” (paragraph 1)
- B. “Only the poor consolation of telling me that if I was strong enough to bring him a lion he would keep me, but he knows well enough that the task is beyond me.” (paragraph 5)
- C. “Then the horse sprang up, and dragged the lion away behind him.” (paragraph 9)
- D. “When the master saw him he was delighted, and said to him: ‘You shall stay with me, and have a good time as long as you live.’” (paragraph 10)

**Today you will read the folktale “The Fox and the Horse.” As you read, pay close attention to characters and events as you answer the questions to prepare to write a narrative story.**

Read the folktale “The Fox and the Horse.” Then answer the questions.

### The Fox and the Horse

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“The Fox and the Horse”—Public Domain

Beginning after paragraph 9, write an alternate ending to the folktale using details about the characters and events from the passage. You may choose to use dialogue in your new ending.

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“The Fox and the Horse”—Public Domain

#### Part A

Why does the horse decide to follow the fox’s plan without knowing what it is?

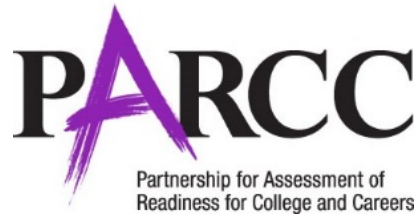
- A. because the horse has lost his self-confidence
- B. because the fox has helped him before
- C. because the fox knows where the lion’s den is
- D. because the horse is lonely

#### Part B

Which excerpt from the folktale supports the answer to Part A?

- A. “The poor horse was very sad . . . .” (paragraph 2)
- B. “Why do you hang your head, and wander about in this solitary fashion?” (paragraph 2)
- C. “. . . if I was strong enough to bring him a lion he would keep me, but he knows well enough that the task is beyond me.” (paragraph 5)
- D. “The horse did as he was told, and the fox went to the lion’s den . . . .” (paragraph 6)





## **2015 Released Items: Grade 8 Performance-Based Assessment Research Simulation Task**

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

The 2015 blueprint for PARCC's grade 8 Research Simulation Task includes nine Evidence-Based Selected Response/Technology-Enhanced Constructed Response items as well as one Prose Constructed Response prompt. This document includes a complete Research Simulation Task from an online summative assessment form, as well as an additional item from a paper form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text(s)

### **Additional related materials not included in this document:**

- Sample scored student responses with annotations and practice papers
- PARCC Scoring Rubric for Prose Constructed Response Items
- Guide to English Language Arts/Literacy Released Items: Understanding Scoring
- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

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Item VF891361 represents an item type that is no longer being developed for the PARCC ELA/literacy summative assessment.

**PARCC Release Items Answer and Alignment Document**  
**ELA/Literacy Grade 8**  
**Research Simulation Task**

<b>Task: Research Task (RST)</b>		
<b>Passage(s): The History of the Edison Cylinder Phonograph; The Incredible Talking Machine; Psst Hey You</b>		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
VF891181	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RH 8.1.3 RL 8.4.1
VF891188	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A, C</b>	RH 8.1.3 RH 8.2.1
VF891196	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: C</b>	RH 8.1.3 RH 8.5.3
VF891202	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: A</b>	RH 8.1.3 RL 8.4.1
VF891255	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: C</b>	RH 8.1.3 RH 8.3.5
VF891261	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RI 8.1.1 RL 8.4.1
VH015974	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: B</b>	RI 8.1.2 RI 8.5.1

VF891267	<p><b>Item Type: TECR</b></p> <p><b>Part A: A</b></p> <p><b>Part B:</b> Either of the two options as shown below:</p> <p><b>Option 8 or 9</b></p> <p><b>3</b> Military and sonar researchers tried to harness the phenomenon as far back as the 1960s but only managed to generate highly distorted audible signals. In 1998 Joseph Pompei, then at the Massachusetts Institute of Technology, published algorithms that cut the distortion to only a few percent. He then designed an amplifier, electronics and speakers to produce ultrasound “that is clean enough to generate clean audio,” Pompei says. He trademarked the technology Audio Spotlight and started Holosonics, Inc., in Watertown, Mass., in 1999. Rival inventor Woody Norris markets a competing product called HyperSonic Sound from his American Technology Corporation in San Diego.</p> <p><b>3</b> Military and sonar researchers tried to harness the phenomenon as far back as the 1960s but only managed to generate highly distorted audible signals. In 1998 Joseph Pompei, then at the Massachusetts Institute of Technology, published algorithms that cut the distortion to only a few percent. He then designed an amplifier, electronics and speakers to produce ultrasound “that is clean enough to generate clean audio,” Pompei says. He trademarked the technology Audio Spotlight and started Holosonics, Inc., in Watertown, Mass., in 1999. Rival inventor Woody Norris markets a competing product called HyperSonic Sound from his American Technology Corporation in San Diego.</p>	RH 8.1.3 RH 8.2.1
VF891361	<p><b>Item Type: EBSR</b></p> <p><b>Part A: D</b></p> <p><b>Part B: D</b></p> <p><b>Part C: A</b></p>	RH 8.1.3 RH 8.2.2
VF891434	<p><b>Item Type: PCR</b></p> <p>Refer to Grade 6-11 Scoring Rubric</p>	RH 8.1.3 RH 8.3.4 RH 8.9.2 W 8.2 W 8.4—W 8.10
VH015937	<p><b>Item Type: EBSR (paper form – additional item)</b></p> <p><b>Part A: A</b></p> <p><b>Part B: C</b></p>	RH 8.1.1 RH 8.4.1



Today you will research the topic of sound and the invention of the phonograph. You will read the article “The Incredible Talking Machine.” Then you will read a passage from the article “History of the Cylinder Phonograph” and the article “Psst . . . Hey, You.” As you review these sources, you will gather information and answer questions about sound and the invention of the phonograph so you can write an essay.

Copyright restrictions prevent “The Incredible Talking Machine” by Randall Stross from being displayed in this format. Please refer to the June 23, 2010, issue of *TIME* magazine, accessible through your local library.

### Part A

Read the sentence from paragraph 2.

These are some of the names someone wrote in a logbook in Thomas Edison’s laboratory in 1877, after Edison and his assistants invented the first rudimentary machine for recording and playing back sounds.

What is the meaning of the word **rudimentary** as it is used in the sentence?

- A. basic
- B. mobile
- C. practical
- D. original

### Part B

Which sentence from the article supports the answer to Part A?

- A. “The phonograph, his first invention to make him world-famous, is a perfect example.” (paragraph 3)
- B. “It was also the outcome of an amazing burst of inventiveness.” (paragraph 4)
- C. “But the primitive phonograph that Edison demonstrated for the editors of *Scientific American* that December remained exceedingly limited.” (paragraph 7)
- D. “When word of the invention spread, however, the outside world saw greater possibilities.” (paragraph 7)

Today you will research the topic of sound and the invention of the phonograph. You will read the article “The Incredible Talking Machine.” Then you will read a passage from the article “History of the Cylinder Phonograph” and the article “Psst . . . Hey, You.” As you review these sources, you will gather information and answer questions about sound and the invention of the phonograph so you can write an essay.

Copyright restrictions prevent “The Incredible Talking Machine” by Randall Stross from being displayed in this format. Please refer to the June 23, 2010, issue of *TIME* magazine, accessible through your local library.

### Part A

Which statement describes the central idea of “The Incredible Talking Machine”?

- A. Edison was dependent on his assistants and backers to be successful.
- B. Edison was never able to comprehend the full potential of his invention.
- C. Edison was more gifted at promoting his inventions than designing them.
- D. Edison was so impressed with his own invention that he ignored constructive criticism.

### Part B

Select **two** pieces of evidence from the article that **best** support the answer to Part A.

- A. “From the first, they thought it would be used to reproduce the human voice, but they had no clear idea of its exact purpose.” (paragraph 2)
- B. “The staff went on working through the night, fiddling with the gizmo—and thus occurred the first midnight recording session.” (paragraph 5)
- C. “At best, he thought, it might be an office machine allowing businessmen to dictate letters.” (paragraph 6)
- D. “Still, the editors were excited enough to publish an admiring bulletin about the device—a first shot that set off an avalanche of publicity.” (paragraph 8)
- E. “To him, the idea that his most cherished invention faced competition was unendurable.” (paragraph 9)
- F. “He dismissed ‘miserable dance and ragtime selections’ and described jazz as something for ‘the nuts.’” (paragraph 10)

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### Part A

How does the author of “The Incredible Talking Machine” **mainly** present information throughout the article?

- A. by presenting a cause and its effects
- B. by describing events in sequential order
- C. by explaining a problem and its solution
- D. by comparing and contrasting events

### Part B

Which sentence from the article **best** supports the answer to Part A?

- A. “If the paper were then pulled through the rollers again with the needle resting in the groove, the indentations would move the attached diaphragm . . . .” (paragraph 4)
- B. “It broke down frequently and required a trained technician’s constant attention.” (paragraph 8)
- C. “Ten years elapsed before Edison returned to the phonograph, only after a competitor developed a wax-coated cylinder that could be removed without ruining the recording . . . .” (paragraph 9)
- D. “The other phonograph companies introduced radios but Edison refused, wanting nothing to do with the medium’s inferior sound quality.” (paragraph 11)

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Read the passage from “History of the Cylinder Phonograph.” Then answer the questions.

from “History of the Cylinder Phonograph”

1 The phonograph was developed as a result of Thomas Edison’s work on two other inventions, the telegraph and the telephone. In 1877, Edison was working on a machine that would transcribe telegraphic messages through indentations on paper tape, which could later be sent over the telegraph repeatedly. This development led Edison to speculate that a telephone message could also be recorded in a similar fashion. He experimented with a diaphragm which had an embossing point and was held against rapidly-moving paraffin paper. The speaking vibrations made indentations in the paper. Edison later changed the paper to a metal cylinder with tin foil wrapped around it. The machine had two diaphragm-and-needle units, one for recording, and one for playback. When one would speak into a mouthpiece, the sound vibrations would be indented onto the cylinder by the recording needle in a vertical (or hill and dale) groove pattern. Edison gave a sketch of the machine to his mechanic, John Kruesi, to build, which Kruesi supposedly did within 30 hours. Edison immediately tested the machine by speaking the nursery rhyme into the mouthpiece, “Mary had a little lamb.” To his amazement, the machine played his words back to him.

2 Although it was later stated that the date for this event was on August 12, 1877, some historians believe that it probably happened several months later, since Edison did not file for a patent until December 24, 1877. Also, the diary of one of Edison’s aides, Charles Batchelor, seems to confirm that the phonograph was not constructed until December 4, and finished two days later. The patent on the phonograph was issued on February 19, 1878. The invention was highly original. The only other recorded evidence of such an invention was in a paper by French scientist Charles Cros, written on April 18, 1877. There were some differences, however, between the two men’s ideas, and Cros’s work remained only a theory, since he did not produce a working model of it.

3 Edison took his new invention to the offices of *Scientific American* in New York City and showed it to staff there. As the December 22, 1877, issue reported, “Mr. Thomas A. Edison recently came into this office, placed a little machine on our desk, turned a crank, and the machine inquired as to our health, asked how we liked the phonograph, informed us that it was very well, and bid us a cordial good night.” Interest was great, and the invention was reported in several New York newspapers, and later in other American newspapers and magazines.

4 The Edison Speaking Phonograph Company was established on January 24, 1878, to exploit the new machine by exhibiting it. Edison received \$10,000 for the manufacturing and sales rights and 20% of the profits. As a novelty, the machine was an instant success, but was difficult to operate except by experts, and the tin foil would last for only a few playings.

5 Ever practical and visionary, Edison offered the following possible future uses for the phonograph in *North American Review* in June 1878:

1. Letter writing and all kinds of dictation without the aid of a stenographer.
2. Phonographic books, which will speak to blind people without effort on their part.
3. The teaching of elocution.
4. Reproduction of music.
5. The “Family Record”—a registry of sayings, reminiscences, etc., by members of a family in their own voices, and of the last words of dying persons.
6. Music-boxes and toys.
7. Clocks that should announce in articulate speech the time for going home, going to meals, etc.
8. The preservation of languages by exact reproduction of the manner of pronouncing.
9. Educational purposes; such as preserving the explanations made by a teacher, so that the pupil can refer to them at any moment, and spelling or other lessons placed upon the phonograph for convenience in committing to memory.
10. Connection with the telephone, so as to make that instrument an auxiliary in the transmission of permanent and invaluable records, instead of being the recipient of momentary and fleeting communication.

6 Eventually, the novelty of the invention wore off for the public, and Edison did no further work on the phonograph for a while, concentrating instead on inventing the incandescent light bulb.

“The History of the Edison Cylinder Phonograph”—Public Domain/The Library of Congress

### Part A

In paragraph 4, what is the meaning of the word **exploit**?

- A. research
- B. promote
- C. improve
- D. defend

### Part B

What phrase from paragraph 4 supports the answer to Part A?

- A. “. . . machine was an instant success . . .”
- B. “. . . difficult to operate . . .”
- C. “. . . except by experts . . .”
- D. “. . . last for only a few playings . . .”

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## Part A

Which part of the invention process was **most likely** the key step for securing the patent?

- A. testing the machine
- B. improving the machine’s parts
- C. constructing the original machine
- D. demonstrating the machine to the public

## Part B

Which statement from the passage supports the answer to Part A?

- A. “Edison later changed the paper to a metal cylinder with tin foil wrapped around it.” (paragraph 1)
- B. “To his amazement, the machine played his words back to him.” (paragraph 1)
- C. “. . . and Cros’s work remained only a theory, since he did not produce a working model of it.” (paragraph 2)
- D. “Interest was great, and the invention was reported in several New York newspapers . . .” (paragraph 3)



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Read the article “Psst . . . Hey, You.” Then answer the questions.

Psst . . . Hey, You

by Mark Fischetti

- 1 You are walking down a quiet grocery store aisle when suddenly a voice says: “Thirsty? Buy me.” You stop in front of the soda display, but no one is next to you, and shoppers a few feet away do not seem to hear a thing.
- 2 At that moment, you are standing in a cylinder of sound. Whereas a loudspeaker broadcasts sound in all directions, the way a lightbulb radiates light, a directional speaker shines a beam of waves akin to a spotlight. The beam consists of ultrasound waves, which humans cannot hear, but which can emit audible tones as they interact with air. By describing these interactions mathematically, engineers can coax a beam to exude voice, music or any other sound.
- 3 Military and sonar researchers tried to harness the phenomenon as far back as the 1960s but only managed to generate highly distorted audible signals. In 1998 Joseph Pompei, then at the Massachusetts Institute of Technology, published algorithms that cut the distortion to only a few percent. He then designed an amplifier, electronics and speakers to produce ultrasound “that is clean enough to generate clean audio,” Pompei says. He trademarked the technology Audio Spotlight and started HoloSonics, Inc., in Watertown, Mass., in 1999. Rival inventor Woody Norris markets a competing product called HyperSonic Sound from his American Technology Corporation in San Diego.
- 4 Pompei’s speakers are installed in company lobbies, and above exhibits at the Boston Museum of Fine Arts and Walt Disney World’s Epcot Center, among other locations. Narrations inform visitors standing in front of artifacts or video screens without filling the rooms with noise. Department stores have tried the arrangement for retail displays, and automakers are experimenting with them so passengers can hear only their own music or movies. A speaker above a recliner in the living room would allow Dad to hear the television while other family members read on the couch in peace.
- 5 Detractors say that in certain situations headphones can provide similar benefits, and note random problems, such as unwanted reflections off a car seat. But the primary obstacle to wider deployment is cost: systems can run from \$600 to \$1,000 or more. If the price drops, consumers are more likely to consider buying the gear. . . or encounter it while shopping.

#### DID YOU KNOW...

- **BOUNCED:** Ultrasound waves remain in a tight column where they reflect off a hard, smooth surface. Police teams could bounce a beam off a building at the end of an alley or off a distant window inside a warehouse to flush out suspects, who would run away from the sound—and right into the officers’ waiting arms.
- **BATS NOT DOGS:** Certain animals can detect the ultrasound noise behind audible directed sound. The ultrasound speakers emit frequencies from 40,000 to 80,000 cycles a second, or hertz (Hz). Humans typically hear frequencies between 20 and 20,000 Hz. Dogs can hear up to 40,000 Hz or so, mice up to 90,000, and bats, porpoises and beluga whales up to 100,000 Hz or higher.
- **BONUS:** Middle ear bones limit human hearing to below 20,000 Hz. But researchers have applied ultrasound up to 200,000 Hz to the skulls of volunteers, some of whom report “hearing” sounds; the skull may be distorting vibrations that reach the cochlea.

#### Part A

In paragraph 2, what does the word **exude** mean?

- A. to project
- B. to disguise
- C. to assist
- D. to calculate

#### Part B

Which statement from paragraph 2 supports the answer to Part A?

- A. “. . . standing in a cylinder of sound . . .”
- B. “. . . which humans cannot hear . . .”
- C. “. . . emit audible tones as they interact with air . . .”
- D. “. . . describing these interactions mathematically . . .”

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- **BONUS:** Middle ear bones limit human hearing to below 20,000 Hz. But researchers have applied ultrasound up to 200,000 Hz to the skulls of volunteers, some of whom report “hearing” sounds; the skull may be distorting vibrations that reach the cochlea.

#### Part A

In paragraph 2, how does the author help the reader understand how ultrasound works?

- A. by describing the features of new technology
- B. by using familiar concepts to explain new technology
- C. by explaining how researchers discovered new technology
- D. by providing additional resources about the new technology

#### Part B

Which sentence from paragraph 2 **best** supports the answer to Part A?

- A. “At that moment, you are standing in a cylinder of sound.”
- B. “Whereas a loudspeaker broadcasts sound in all directions, the way a lightbulb radiates light, a directional speaker shines a beam of waves akin to a spotlight.”
- C. “The beam consists of ultrasound waves, which humans cannot hear, but which can emit audible tones as they interact with air.”
- D. “By describing these interactions mathematically, engineers can coax a beam to exude voice, music or any other sound.”

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#### Part A

What is the central idea of “Psst . . . Hey, You” that is supported by the other articles?

- A. Sound technology continues to evolve.
- B. Modern inventors must compete for recognition.
- C. Directional speakers are useful in commercial businesses.
- D. Advancements in technology are prohibitively expensive.

#### Part B

Select **one** sentence from the article that supports the answer to Part A.



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#### Part A

What is the main purpose of including the section **Did You Know . . .**?

- A. to show how the scientists experiment with ultrasound
- B. to envision how ultrasound will likely be used in the future
- C. to explain why understanding ultrasound technology is crucial
- D. to include additional information gathered in the study of ultrasound

#### Part B

Which statement from the section **Did You Know . . .** applies to Pompei’s attempt to **harness the phenomenon . . .** mentioned in paragraph 3?

- A. “Ultrasound waves remain in a tight column where they reflect off a hard, smooth surface.”
- B. “Police teams could bounce a beam off a building at the end of an alley or off a distant window inside a warehouse to flush out suspects, who would run away from the sound . . .”
- C. “Dogs can hear up to 40,000 Hz or so, mice up to 90,000, and bats, porpoises and beluga whales up to 100,000 Hz or higher.”
- D. “But researchers have applied ultrasound up to 200,000 Hz to the skulls of volunteers, some of whom report ‘hearing’ sounds; the skull may be distorting vibrations that reach the cochlea.”

#### Part C

What piece of evidence from the article **best** supports your answer to Part B?

- A. “He then designed an amplifier, electronics and speakers to produce ultrasound ‘that is clean enough to generate clean audio’ . . . .” (paragraph 3)
- B. “He trademarked the technology Audio Spotlight and started HoloSonics, Inc., in Watertown, Mass. . . . .” (paragraph 3)
- C. “. . . speakers are installed in company lobbies, and above exhibits at the Boston Museum of Fine Arts . . . .” (paragraph 4)
- D. “A speaker above a recliner in the living room would allow Dad to hear the television while other family members read on the couch in peace.” (paragraph 4)

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You have now read two articles about the beginning of sound technology and one article about modern technology. Write an essay explaining how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight in "Psst . . . Hey, You." Be sure to use details from all three articles to support your answer.

The Incredible Talking Machine Psst . . . Hey, You  
from "History of the Cylinder Phonograph"

B / U

Copyright restrictions prevent "The Incredible Talking Machine" by Randall Stross from being displayed in this format. Please refer to the June 23, 2010, issue of *TIME* magazine, accessible through your local library.

Read the article "Psst . . . Hey, You." Then answer the questions.

Psst . . . Hey, You  
by Mark Fischetti

- You are walking down a quiet grocery store aisle when suddenly a voice says, "Thirsty? Buy me." You stop in front of the soda display, but no one is next to you, and shoppers a few feet away do not seem to hear a thing.
- At that moment, you are standing in a cylinder of sound. Whereas a loudspeaker broadcasts sound in all directions, the way a lightbulb radiates light, a directional speaker shines a beam of waves akin to a spotlight. The beam consists of ultrasound waves, which humans cannot hear, but which can emit audible tones as they interact with air. By describing these interactions mathematically, engineers can coax a beam to exude voice, music, or any other sound.
- Military and sonar researchers tried to harness the phenomenon as far back as the 1960s but only managed to generate highly distorted audible signals. In 1996 Joseph Pompei, then at the Massachusetts Institute of Technology, published algorithms that cut the distortion to only a few percent. He then designed an amplifier, electronics and speakers to produce ultrasound "that is clean enough to generate clean audio," Pompei says. He trademarked the technology Audio Spotlight and started Holosonics, Inc., in Watertown, Mass., in 1999. Rival inventor Woody Norris markets a competing product called HyperSonic Sound from his American Technology Corporation in San Diego.
- Pompei's speakers are installed in company lobbies, and above exhibits at the Boston Museum of Fine Arts and Walt Disney World's Epcot Center, among other locations. Narrations inform visitors standing in front of artifacts or video screens without filling the rooms with noise. Department stores have tried the arrangement for retail displays, and automakers are experimenting with them so passengers can hear only their own music or movies. A speaker above a recliner in the living room would allow Dad to hear the television while other family members read on the couch in peace.
- Detractors say that in certain situations headphones can provide similar benefits, and note random problems, such as unwanted reflections off a car seat. But the primary obstacle to wider deployment is cost: systems can run from \$600 to \$1,000 or more. If the price drops, consumers are more likely to consider buying the gear . . . or encounter it while shopping.

- DID YOU KNOW...**
- BOUNCED:** Ultrasound waves remain in a tight column where they reflect off a hard, smooth surface. Police teams could bounce a beam off a building at the end of an alley or off a distant window inside a warehouse to flush out suspects, who would run away from the sound—and right into the officers' waiting arms.
  - BATS NOT DOGS:** Certain animals can detect the ultrasound noise behind audible directed sound. The ultrasound speakers emit frequencies from 40,000 to 80,000 cycles a second, or hertz (Hz). Humans typically hear frequencies between 20 and 20,000 Hz. Dogs can hear up to 40,000 Hz or so, mice up to 90,000, and bats, porpoises and beluga whales up to 100,000 Hz or higher.
  - BONUS:** Middle ear bones limit human hearing to below 20,000 Hz. But researchers have applied ultrasound up to 200,000 Hz to the skulls of volunteers, some of whom report "hearing" sounds; the skull may be distorting vibrations that reach the cochlea.

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Read the passage from "History of the Cylinder Phonograph." Then answer the questions.

from "History of the Cylinder Phonograph"

- The phonograph was developed as a result of Thomas Edison's work on two other inventions, the telegraph and the telephone. In 1877, Edison was working on a machine that would transcribe telegraphic messages through indentations on paper tape, which could later be sent over the telegraph repeatedly. This development led Edison to speculate that a telephone message could also be recorded in a similar fashion. He experimented with a diaphragm which had an embossing point and was held against rapidly-moving paraffin paper. The speaking vibrations made indentations in the paper. Edison later changed the paper to a metal cylinder with tin foil wrapped around it. The machine had two diaphragm-and-needle units, one for recording, and one for playback. When one would speak into a mouthpiece, the sound vibrations would be indented onto the cylinder by the recording needle in a vertical (or hill and dale) groove pattern. Edison gave a sketch of the machine to his mechanic, John Kruesi, to build, which Kruesi supposedly did within 30 hours. Edison immediately tested the machine by speaking the nursery rhyme into the mouthpiece, "Mary had a little lamb." To his amazement, the machine played his words back to him.
- Although it was later stated that the date for this event was on August 12, 1877, some historians believe that it probably happened several months later, since Edison did not file for a patent until December 24, 1877. Also, the diary of one of Edison's aides, Charles Batchelor, seems to confirm that the phonograph was not constructed until December 4, and finished two days later. The patent on the phonograph was issued on February 19, 1878. The invention was highly original. The only other recorded evidence of such an invention was in a paper by French scientist Charles Cros, written on April 18, 1877. There were some differences, however, between the two men's ideas, and Cros's work remained only a theory, since he did not produce a working model of it.
- Edison took his new invention to the offices of *Scientific American* in New York City and showed it to staff there. As the December 22, 1877, issue reported, "Mr. Thomas A. Edison recently came into this office, placed a little machine on our desk, turned a crank, and the machine inquired as to our health, asked how we liked the phonograph, informed us that it was very well, and bid us a cordial good night." Interest was great, and the invention was reported in several New York newspapers, and later in other American newspapers and magazines.
- The Edison Speaking Phonograph Company was established on January 24, 1878, to exploit the new machine by exhibiting it. Edison received \$10,000 for the manufacturing and sales rights and 20% of the profits. As a novelty, the machine was an instant success, but was difficult to operate except by experts, and the tin foil would last for only a few playings.
- Ever practical and visionary, Edison offered the following possible future uses for the phonograph in *North American Review* in June 1878:
  - Letter writing and all kinds of dictation without the aid of a stenographer
  - Phonographic books, which will speak to blind people without effort on their part
  - The teaching of elocution.
  - Reproduction of music.
  - The "Family Record"—a registry of sayings, reminiscences, etc., by members of a family in their own voices, and of the last words of dying persons.
  - Music boxes and toys.
  - Clocks that should announce in articulate speech the time for going home, going to meals, etc.
  - The preservation of languages by exact reproduction of the manner of pronouncing.
  - Educational purposes, such as preserving the explanations made by a teacher, so that the pupil can refer to them at any moment, and spelling or other lessons placed upon the phonograph for convenience in committing to memory.
  - Connection with the telephone, so as to make that instrument an auxiliary in the transmission of permanent and invaluable records, instead of being the recipient of momentary and fleeting communication.
- Eventually, the novelty of the invention wore off for the public, and Edison did no further work on the phonograph for a while, concentrating instead on inventing the incandescent light bulb.

"The History of the Edison Cylinder Phonograph"—Public Domain/The Library of Congress

Today you will research the topic of sound and the invention of the phonograph. You will read the article “The Incredible Talking Machine.” Then you will read a passage from the article “History of the Cylinder Phonograph” and the article “Psst . . . Hey, You.” As you review these sources, you will gather information and answer questions about sound and the invention of the phonograph so you can write an essay.

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### Part A

In paragraph 10, what is the meaning of the word **capitulated**?

- A. gave in
- B. became inspired
- C. argued against
- D. started over

### Part B

What phrase from paragraph 11 has the same meaning and tone as the word **capitulated**?

- A. “faced a new challenge”
- B. “wanting nothing to do”
- C. “grudgingly relented”
- D. “made it all possible”



## **2015 Released Items: Grade 8 End-of-Year Short/Medium Informational Text Set**

The End-of-Year short/medium (S/M) informational text set requires students to read an informational text and answer questions.

The 2015 blueprint for the grade 8 End-of-Year S/M informational text set includes five Evidence-Based Selected Response/Technology-Enhanced Constructed Response items. This document includes a complete S/M informational text set from an online summative assessment form, as well as additional items from a paper form.

### **Included in this document:**

- Answer key and standards alignment
- PDFs of each item with the associated text

### **Additional related materials not included in this document:**

- PARCC English Language Arts/Literacy Assessment: General Scoring Rules for the 2015 Summative Assessment

### **Note:**

Item VF654693 represents an item type that is no longer being developed for use on the PARCC ELA/literacy summative assessment.

**PARCC Release Items Answer and Alignment Document**  
**ELA/Literacy Grade 8**  
**Short/Medium Informational Set**

<b>EOY Text Type:</b> Informational S-M		
<b>Passage(s):</b> Excerpt from <i>Chew on This</i>		
<b>Item Code</b>	<b>Answer(s)</b>	<b>Standards/Evidence Statement Alignment</b>
VF654739	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> B	RI 8.1.1 RI 8.2.1
VF654693	<b>Item Type:</b> TECR <p>3 Alice returned home determined to learn how to cook. She wanted to introduce the United States to a whole new outlook on food. She studied French cookbooks and started making meals for friends. And then, in 1971, she opened a restaurant in Berkeley and gave it a French name: Chez Panisse. At the restaurant she offered food that was simple and fresh, food that mainly got its taste not from fancy sauces and seasonings but from the quality of the basic ingredients. Alice always sought out the best-tasting tomatoes, the best peaches, the best plums. When she couldn't buy them at the market, she found people to grow them for her. She formed close ties with local farmers and ranchers, refusing to buy food that was out of season or that had been transported thousands of miles. The food she bought had to be organic, locally produced, and delicious.</p>	RI 8.1.2 RI 8.2.1
VF654769	<b>Item Type:</b> EBSR <b>Part A:</b> D <b>Part B:</b> A	RI 8.1.2 L 8.4.1
VF654744	<b>Item Type:</b> EBSR <b>Part A:</b> B <b>Part B:</b> D	RI 8.1.2 RI 8.5.1
VF654746	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> E, F	RI 8.1.2 RI 8.6.1
VF654754	<b>Item Type:</b> EBSR <b>Part A:</b> C <b>Part B:</b> D	RI 8.1.2 RI 8.8.1

VF654725	<b>Item Type: EBSR (paper form – additional item)</b> Part A: C Part B: D	RI 8.1.2 RI 8.3.3
VF654779	<b>Item Type: EBSR (paper form – additional item)</b> Part A: C Part B: C	RI 8.1.2 L 8.4.1



Read the passage from *Chew On This*. Then answer the questions.

from *Chew On This*

by Eric Schlosser and Charles Wilson

1 As a child in the 1950s, Alice Waters was a picky eater. She didn't like foods with thick sauces. She didn't like stews, creamy spinach, or overcooked meat. She liked simple things, like the fruits and vegetables her father grew in the backyard garden of their little house in Chatham, New Jersey. Her family didn't have a lot of money, so they didn't go to restaurants frequently. They ate meals at the dining room table. Alice didn't like the food at school, and in those days kids were allowed to eat in the cafeteria or go home for lunch. Most days Alice went home. She was picky but still enjoyed eating certain junk foods every now and then: potato chips, orange soda, jelly doughnuts, chili cheeseburgers.

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7 Twelve years after Alice's first visit to Martin Luther King Jr. Middle School, it has the most innovative and remarkable food program in the United States. Called the Edible Schoolyard, it doesn't just provide healthy, nutritious meals. It gives kids a firsthand education in the role that food plays in society. It teaches skills they can use for the rest of their lives. After raising money through her Chez Panisse Foundation, Alice supervised the planting of an enormous garden at Martin Luther King Jr. Middle School. An acre of asphalt was torn up, topsoil was hauled in, and all sorts of plants, flowers, fruit trees, and vines were planted. Today this school garden produces strawberries, potatoes, tomatoes, lettuce, herbs, beans, corn, pumpkins, asparagus, broccoli, beets, carrots, garlic, cucumbers, peppers, cabbage, and Brussels sprouts, among other things. There's a chicken coop where hens can wander freely and lay eggs. There's a wood-burning outdoor oven for cooking pizza and baking bread. The place looks like a small farm in the heart of a lovely town.

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#### Part A

Which idea is introduced in paragraph 1 of the passage?

- A. Alice was given very unusual foods to eat as a child.
- B. Alice liked different kinds of foods than kids do today.
- C. Alice's childhood helped shape her attitudes about food.
- D. Alice's attitudes about cafeteria food changed over time.

#### Part B

Which quotation from paragraph 1 **best** supports the answer to Part A?

- A. "As a child in the 1950s, Alice Waters was a picky eater."
- B. "She liked simple things, like the fruits and vegetables her father grew in the backyard garden . . . ."
- C. "They ate meals at the dining room table."
- D. "Alice didn't like the food at school . . . ."

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In paragraph 3, select the sentence that **best** represents a central idea of the passage.



Read the passage from *Chew On This*. Then answer the questions.

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#### Part A

What is the meaning of the word **radical** as it is used in paragraph 4 of the passage?

- A. a person who is very smart
- B. a person who admires beauty
- C. a person who values education
- D. a person who wants great change

#### Part B

Which phrase from the passage **best** helps the reader to understand the meaning of the word **radical** as it is used in paragraph 4?

- A. "... challenge conventional wisdom ..." (paragraph 2)
- B. "... meant to bring people together ..." (paragraph 2)
- C. "... asked her to help beautify ..." (paragraph 5)
- D. "... teaches skills they can use ..." (paragraph 7)

Read the passage from *Chew On This*. Then answer the questions.

from *Chew On This*

by Eric Schlosser and Charles Wilson

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### Part A

What is the purpose of paragraph 6 in relation to the rest of the passage?

- A. to illustrate how Alice's interest in beautifying the middle school related to her time abroad
- B. to show how Alice's background caused her original concerns about the middle school to shift
- C. to explain how the appearance of the middle school was enhanced by Alice's garden
- D. to examine how Alice's childhood contrasted with the experience of the kids at the middle school

### Part B

Which evidence from paragraph 6 **best** supports the answer to Part A?

- A. "Martin Luther King Jr. Middle School had been built in the 1920s . . ."
- B. "Now it had about twice that many students."
- C. "Alice watched kids standing around eating reheated frozen hamburgers . . ."
- D. ". . . something had to be done right away to change the way these kids thought about food."

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### Part A

Based on the passage, which statement **most likely** describes the authors' view of Alice Waters?

- A. She is a loyal friend.
- B. She is a patient employer.
- C. She is a concerned citizen.
- D. She is a demanding perfectionist.

### Part B

Which **two** sentences from the passage **best** support the answer to Part A?

- A. "Alice returned home determined to learn how to cook." (paragraph 3)
- B. "Chez Panisse was soon considered one of the finest restaurants in the United States, and Alice Waters was hailed as one of the nation's greatest chefs." (paragraph 4)
- C. "During the same years that fast-food chains were turning restaurant kitchens into little factories and live-stock into industrial commodities, Alice championed an old-fashioned view of food." (paragraph 4)
- D. "Every day, while driving to Chez Panisse in the morning and driving home late at night, Alice passed Martin Luther King Jr. Middle School." (paragraph 5)
- E. "Alice wondered how the people of Berkeley, who considered themselves so high-minded and aware, could allow a public school to fall apart this way." (paragraph 5)
- F. "After raising money through her Chez Panisse Foundation, Alice supervised the planting of an enormous garden at Martin Luther King Jr. Middle School." (paragraph 7)

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### Part A

How do the authors support the claim that food is an essential part of life?

- A. by explaining how fresh foods can be grown on school land
- B. by describing some of the foods that the students have grown
- C. by describing what students can learn about the world from food
- D. by explaining how a school decided to start growing its own food

### Part B

Which sentence from the passage **best** supports the answer to Part A?

- A. "Lunch was served at a snack bar on the edge of the playground." (paragraph 6)
- B. "Called the Edible Schoolyard, it doesn't just provide healthy, nutritious meals." (paragraph 7)
- C. "An acre of asphalt was torn up, topsoil was hauled in, and all sorts of plants, flowers, fruit trees, and vines were planted." (paragraph 7)
- D. "A science project might involve earthworms in the garden; a history project might unfold in the kitchen, with samples of what European serfs ate during the Middle Ages." (paragraph 8)



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### Part A

Which part of Alice's life **most** inspired her to create the Edible Schoolyard?

- A. her picky eating
- B. her family garden
- C. her trip to France
- D. her move to Berkeley

### Part B

Which sentence from the passage **best** supports the answer to Part A?

- A. "Her family didn't have a lot of money, so they didn't go to restaurants frequently." (paragraph 1)
- B. "She was picky but still enjoyed eating certain junk foods every now and then: potato chips, orange soda, jelly doughnuts, chili cheeseburgers." (paragraph 1)
- C. "Alice fit in well at Berkeley, there was nothing ordinary about her." (paragraph 2)
- D. "The people she met in France cared intensely about food, about how it was bought and sold and prepared and served at the table." (paragraph 2)

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4 Chez Panisse was soon considered one of the finest restaurants in the United States, and Alice Waters was hailed as one of the nation's greatest chefs. She was a true radical—not the kind who wants to destroy things or tear them down, but the kind who looks past the surface to the fundamental nature of things. During the same years that fast-food chains were turning restaurant kitchens into little factories and live-stock into industrial commodities, Alice championed an old-fashioned view of food. It stood for a different set of American values: honest, integrity, wholesomeness, and, most of all, community.

5 Every day, while driving to Chez Panisse in the morning and driving home late at night, Alice passed Martin Luther King Jr. Middle School. It seemed like a sad place, with graffiti on the windows and burned-out grass on the lawn. Although students still attended classes there, the school looked neglected. Alice wondered how the people of Berkeley, who considered themselves so high-minded and aware, could allow a public school to fall apart this way. She made this point during a newspaper interview, and not long afterward got a call from Neil Smith, the school's principal. He invited her to Martin Luther King Jr. Middle School and asked her to help beautify the place.

6 During a visit to the school, Alice became less concerned about how the place looked—and much more concerned about what the kids were being fed there. Martin Luther King Jr. Middle School had been built in the 1920s to educate five hundred children. Now it had about twice that many students. The cafeteria was too small to feed so many kids. It had been shut down for years and was being used to store old tables and chairs. There was still nasty old leftover food in the ovens. Lunch was served at a snack bar on the edge of the playground. Alice watched kids standing around eating reheated frozen hamburgers, chicken nuggets, and fries. She was appalled. The sight of the abandoned cafeteria and the cheap fast food made her realize that something had to be done right away to change the way these kids thought about food. And she decided to do it.

7 Twelve years after Alice's first visit to Martin Luther King Jr. Middle School, it has the most innovative and remarkable food program in the United States. Called the Edible Schoolyard, it doesn't just provide healthy, nutritious meals. It gives kids a firsthand education in the role that food plays in society. It teaches skills they can use for the rest of their lives. After raising money through her Chez Panisse Foundation, Alice supervised the planting of an enormous garden at Martin Luther King Jr. Middle School. An acre of asphalt was torn up, topsoil was hauled in, and all sorts of plants, flowers, fruit trees, and vines were planted. Today this school garden produces strawberries, potatoes, tomatoes, lettuce, herbs, beans, corn, pumpkins, asparagus, broccoli, beets, carrots, garlic, cucumbers, peppers, cabbage, and Brussels sprouts, among other things. There's a chicken coop where hens can wander freely and lay eggs. There's a wood-burning outdoor oven for cooking pizza and baking bread. The place looks like a small farm in the heart of a lovely town.

8 The sixth-, seventh-, and eighth-graders at Martin Luther King Jr. come from a wide variety of backgrounds. About twenty different languages are spoken at students' homes. Roughly one third of the kids are African-American, one third are white, and the rest are mainly Asian or Latino. All of them have to work in the garden, planting, tending, and harvesting food. And all of them have to work in the school's new kitchen, learning how to prepare food, how to serve it, and how to clean up after everybody's eaten it. Esther Cook, the chef-teacher at the Edible Schoolyard, has thought up many ingenious ways to combine cooking and gardening with learning. In the classroom, food-related subjects are used to help teach science, history, and ecology. A science project might involve earthworms in the garden; a history project might unfold in the kitchen, with samples of what European serfs ate during the Middle Ages. Teachers work with their students in the garden and the kitchen. At Martin Luther King Jr. Middle School, food isn't something you scarf down quickly and then forget about. It's an integral part of daily life.

#### Part A

In paragraph 6 of the passage, what is the meaning of the word **appalled**?

- A. worried
- B. angered
- C. horrified
- D. confused

#### Part B

Which phrase from paragraph 6 **best** explains why Waters was **appalled**?

- A. "... less concerned ..."
- B. "... twice that many students ..."
- C. "... nasty old leftover food ..."
- D. "... had to be done right away ..."



Math  
Spring Operational 2015  
Grade 8  
End of Year Assessment  
Alignment Document

**Sequence:** The item order number as it appears in the released item set and answer key

**UIN:** A unique item number used to identify the item in the internal item bank

**Task Type:** Type I, II, or III. See the Informational Guides on [parconline.org](http://parconline.org) for more information

**Evidence Statements:** The PARCC evidence statement to which the item is aligned

**Calculator Code:** Whether or not the item was administered with a calculator

**Forms Represented:** All forms on which the item appeared in this release administration







Math  
Spring Operational 2015

Grade 8  
End of Year Released Items

1. Seven expressions are shown. Indicate whether each expression is equivalent to or not equivalent to  $7^8 \times 7^{-4}$ .

Drag and drop each expression into the correct box.

$7^{(8-4)}$ 
  $(7^8)^{-4}$ 
  $\frac{7^8}{7^4}$ 
  $\frac{7^8}{7^{-4}}$ 
  $7^2$ 
  $7^{-2}$ 
  $7^{-32}$

**Equivalent to  $7^8 \times 7^{-4}$**

**Not Equivalent to  $7^8 \times 7^{-4}$**

M21742

2. Which equation has the same solution as  $4 - 2(x - 5) = x - 19$ ?

- A.  $2(x + 5) = -8$   
 B.  $3(x - 3) = 9$   
 C.  $x + 2 = 2x - 3$   
 D.  $3x - 4 = 2x + 7$

3. A system of equations is shown.

$$\begin{cases} x + \frac{1}{2}y = 0 \\ x - \frac{3}{2}y = 4 \end{cases}$$

In the solution to this system of equations, what is the value of  $y$ ?

Enter your answer in the box.

4. Four systems of equations are shown in the table. Indicate whether each system of equations has no solution, one solution, or infinitely many solutions.

Select a cell in each column of the table.

System of Equations	$2x + 3y = -6$ $4x + 6y = -12$	$x = 1$ $y = 2$	$x - 2y = 4$ $x - 2y = 5$	$y = 5x + 20$ $3y = 15x + 60$
No Solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One Solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infinitely Many Solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The table shows a relation.

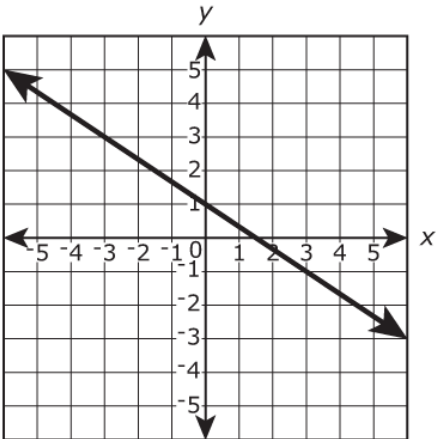
Input	Output
-1	2
3	-1
1	2
-2	3
-1	1

Which statement about the relation is correct?

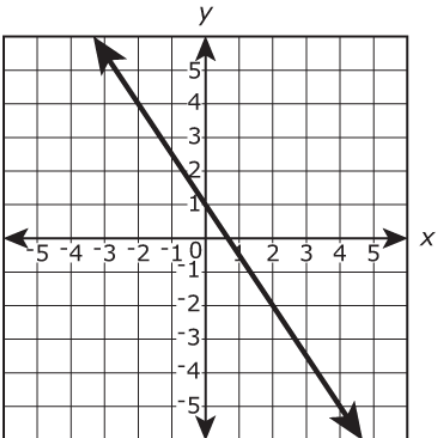
- A. The relation is a function because each input has exactly one output.
- B. The relation is a function because each output has exactly one input.
- C. The relation is not a function because one input has more than one output.
- D. The relation is not a function because one output has more than one input.

6. Function A is defined by the equation  $y = -\frac{2}{3}x + 1$ . Which is the graph of function A?

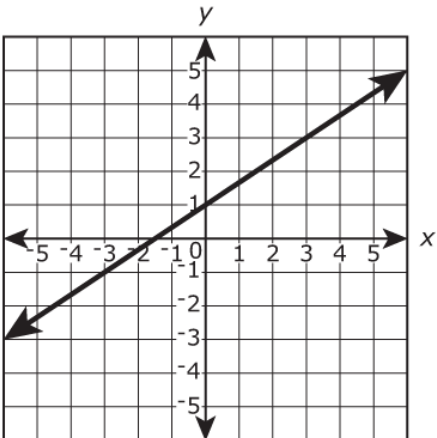
A.



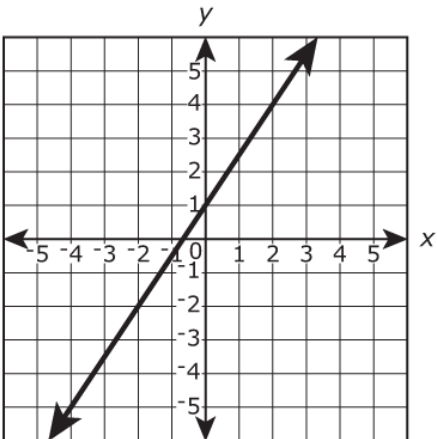
B.



C.

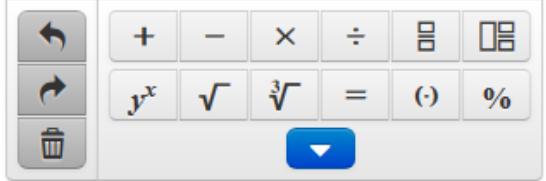


D.



7. What fraction is equivalent to  $0.\overline{4}$ ?

Enter your answer in the space provided. Enter **only** your answer.

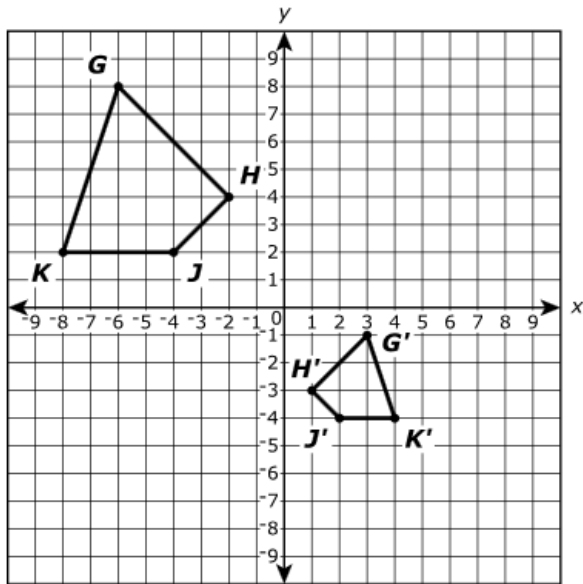
VH030403

8. The length of the diagonal of a rectangle is  $\sqrt{181}$  inches.

Which statement describes the length of the diagonal?

- A. The length is between 12 and 13 inches.
- B. The length is between 13 and 14 inches.
- C. The length is between 14 and 15 inches.
- D. The length is between 15 and 16 inches.

9.

**Part A**

Which describes a possible sequence of transformations that transforms polygon  $GHJK$  into polygon  $G'H'J'K'$ ?

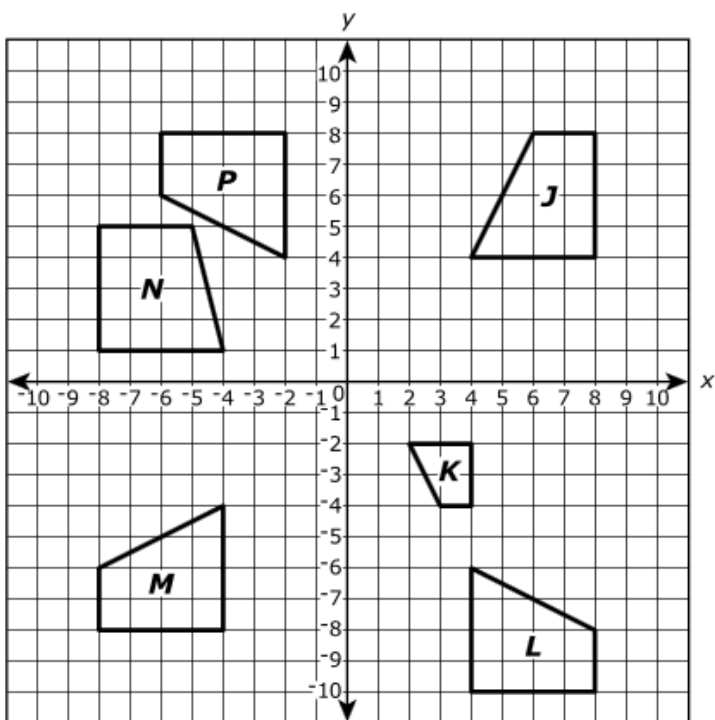
- A. a 180-degree rotation about the origin, followed by a dilation centered at the origin with a scale factor of  $\frac{1}{2}$
- B. a reflection across the line  $y = x$ , followed by a dilation centered at the origin with a scale factor of 2
- C. a reflection across the  $y$ -axis, followed by a reflection across the  $x$ -axis, followed by a dilation centered at the origin with a scale factor of 2
- D. a reflection across the  $y$ -axis, followed by a translation down 10 units, followed by a dilation centered at the origin with a scale factor of  $\frac{1}{2}$

**Part B**

Which **best** describes the relationship between polygon  $GHJK$  and polygon  $G'H'J'K'$ ?

- A. They are similar because polygon  $G'H'J'K'$  can be obtained from polygon  $GHJK$  by a sequence of transformations.
- B. They are similar because the area of polygon  $GHJK$  is the same as the area of polygon  $G'H'J'K'$ .
- C. They are NOT similar because polygon  $G'H'J'K'$  cannot be obtained from polygon  $GHJK$  in a single transformation.
- D. They are NOT similar because the orientation of polygon  $GHJK$  is not the same as the orientation of polygon  $G'H'J'K'$ .

10. Figures  $J$ ,  $K$ ,  $L$ ,  $M$ ,  $N$ , and  $P$  are shown on the coordinate plane.



### Part A

Which figure can be transformed into figure  $P$  by a translation 2 units to the right followed by a reflection across the  $x$ -axis?

- A. figure  $J$
- B. figure  $K$
- C. figure  $L$
- D. figure  $M$

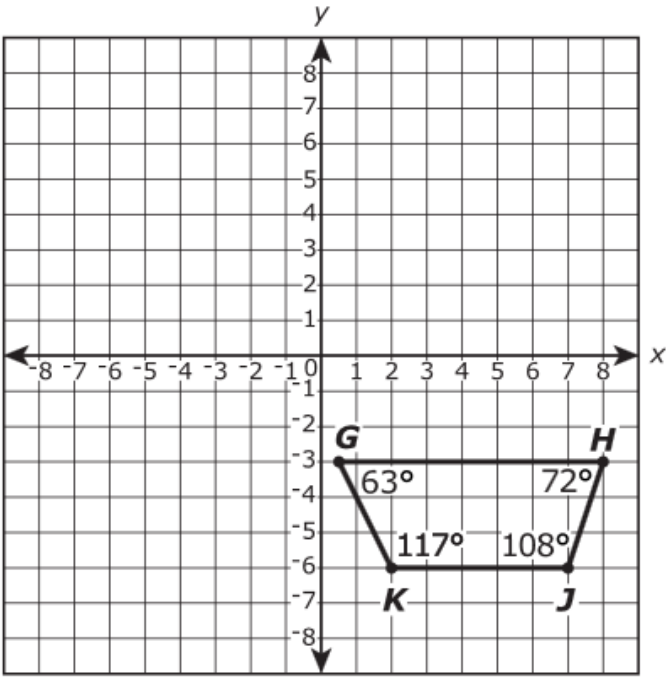
### Part B

Which figure can be transformed into figure  $L$  by a  $90^\circ$  rotation clockwise about the origin followed by a translation 2 units down?

- A. figure  $J$
- B. figure  $M$
- C. figure  $N$
- D. figure  $P$



11. Trapezoid  $GHJK$  is shown on the coordinate plane with angle measures shown to the nearest degree.



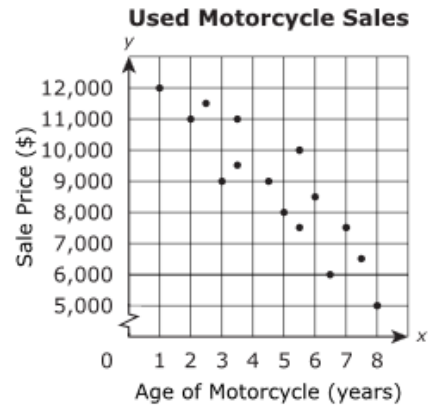
The following transformations occur:

- Trapezoid  $GHJK$  is rotated  $90^\circ$  clockwise about the origin, resulting in trapezoid  $G'H'J'K'$  (not shown).
- Trapezoid  $G'H'J'K'$  is reflected across the x-axis, resulting in trapezoid  $G''H''J''K''$  (not shown).

Drag and drop each of the angles of the transformations into the box with its angle measure.

$\angle G'$	$\angle J'$	$\angle H''$	$\angle K''$
$63^\circ$	$72^\circ$	$108^\circ$	$117^\circ$

12. The scatter plot shows the age and sale price of fifteen used motorcycles.

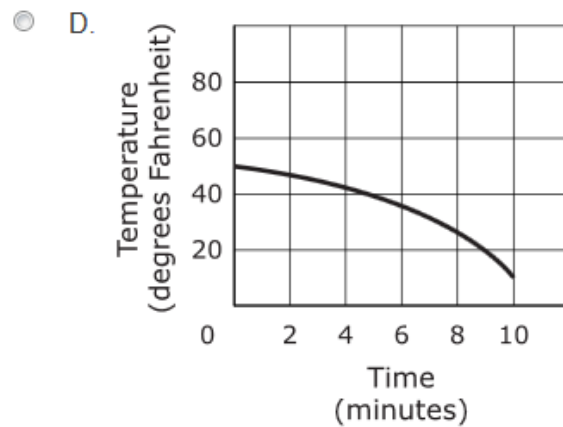
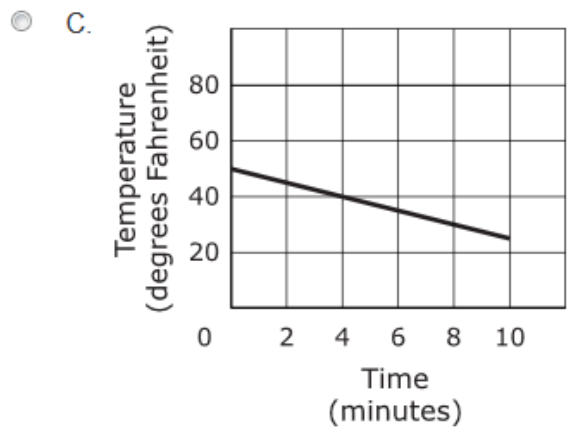
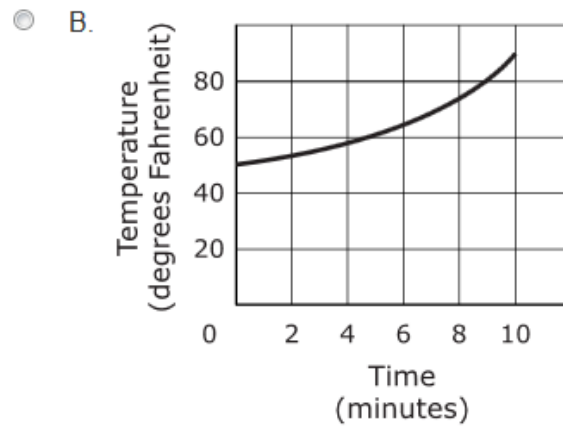
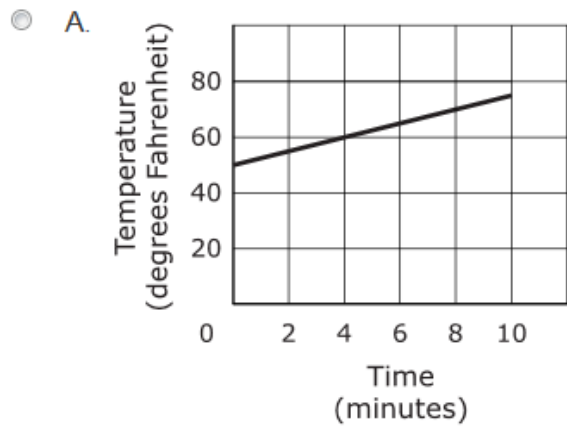


Describe the association shown in the scatter plot.

Select from the drop-down menus to correctly complete the sentence.

The scatter plot shows  association between the age of a motorcycle and the sale price of the motorcycle because as the age of a motorcycle increases, the sale price of the motorcycle .

13. During a ten-minute science experiment, the temperature of a substance decreases at a constant rate. Which graph represents this situation?



14. Which functions are **not** linear?

Select **three** such functions.

A.  $y = \frac{x}{5}$

B.  $y = 5 - x^2$

C.  $-3x + 2y = 4$

D.  $y = 3x^2 + 1$

E.  $y = -5x - 2$

F.  $y = x^3$

VF646143

15. A relationship between  $x$  and  $y$  is defined by the equation  $-5x + 3y = 12$ , where  $x$  is the input and  $y$  is the output.

Indicate whether each of these statements about the relationship is true or false by selecting a box in each row.

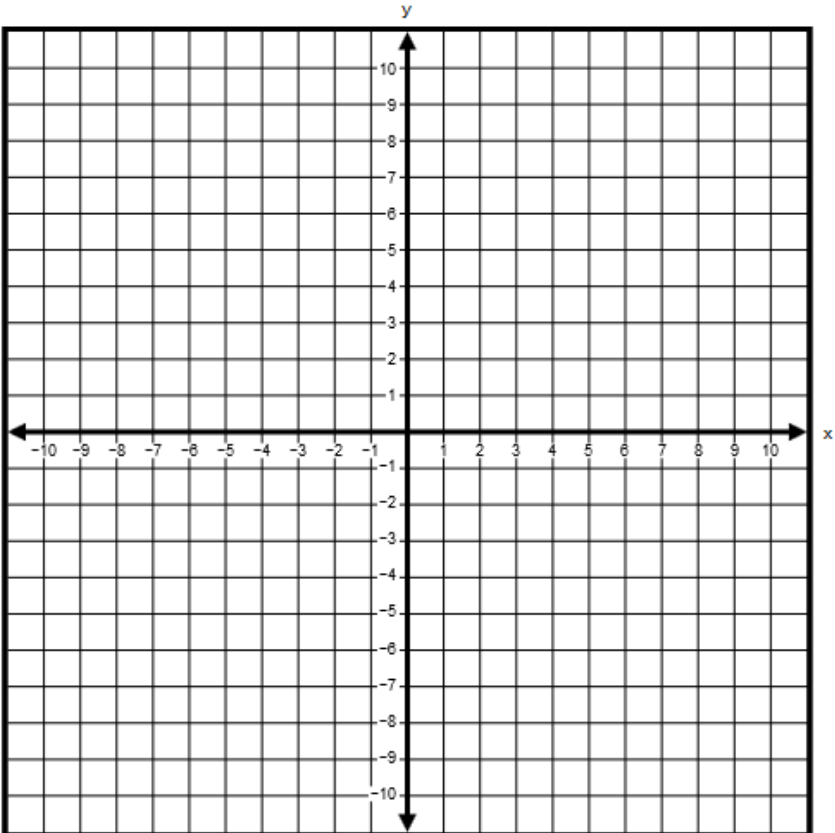
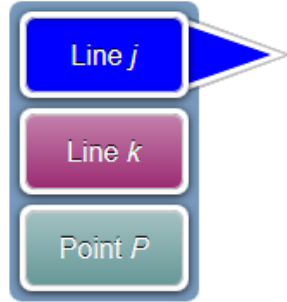
Statement	True	False
$y$ is a function of $x$ .	<input type="checkbox"/>	<input type="checkbox"/>
The graph of the relationship is a line.	<input type="checkbox"/>	<input type="checkbox"/>
The graph of the relationship passes through the origin.	<input type="checkbox"/>	<input type="checkbox"/>
When the input is 6, the output is 14.	<input type="checkbox"/>	<input type="checkbox"/>

16. The equation of line  $j$  is  $y = -2x + 8$ .

The equation of line  $k$  is  $y = 3x - 7$ .

The equations of lines  $j$  and  $k$  form a system of equations. The solution to the system of equations is located at point  $P$ .

- Graph the system of equations on the coordinate plane. To graph each line, select two points on the grid. A line connecting the two points will be automatically drawn.
- Plot point  $P$  on the graph. To plot the point, select its location on the grid.



17. What value of  $x$  makes the equation  $3(x - 6) - 8x = -2 + 5(2x + 1)$  true?

Enter your answer in the box.

VH010887

18. Which of these expressions represent solutions to the equation  $y^3 = 64$ ?

Select **each** correct answer.

- A.  $-\sqrt[3]{64}$
- B.  $\sqrt[3]{64}$
- C.  $-8$
- D.  $8$
- E.  $-4$
- F.  $4$

19. A carpenter bought 750 nails. Each nail has a mass of  $5.2 \times 10^{-3}$  kilogram. What is the total mass, in kilograms, of the nails the carpenter bought? Give your answer as a decimal.

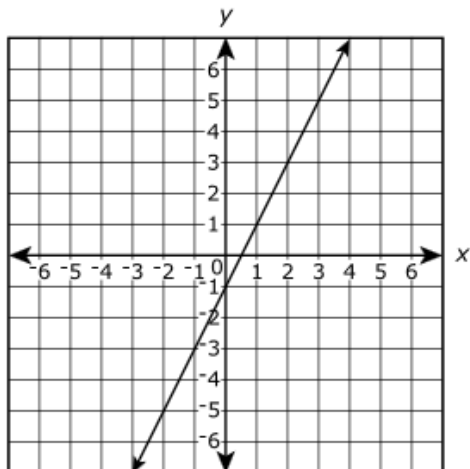
Enter your answer in the box.

20. A system of two linear equations is graphed on a coordinate plane. If the system of equations has infinitely many solutions, which statement must be true?

- A. On the graph, there are no points  $(x, y)$  that satisfy both equations.
- B. On the graph, there is exactly one point  $(x, y)$  that satisfies both the equations.
- C. On the graph, any point  $(x, y)$  that satisfies one of the equations cannot satisfy the other equation.
- D. On the graph, any point  $(x, y)$  that satisfies one of the equations must also satisfy the other equation.

21. The graph of Function 1 is shown on the coordinate plane.

**Function 1**



The equations of three other functions are given.

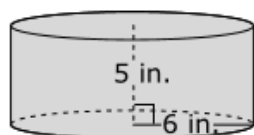
Function 2	Function 3	Function 4
$y = 3 + 2x$	$y = 2$	$y = \frac{3}{2}x + 6$

Which function or functions have a slope equal to the slope of Function 1?

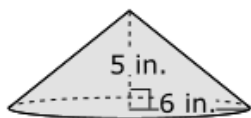
- A. Function 2 only
- B. Function 4 only
- C. Function 2 and Function 3 only
- D. Function 2 and Function 4 only



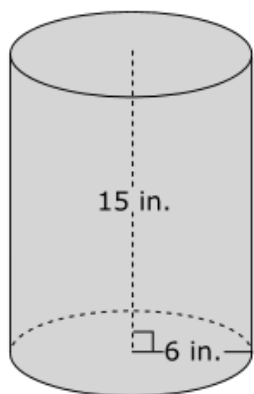
22. Consider the figures shown.



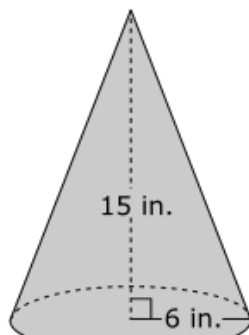
Cylinder #1



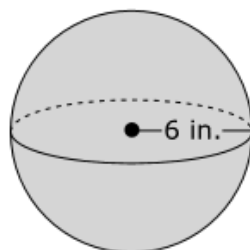
Cone #1



Cylinder #2



Cone #2



Sphere

### Part A

Which figures have a volume greater than 600 cubic inches?

- A. Cylinder #1
- B. Cone #1
- C. Cylinder #2
- D. Cone #2
- E. Sphere

### Part B

How many times greater is the volume of the Sphere than the volume of Cone #1? Round your answer to the nearest tenth.

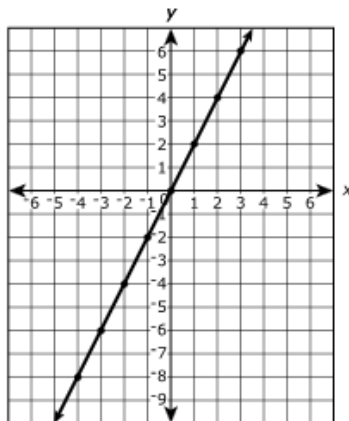
Enter your answer in the box.

23. Some values of linear functions A and B are shown in the table and graph.

**Function A**

x	y
0	1
1	1.25
2	1.5
3	1.75
4	2

**Function B**



Which of the following describes the  $y$ -intercepts of the two functions?

- A. The  $y$ -intercept of Function A is equal to the  $y$ -intercept of Function B.
- B. The  $y$ -intercept of Function A is 1 unit less than the  $y$ -intercept of Function B.
- C. The  $y$ -intercept of Function A is 1 unit greater than the  $y$ -intercept of Function B.
- D. The  $y$ -intercept of Function A is 2 units greater than the  $y$ -intercept of Function B.

24. A tank of water was drained at a constant rate. The table shows the number of gallons of water left in the tank after being drained for two amounts of time.

Draining Time (minutes)	Water in Tank (gallons)
10	450
30	330

**Part A**

What is the rate at which the water was drained from the tank?

- A. 6 gallons of water per minute
- B. 11 gallons of water per minute
- C. 45 gallons of water per minute
- D. 120 gallons of water per minute

**Part B**

What was the total amount of water in the tank before it was drained?

- A. 450 gallons
- B. 510 gallons
- C. 560 gallons
- D. 570 gallons

25. **Part A**

Paul wrote the equation  $t = 2m + 40$  to represent the temperature,  $t$ , in degrees Celsius, after a substance had been heated for  $m$  minutes.

Describe the relationship between the temperature of the substance and the time the substance has been heated.

Select from the drop-down menus to correctly complete each statement.

The temperature was initially  degree(s) Celsius. The temperature increased by  degree(s) Celsius every  minute(s) it was heated.

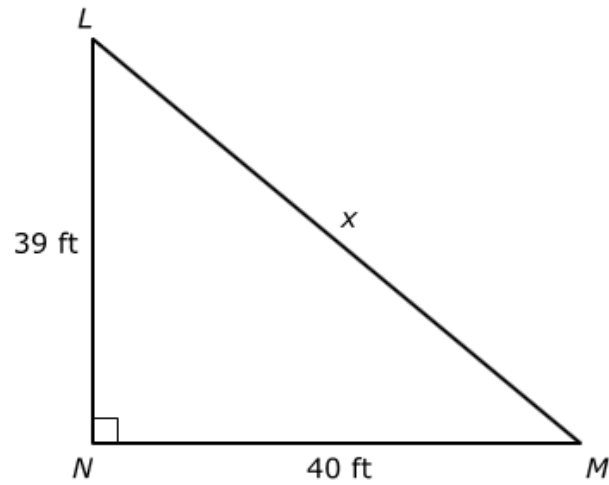
**Part B**

Based on Paul's equation, how many minutes does the substance have to be heated to reach a temperature of 100 degrees Celsius?

Enter your answer in the box.

minutes

26. Right triangle  $LMN$  is shown.



What is the length of the hypotenuse,  $x$ , of triangle  $LMN$ ? Round your answer to three decimal places.

Enter your answer in the box.

 feet

27. A survey of 7th and 8th grade students asked whether they were in favor of or against school uniforms. The two-way table shows the results.

**Survey Results**

Grade	Number of Students		
	In Favor	Against	Total
7th	48	64	112
8th	68	70	138
Total	116	134	250

To the nearest tenth of a percent, what percent of the 7th grade students were in favor of wearing school uniforms?

- A. 19.2%
- B. 41.3%
- C. 42.9%
- D. 57.1%

28. The figure shows a spreadsheet Shona made to record the mass, in grams, of several samples of cells. Her spreadsheet automatically converts the masses into scientific notation.

	A	B
1	<b>Sample</b>	<b>Mass (grams)</b>
2	Sample A	7.50 E -5
3	Sample B	3.22 E -7
4	Sample C	8.00 E -10
5	Sample D	6.13 E -5

List the four samples from least mass to greatest mass.

Sample A

Sample B

Sample C

Sample D

Least Mass

Greatest Mass

29. A history club sold rolls of wrapping paper as a fundraiser. The wrapping paper was sold in small rolls and large rolls.

- The club earned \$3.00 for every small roll sold.
- The club earned \$4.50 for every large roll sold.
- The club sold 10 more large rolls than small rolls.
- The club collected \$135.00 more from sales of large rolls than from sales of small rolls.

The equation  $3s + 135 = 4.5(s + 10)$  can be used to represent this situation, where  $s$  represents the number of small rolls the club sold.

**Part A**

In the equation  $3s + 135 = 4.5(s + 10)$ , what does the expression  $3s$  represent?

- A. the total number of small rolls sold
- B. the total number of large rolls sold
- C. the total number of dollars earned from selling small rolls
- D. the total number of dollars earned from selling large rolls

**Part B**

In the equation  $3s + 135 = 4.5(s + 10)$ , what does the expression  $(s + 10)$  represent?

- A. the total number of small rolls sold
- B. the total number of large rolls sold
- C. the total number of dollars earned from selling small rolls
- D. the total number of dollars earned from selling large rolls

**Part C**

How many small rolls did the history club sell?

Enter your answer in the box.

small rolls

**Part D**

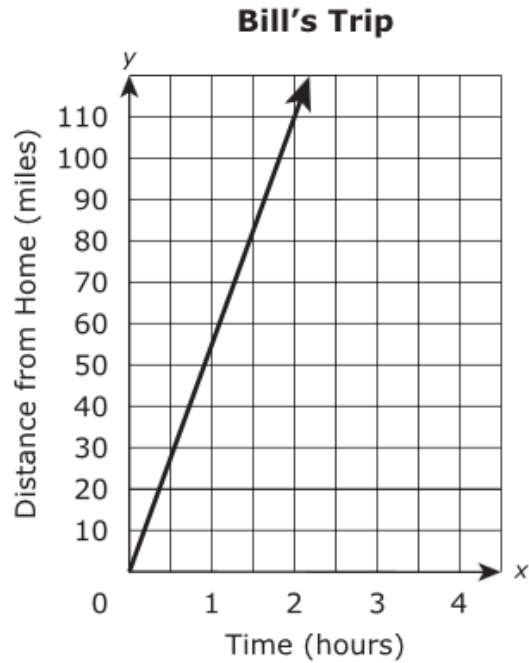
How much money, in dollars, did the history club earn from selling small and large rolls?

Enter your answer in the box.

\$



30. Bill drove his car at a constant speed while on a trip. Kevin drove his car at a different constant speed while on the same trip. The graph and the table show information about the trips Bill and Kevin took.



**Kevin's Trip**

Time (hours)	Distance from Home (miles)
0	0
2	90
3	135
5	225
6	270

Which sentence correctly compares the rates Bill and Kevin drove on their trips?

- A. Bill drove at a rate that was 10 miles per hour slower than the rate Kevin drove.
- B. Bill drove at a rate that was 10 miles per hour faster than the rate Kevin drove.
- C. Bill drove at a rate that was 20 miles per hour slower than the rate Kevin drove.
- D. Bill drove at a rate that was 20 miles per hour faster than the rate Kevin drove.

31. Tim has \$20 to buy snacks for 12 people in an office. Each person will get one snack. Tim is buying bags of pretzels that cost \$1.50 per bag and bags of crackers that cost \$2.00 per bag.

**Part A**

Tim is buying  $x$  bags of pretzels and  $y$  bags of crackers. Which system of equations can be used to find the value of  $x$  and  $y$ ?

- A. 
$$\begin{cases} x + y = 20 \\ 1.5x + 2y = 12 \end{cases}$$
- B. 
$$\begin{cases} x + y = 20 \\ 2x + 1.5y = 12 \end{cases}$$
- C. 
$$\begin{cases} x + y = 12 \\ 1.5x + 2y = 20 \end{cases}$$
- D. 
$$\begin{cases} x + y = 12 \\ 2x + 1.5y = 20 \end{cases}$$

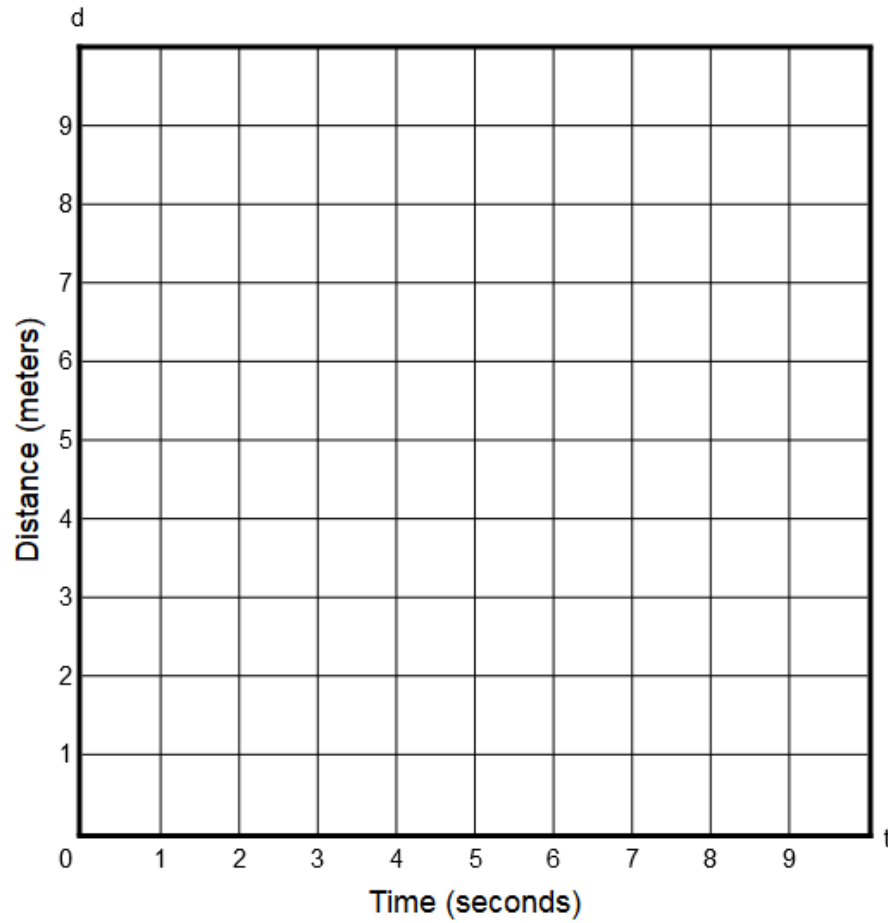
**Part B**

How many bags of pretzels does Tim buy?

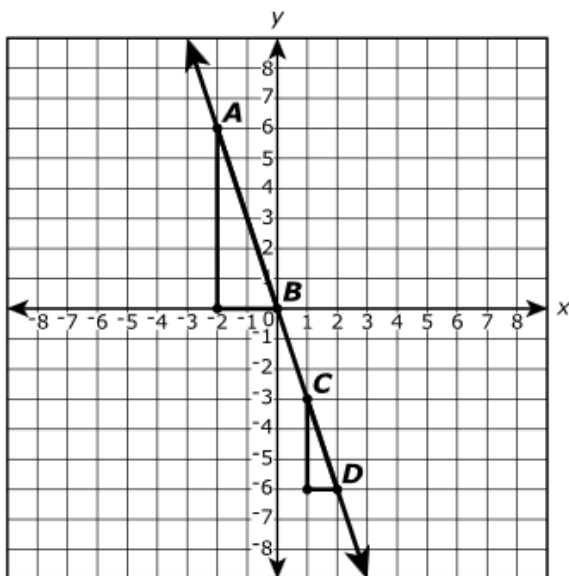
Enter your answer in the box.

32. A model train is traveling at a constant rate of 0.75 meter per second when Rebecca starts a stopwatch. Create a graph that represents the relationship between  $t$ , the amount of time since Rebecca started her stopwatch, and  $d$ , the total distance the train has traveled during that time.

Select two points on the coordinate grid. A line connecting the two points will be automatically drawn.



33.



On the coordinate plane shown, points  $A$ ,  $B$ ,  $C$ , and  $D$  lie on the same line.

Select from the drop-down menus to correctly complete the sentence.

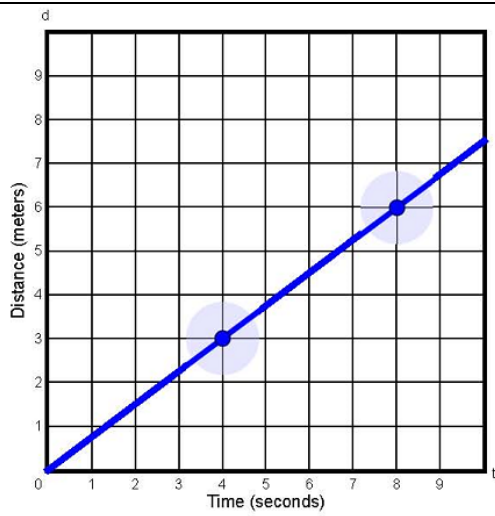
The slope of  $\overline{AB}$  is  the slope of  $\overline{CD}$  because the ratio of the vertical change to the horizontal change between points  $A$  and  $B$  is  the ratio of the vertical change to the horizontal change between points  $C$  and  $D$ .

Item Number	Answer Key	Evidence Statement Key																				
1.	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;"> <p><b>Equivalent to <math>7^8 \times 7^{-4}</math></b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: fit-content; margin-left: auto; margin-right: auto;"><math>7^{(8-4)}</math></div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: fit-content; margin-left: auto; margin-right: auto;"><math>\frac{7^8}{7^4}</math></div> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Not Equivalent to <math>7^8 \times 7^{-4}</math></b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: fit-content; margin-left: auto; margin-right: auto;"><math>(7^8)^{-4}</math></div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: fit-content; margin-left: auto; margin-right: auto;"><math>\frac{7^8}{7^{-4}}</math></div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: fit-content; margin-left: auto; margin-right: auto;"><math>7^2</math></div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: fit-content; margin-left: auto; margin-right: auto;"><math>7^{-2}</math></div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: fit-content; margin-left: auto; margin-right: auto;"><math>7^{-32}</math></div> </div> </div>	8.EE.1																				
2.	D	8.EE.7b																				
3.	-2	8.EE.8b-1																				
4.	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="text-align: left;">System of Equations</th> <th><math>2x + 3y = -6</math> <math>4x + 6y = -12</math></th> <th><math>x = 1</math> <math>y = 2</math></th> <th><math>x - 2y = 4</math> <math>x - 2y = 5</math></th> <th><math>y = 5x + 20</math> <math>3y = 15x + 60</math></th> </tr> </thead> <tbody> <tr> <td>No Solution</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>One Solution</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> <tr> <td>Infinitely Many Solutions</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </tbody> </table>	System of Equations	$2x + 3y = -6$ $4x + 6y = -12$	$x = 1$ $y = 2$	$x - 2y = 4$ $x - 2y = 5$	$y = 5x + 20$ $3y = 15x + 60$	No Solution	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	One Solution	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Infinitely Many Solutions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	8.EE.8b-3
System of Equations	$2x + 3y = -6$ $4x + 6y = -12$	$x = 1$ $y = 2$	$x - 2y = 4$ $x - 2y = 5$	$y = 5x + 20$ $3y = 15x + 60$																		
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Infinitely Many Solutions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>																		
5.	C	8.F.1-1																				
6.	A	8.F.1-2																				
7.	4/9 or equivalent	8.NS.1																				

8.	B	8.NS.2															
9.	Part A: D Part B: A	8.G.4															
10.	Part A: D Part B: A	8.G.2															
11.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">63° ∠G'</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">72° ∠H''</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">108° ∠J'</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">117° ∠K''</div> </div>	8.G.1b															
12.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">a negative</div> <div style="border: 1px solid black; padding: 5px;">decreases</div>	8.SP.1															
13.	C	8.F.5-2															
14.	B, D, F	8.F.3-2															
15.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Statement</th> <th style="width: 10%;">True</th> <th style="width: 20%;">False</th> </tr> </thead> <tbody> <tr> <td><math>y</math> is a function of <math>x</math>.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The graph of the relationship is a line.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The graph of the relationship passes through the origin.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>When the input is 6, the output is 14.</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Statement	True	False	$y$ is a function of $x$ .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The graph of the relationship is a line.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The graph of the relationship passes through the origin.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	When the input is 6, the output is 14.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8.F.3-1
Statement	True	False															
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When the input is 6, the output is 14.	<input checked="" type="checkbox"/>	<input type="checkbox"/>															
16.		8.EE.8b-2															
17.	-1.4	8.EE.7b															
18.	B, F	8.EE.2															

19.	3.9	8.EE.4-1
20.	D	8.EE.8a
21.	A	8.F.2
22.	Part A: C, E Part B: 4.8	8.G.9
23.	C	8.F.2
24.	Part A: A Part B: B	8.F.4
25.	Part A: <input type="text" value="40"/> <input type="text" value="2"/> <input type="text" value="1"/> Part B: 30	8.SP.3
26.	55.865 or 55.866	8.G.7-1
27.	C	8.SP.4
28.	<input type="text" value="Sample C"/> <input type="text" value="Sample B"/> <input type="text" value="Sample D"/> <input type="text" value="Sample A"/>	8.EE.4-2
29.	Part A: C Part B: B Part C: 60 Part D: 495	8.EE.C.Int.1
30.	B	8.EE.5-2
31.	Part A: C Part B: 8	8.EE.8c

32.



8.EE.5-1

33.

equal to

equal to

8.EE.6-1





Math  
Spring Operational 2015

Grade 8  
Performance Based Assessment  
Alignment Document

**Sequence:** The item order number as it appears in the released item set and answer key

**UIN:** A unique item number used to identify the item in the internal item bank

**Task Type:** Type I, II, or III. See the Informational Guides on [parcconline.org](http://parcconline.org) for more information

**Evidence Statements:** The PARCC evidence statement to which the item is aligned

**Calculator Code:** Whether or not the item was administered with a calculator

**Forms Represented:** All forms on which the item appeared in this release administration

	Sequence	UIN (in sequence)	Task Type	Evidence Statements	Calculator Code	Forms Represented									
						online						paper			
						1	2	3	4	5	6	1	2	3	4
Performance-Based Assessment Grade 8	1	M21585	Type I	8.EE.1	non-cal			✓	✓				✓	✓	
	2	VF647000	Type I	8.EE.7b	non-cal					✓	✓		✓	✓	
	3	VH007805	Type I	8.F.1-1	non-cal				✓	✓				✓	
	4	VF643560	Type I	8.F.1-2	non-cal	✓									
	5	VH004875	Type I	8.G.1a	non-cal			✓							
	6	M21835	Type I	8.G.1b	non-cal		✓	✓				✓	✓		
	7	VH000057	Type I	8.G.4	non-cal			✓	✓				✓	✓	
	8	VF905705	Type I	8.EE.4-1	non-cal	✓	✓					✓	✓		
	9	VF801997	Type I	8.EE.8a	non-cal					✓	✓				
	10	VH006569	Type I	8.EE.5-1	cal								✓		
	11	VH026218	Type I	8.EE.4-2	cal			✓					✓		
	12	VF525935	Type II	8.C.2	cal			✓	✓				✓	✓	
	13	1419-M21875	Type II	8.C.6	cal			✓			✓			✓	✓
	14	M20534	Type III	8.D.1	cal				✓	✓					✓
	15	1175-M21072	Type II	8.C.3.3	cal					✓	✓				✓
	16	1336-M21831	Type II	8.C.6	cal					✓			✓		
	17	VF654810	Type III	8.D.2	cal	✓					✓	✓			✓
	18	VF821999	Type III	8.D.3	cal				✓	✓					



Math  
Spring Operational 2015

Grade 8  
Performance Based Assessment  
Released Items

1. Which expression is equivalent to  $\frac{2^{-3}}{2^{-5}}$  ?

- A.  $2^2$
- B.  $\frac{1}{2^2}$
- C.  $2^8$
- D.  $\frac{1}{2^8}$

VF647000

2.  $\frac{3}{4}(x + 8) = 9$

In the equation shown, what is the value of  $x$  that makes the equation true?

Enter your answer in the box.

3. Which of the input-output tables represent a function?

Select **each** correct answer.

A.

Input	Output
1	4
1	6
5	5
8	10

B.

Input	Output
1	4
5	6
5	1
10	8

C.

Input	Output
1	4
8	6
5	1
10	5

D.

Input	Output
1	4
10	6
5	5
8	1

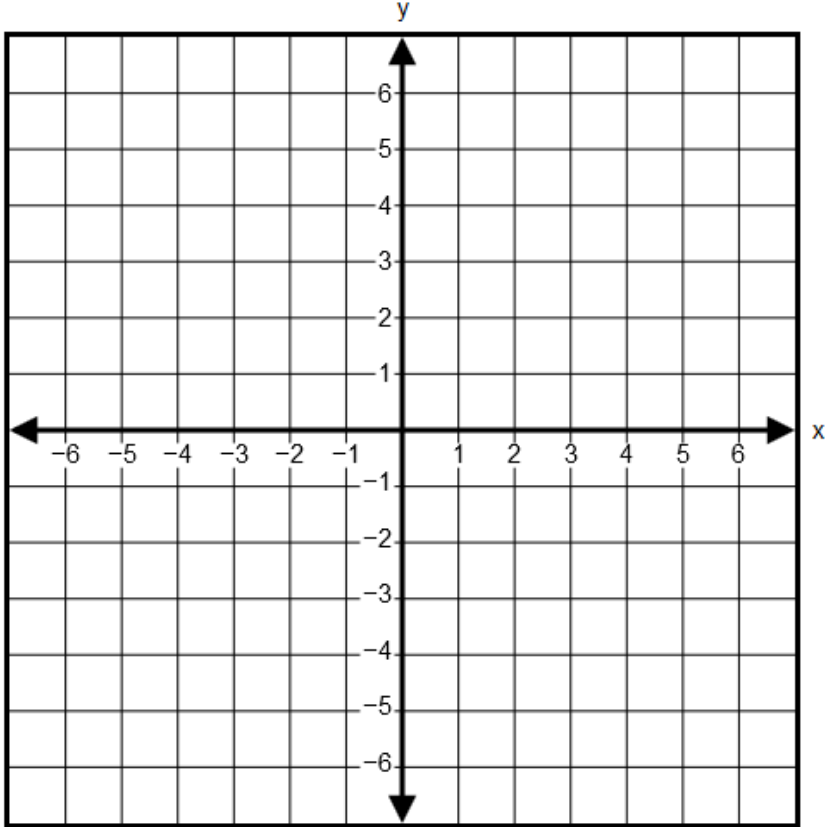
E.

Input	Output
1	4
8	6
5	10
1	5

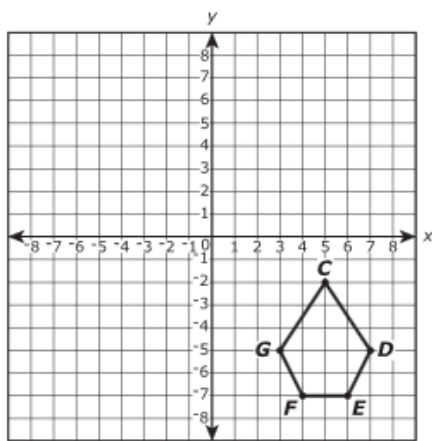
4. A linear function has the properties that:

- $y$  is a function of  $x$ ,
- each output is half the corresponding input, and
- when the input is  $-2$ , the output is  $-1$ .

To graph a line, select two points on the coordinate plane. A line will be drawn through the points.



5. Pentagon  $CDEFG$  is shown on the coordinate plane.



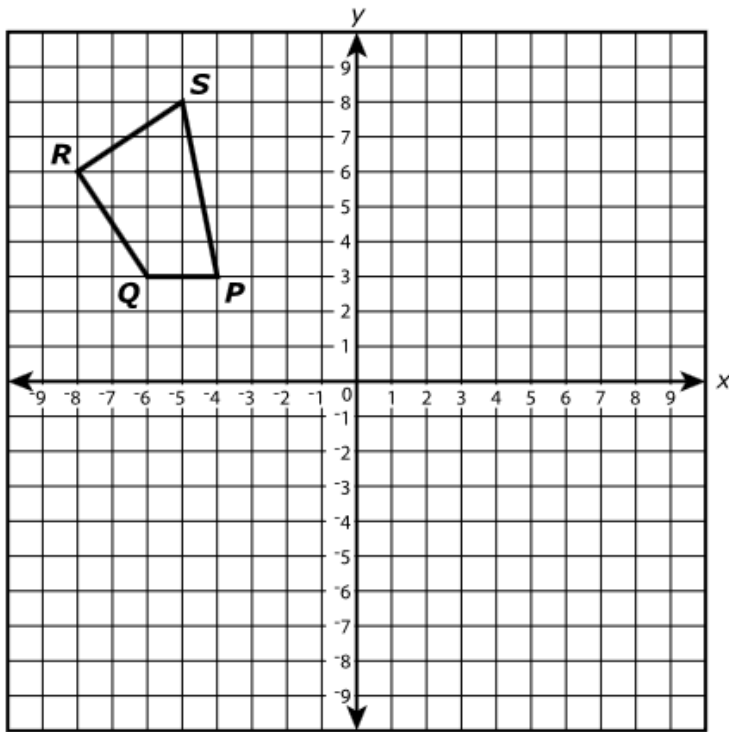
Pentagon  $CDEFG$  is translated 7 units up and 5 units left, resulting in pentagon  $C'D'E'F'G'$  (not shown).

Select from the drop-down menus to correctly complete each sentence.

The length of  $\overline{FG}$  is  to the length of  $\overline{F'G'}$ .

The perimeter of pentagon  $CDEFG$  is  the perimeter of pentagon  $C'D'E'F'G'$ .

6. Polygon  $KLMN$  is the image of polygon  $PQRS$  after a  $180^\circ$  rotation.

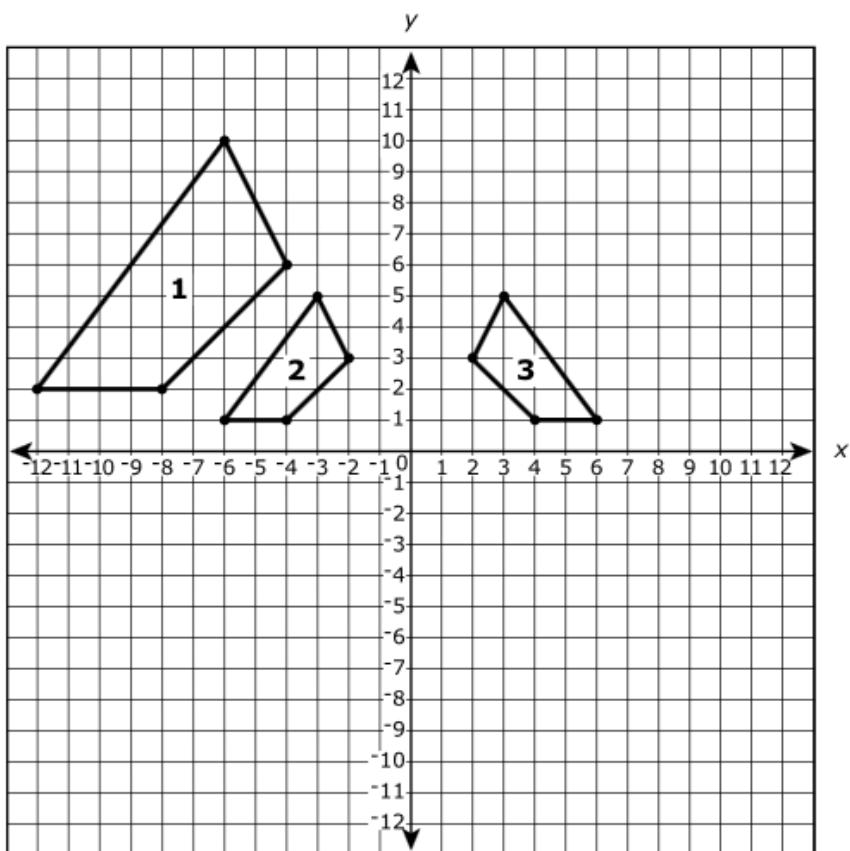


Which angle of polygon  $KLMN$  is congruent to  $\angle S$ ?

- A.  $\angle K$
- B.  $\angle L$
- C.  $\angle M$
- D.  $\angle N$



7. On the coordinate plane shown, Figure 1 is transformed into Figure 2, which is transformed into Figure 3. Figure 1 and Figure 3 are similar by a sequence of transformations.



### Part A

What type of transformation was used to transform Figure 1 into Figure 2?

- A. dilation
- B. reflection
- C. rotation
- D. translation

### Part B

Which statement describes the transformation of Figure 2 into Figure 3?

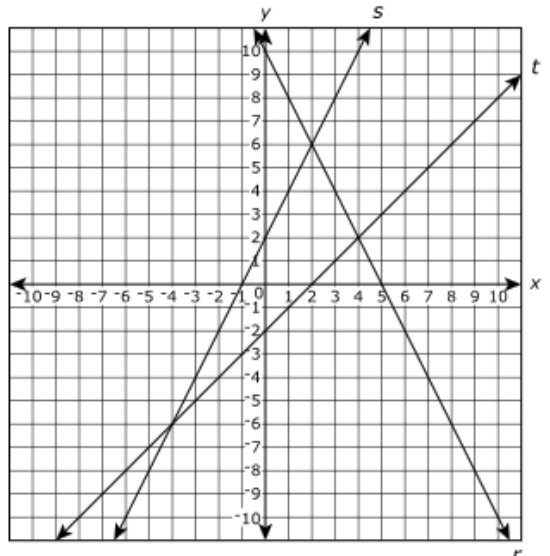
- A. reflection across the x-axis
- B. reflection across the y-axis
- C. translation 4 units to the right
- D. translation 6 units to the right

8. The distance from Mars to the Sun is  $1.416 \times 10^8$  miles. The distance from Earth to the Sun is  $9.296 \times 10^7$  miles.

How many more miles is the distance from Mars to the Sun than the distance from Earth to the Sun?

- A.  $4.864 \times 10^1$  miles
- B.  $7.880 \times 10^1$  miles
- C.  $4.864 \times 10^7$  miles
- D.  $7.880 \times 10^7$  miles

9. Lines  $r$ ,  $s$ , and  $t$  are shown on the coordinate plane. Each pair of lines represents a system of equations.



Complete the table with the ordered pair representing the solution to each system of equations.

Drag and drop the appropriate ordered pair into each box.

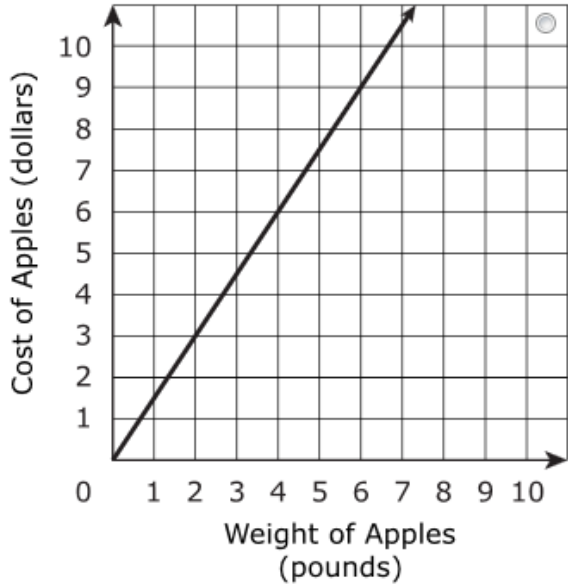
- $(-6, -4)$
- $(-4, -6)$
- $(2, 4)$
- $(2, 6)$
- $(4, 2)$
- $(6, 2)$

**Solutions to System of Equations**

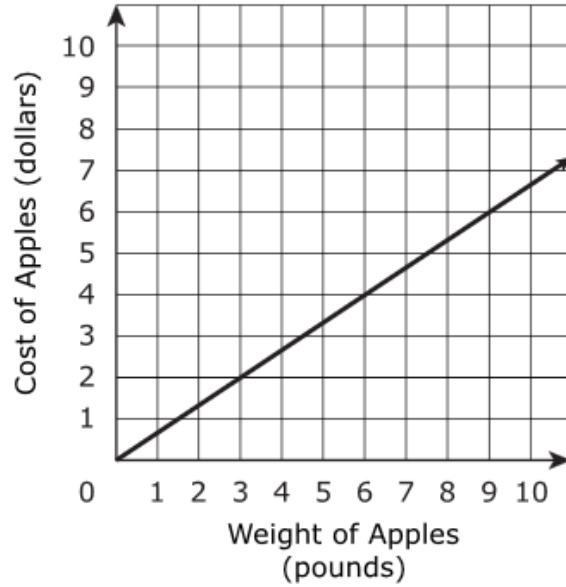
$r$ and $s$	$s$ and $t$	$r$ and $t$

10. At a local market, the cost of apples is directly proportional to the weight of the apples. Carlos bought 10 pounds of apples for a cost of \$15.00. Which graph shows the relationship between the weight of the apples, in pounds, and the cost of the apples, in dollars?

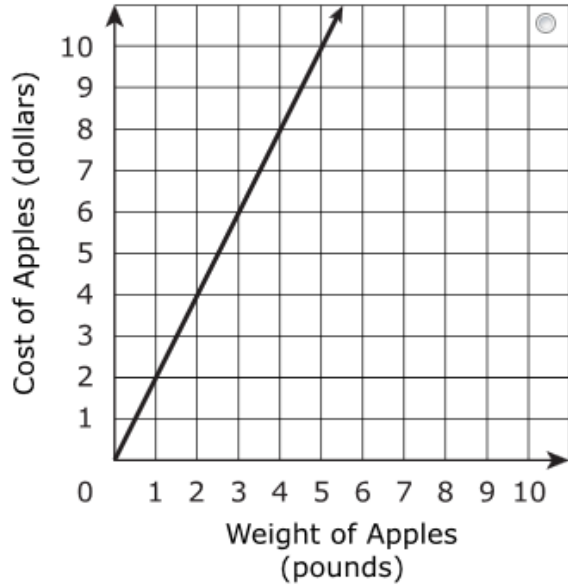
A.



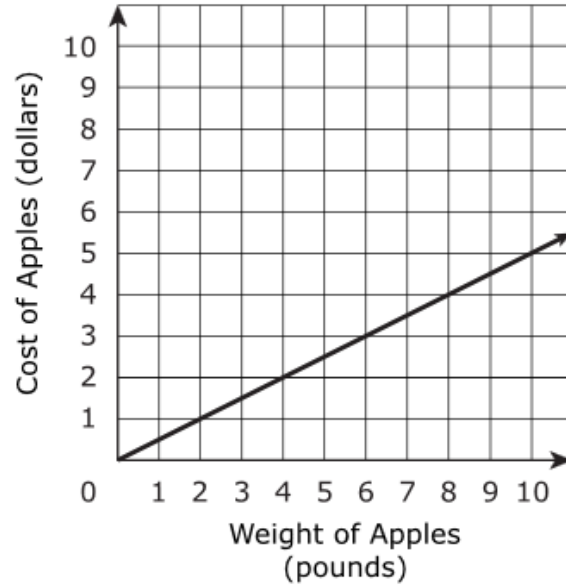
B.



C.



D.



11. Peter determined the area, in square miles, of a piece of land using his calculator. The result of his calculation is displayed on his calculator in scientific notation as  $7.4\text{E} - 4$ .

Which statement is true of the area of the piece of land?

- A. It is between 0.07 and 0.7 square mile.
- B. It is between 0.007 and 0.07 square mile.
- C. It is between 0.0007 and 0.007 square mile.
- D. It is between 0.00007 and 0.0007 square mile.

VF525935

12. Determine whether the equation has no solution, one solution, or infinitely many solutions.

$$-2(11 - 12x) = -4(1 - 6x)$$

Show each step of your work. Explain your conclusion.

Enter your answer, your work, and your explanation in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	$\frac{\square}{\square}$	$\frac{\square}{\square}$
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

13. The average price per gallon of gasoline in the state of California is given for 4 different dates.

**Gasoline Price Data**

Date	Average Price per Gallon (dollars)
January 1998	1.291
January 2000	1.354
March 2011	3.874
March 2013	4.069

**Part A**

A student claims that the percent increase in the average price per gallon for the two-year period from 2011 to 2013 was about the same as the percent increase for the two-year period from 1998 to 2000. Provide work or an explanation to justify whether or not the student's claim is correct.

Enter your answer and your work or explanation in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

**Part B**

In March 2011, a California newspaper predicted that the price of gasoline in two years would be \$4.10. The newspaper claimed that the prediction would be within 2% of the actual price of gasoline in March 2013. Given the data in the table, determine the percent error of the prediction. Was the newspaper's claim correct or incorrect? Provide work or an explanation to justify your answer.

Enter your answers and your work or explanation in the space provided.



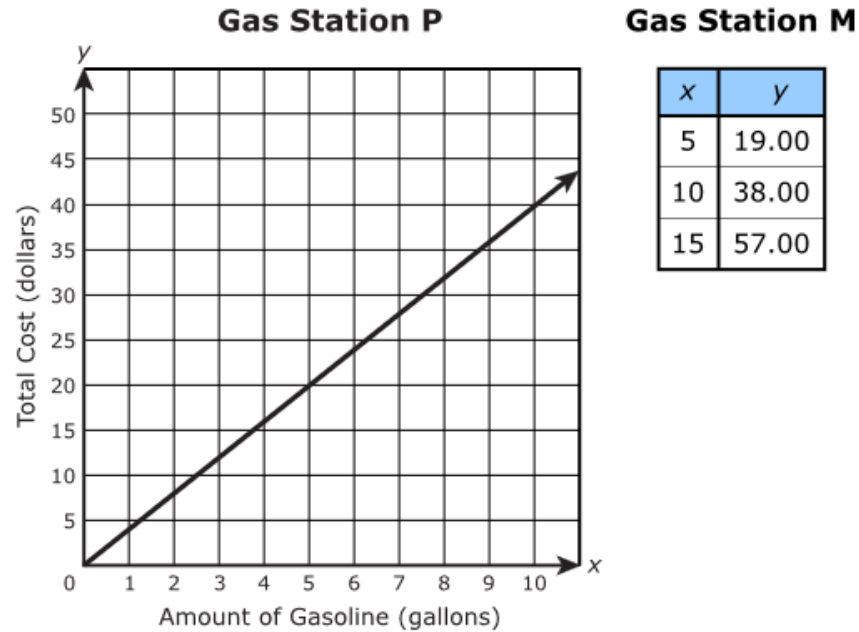
▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

14. The graph and table show the amount of gasoline in gallons,  $x$ , and total cost in dollars,  $y$ , of gasoline at two gas stations.



Use the unit price of gasoline at both gas stations to determine which gas station charges more for gasoline (gallons). Be sure to include the unit prices in your answer. Show or explain your work.

Enter your answer and your work or explanation in the space provided.



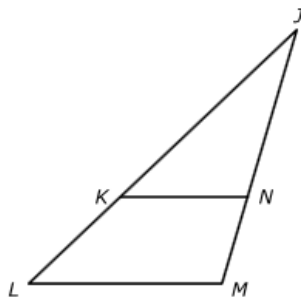
▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

15. In the figure shown,  $\overline{KN}$  is parallel to  $\overline{LM}$ .



### Part A

When comparing  $\triangle KJN$  and  $\triangle LJM$ , Tara states that  $\angle KJN$  and  $\angle LJM$  are congruent. Explain why Tara's statement is correct.

Enter your explanation in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

### Part B

Tara wants to prove that a second pair of corresponding angles from  $\triangle KJN$  and  $\triangle LJM$  are congruent. Determine a second pair of corresponding angles from  $\triangle KJN$  and  $\triangle LJM$  that are congruent. Then explain how you know that the two angles are congruent.

Enter your answer and your explanation in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry



16. **Part A**

Cary claimed that the expression  $-5 + m$  is negative. Determine whether Cary's claim is always true, sometimes true, or never true. Provide evidence to support your conclusion.

Enter your answer and your explanation in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

**Part B**

Phillip claimed that the expression  $-p + 5 + p$  is positive for any value of  $p$ . Determine whether Phillip's statement is always true, sometimes true, or never true. Provide evidence to support your conclusion.

Enter your answer and your explanation in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

17. A bakery uses a muffin recipe that uses  $\frac{1}{2}$  cup of milk for every batch of 12 muffins.

**Part A**

Based on the recipe, which statement is true?

Select **each** correct answer.

- A.  $\frac{1}{24}$  cup of milk is used to make each muffin.
- B.  $\frac{1}{12}$  cup of milk is used to make each muffin.
- C.  $\frac{1}{6}$  cup of milk is used to make each muffin.
- D. 1 cup of milk is used to make every 6 muffins.
- E. 1 cup of milk is used to make every 12 muffins.
- F. 1 cup of milk is used to make every 24 muffins.

**Part B**

How many batches of 12 muffins can be made using one **gallon** of milk? Show your work or explain how you found your answer.

Enter your answer and your work or explanation in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

► Geometry

**Part C**

The bakery makes 96 muffins every day. How many total gallons of milk are needed to make 96 muffins every day for 30 days? Show your work or explain how you found your answer.

Enter your answer and your work or explanation in the space provided.



▼ Math symbols

+	-	×	÷
±	-	·	/
=	≠	≡	≡
$y^x$	$\sqrt{\quad}$	$\sqrt[3]{\quad}$	$\pi$
(-)	°	·	

► Relations

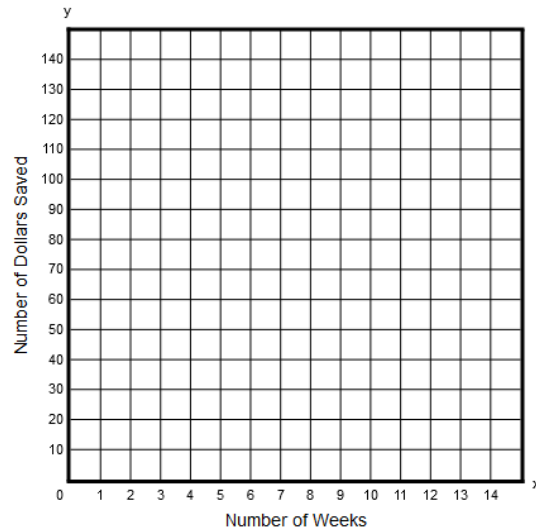
► Geometry

18. Mindy is saving money. She started with \$0. After 6 weeks, she had \$90 saved. Mindy is not sure exactly how much money she saved each week. She assumes that she saved money at a constant rate from when she started saving money through week 6.

### Part A

Create a graph that can be used to model the number of dollars,  $y$ , Mindy saves in  $x$  weeks.

To graph a line, select two points on the coordinate plane. A line will be drawn through the points.



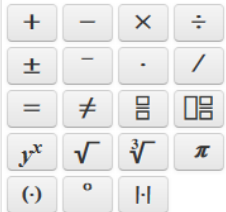
### Part B

Explain what the slope of the line you drew represents.

Enter your explanation in the space provided.



#### Math symbols



#### Relations

#### Geometry

### Part C

Explain how the line you drew can be used to predict the number of weeks it will take Mindy to save \$150. Include in your explanation any assumptions that must be made in order to make the prediction.

Enter your explanation in the space provided.



#### Math symbols

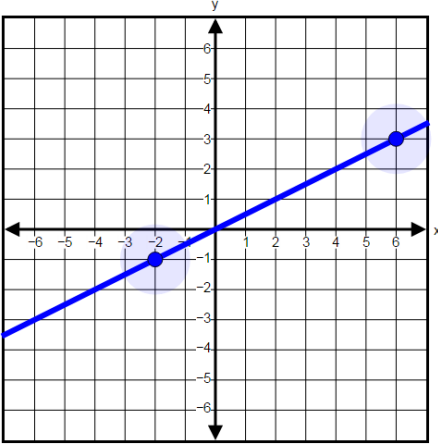


#### Relations

#### Geometry

The following pages include the answer key for all machine-scored items, followed by the rubrics for the hand-scored items.

- The rubrics show sample student responses. Other valid methods for solving the problem can earn full credit unless a specific method is required by the item.
- In items where the scores are awarded for full and partial credit, the definition of partial credit will be confirmed during range-finding (reviewing sets of real student work).
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key	Evidence Statement Key
1.	A	8.EE.1
2.	4	8.EE.7b
3.	C, D	8.F.1-1
4.		8.F.1-2
5.	<input type="text" value="equal to"/>  <input type="text" value="equal to"/>	8.G.1a
6.	D	8.G.1b
7.	Part A: A Part B: B	8.G.4

8.	C	8.EE.4-1						
9.	<table border="1"> <tr> <td><i>r</i> and <i>s</i></td> <td><i>s</i> and <i>t</i></td> <td><i>r</i> and <i>t</i></td> </tr> <tr> <td>(2,6)</td> <td>(-4,-6)</td> <td>(4,2)</td> </tr> </table>	<i>r</i> and <i>s</i>	<i>s</i> and <i>t</i>	<i>r</i> and <i>t</i>	(2,6)	(-4,-6)	(4,2)	8.EE.8a
<i>r</i> and <i>s</i>	<i>s</i> and <i>t</i>	<i>r</i> and <i>t</i>						
(2,6)	(-4,-6)	(4,2)						
8.	C	8.EE.4-1						
9.		8.EE.8a						
10.	A	8.EE.5-1						
11.	C	8.EE.4-2						
12.	See rubric	8.C.2						
13.	Part A: see rubric Part B: see rubric	8.C.6						
14.	See rubric	8.D.1						
15.	Part A: see rubric Part B: see rubric	8.C.3.3						
16.	Part A: see rubric Part B: see rubric	8.C.6						
17.	Part A: see rubric Part B: see rubric Part C: see rubric	8.D.2						
18.	Part A: see rubric Part B: see rubric Part C: see rubric	8.D.3						

## #12 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Correct conclusion about the equation with an appropriate explanation of why the conclusion is valid</li></ul></li><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ Correctly uses the distributive property to simplify both sides of the equation</li><li>○ Correctly combines like terms, resulting in a false equation in which the variable has been eliminated and two non-equal numbers appear on opposite sides of the equal sign</li></ul></li></ul> <p>Sample Student Response:</p> $-2(11-12x) = -4(1-6x)$ $-22+24x = -4 +24x$ <p>Subtracting 24x from each side</p> $-22+24x -24x = -4 +24x -24x$ $-22 = -4$ <p>This is impossible, since -22 is not equal to -4. Therefore, there is no solution to the equation.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.

# 13 Part A

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point <ul style="list-style-type: none"> <li>○ Determines both percentage increases</li> </ul> </li> <li>• <b>Reasoning component</b> = 1 point <ul style="list-style-type: none"> <li>○ Correctly reasons that the student's claim is justified</li> </ul> </li> </ul> <p>Sample Student Response:</p> <p>Percent increase from 1998 to 2000 is <math>(1.354 - 1.291)/1.291 \approx 0.0488</math>.  Percent increase from 2011 to 2013 is <math>(4.069 - 3.874)/3.874 \approx 0.0503</math>.  The percent increase for both periods is about 5%, so the student's claim can be justified.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#13 Part B

Score	Description
2	<p>Student response includes the following 2 elements.</p> <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point <ul style="list-style-type: none"> <li>○ Determines the percent error of the prediction, 0.8%</li> </ul> </li> <li>• <b>Reasoning component</b> = 1 point <ul style="list-style-type: none"> <li>○ Correctly reasons that the newspaper's claim is correct</li> </ul> </li> </ul> <p>Sample Student Response:</p> <p>The percent error of the prediction was 0.8%.  <math>\frac{(4.10 - 4.069)}{4.069} = 0.008</math>  Since 0.8% is less than 2%, the newspaper's claim was correct.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#14 Rubric

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Determines the unit price for both gas stations</li></ul></li><li>• <b>Modeling component</b> = 2 points<ul style="list-style-type: none"><li>○ Determines that gas station P charges more for gasoline</li><li>○ Correctly models determining the unit prices and the gas station that charges more for gasoline.</li></ul></li></ul> <p>Sample Student Response:</p> <p>Based on the unit prices, Gas Station P charges more for gasoline. The unit price for Gas Station P is \$4.00 per gallon since the constant linear graph for Gas Station P shows the point (5, 20), which means it costs \$20 for 5 gallons of gas. The table for Gas Station M shows that 10 gallons cost \$38, so the unit price for Gas Station M is <math>\frac{38}{10} =</math> \$3.80 per gallon.</p>
2	Student response includes 2 of the 3 elements.
1	Student response includes 1 of the 3 elements.
0	Student response is incorrect or irrelevant.



#15 Part A

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 1 point<ul style="list-style-type: none"><li>○ Correctly reasons why <math>\angle KJN</math> and <math>\angle LJM</math> are both congruent</li></ul></li></ul> <p>Sample Student Response:</p> <p><math>\angle KJN</math> is congruent to <math>\angle LJM</math> because they are the same angle since they exactly overlap.</p>
0	Student response is incorrect or irrelevant.

#15 Part B

Score	Description
2	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ correct pair of corresponding congruent angles, <math>\angle JKN</math> and <math>\angle JLM</math> or <math>\angle JNK</math> and <math>\angle JML</math></li><li>○ correctly reasons why the given pair of angles is congruent</li></ul></li></ul> <p>Sample Student Response:</p> <p><math>\angle JKN</math> is congruent to <math>\angle JLM</math> OR <math>\angle JNK</math> is congruent to <math>\angle JML</math></p> <p>Either line segment <math>JL</math> or line segment <math>JM</math> is a transversal to the parallel line segments <math>KN</math> and <math>LM</math>. When two parallel lines are intersected by a transversal, corresponding angles formed by the transversal are congruent. The pair of angles is also corresponding in terms of their locations in <math>\triangle KJN</math> and <math>\triangle LJM</math>.</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#16 Part A

Score	Description
2	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ Determines whether the claim is always true, sometimes true, or never true</li><li>○ Correctly reasons that the claim is sometimes true</li></ul></li></ul> <p>Sample Student Response:</p> <p>Cary's claim is sometimes true. For example, when 4 is substituted for m, <math>-5 + 4 = -1</math>. If the value of m is a number that is greater than 5, such as 6 where <math>-5 + 6 = 1</math>, then the expression results in a positive number. (Accept alternative valid explanations.)</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#16 Part B

Score	Description
2	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Reasoning component</b> = 2 points<ul style="list-style-type: none"><li>○ Determines whether the claim is always true, sometimes true, or never true</li><li>○ Correctly reasons that the claim is always true</li></ul></li></ul> <p>Sample Student Response:</p> <p>Phillip's claim is always true because p and <math>-p</math> are opposites. The sum of opposites is always 0. That makes the expression <math>0 + 5</math> which will always be positive 5. The value of p does not matter. <math>7 + 5 + (-7) = 0 + 5 = 5</math> and <math>-3 + 5 + -(-3) = -3 + 5 + 3 = 0 + 5 = 5</math> and <math>0 + 5 + 0 = 5</math> since the opposite of 0 is 0. (Accept alternative valid explanations.)</p>
1	Student response includes 1 of the 2 elements.
0	Student response is incorrect or irrelevant.

#17 Part A

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Machine Scored: Selects only the following two options: 1/24 cup of milk is used to make each muffin  1 cup of milk is used to make every 24 muffins</li></ul></li></ul>
0	<p>Student response is incorrect or irrelevant.</p>

#17 Part B

Score	Description
3	<p>Student response includes the following 3 elements.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Indicates that 32 batches of muffins can be made with 1 gallon of milk</li></ul></li><li>• <b>Modeling component</b> = 2 points<ul style="list-style-type: none"><li>○ Correct strategy to find the total number of cups in a gallon  Note: Providing the correct number of cups in a gallon is sufficient to satisfy this element.</li><li>○ Correct strategy to find the number of batches of muffins that can be made with 1 gallon of milk</li></ul></li></ul> <p>Sample Student Response:</p> <p>There are 2 cups in a pint, 2 pints in a quart, and 4 quarts in a gallon, so there are <math>2 \times 2 \times 4 = 16</math> cups in a gallon.</p> <p>One cup of milk is needed for 24 muffins, so 1 gallon of milk can make <math>24 \times 16 = 384</math> muffins. This means that <math>384 \div 12 = 32</math> batches of muffins can be made using 1 gallon of milk.</p> <p>Note: The student may show modeling using only equations. If the equations shown represent a valid modeling process, credit should be awarded.</p>
2	<p>Student response includes 2 of the 3 elements.</p>

<b>1</b>	Student response includes 1 of the 3 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#17 Part C	
Score	Description
<b>2</b>	<p>Student response includes the following elements.</p> <ul style="list-style-type: none"> <li>• <b>Computation component</b> = 1 point <ul style="list-style-type: none"> <li>○ Indicates 7.5 gallons of milk are needed to make 96 muffins every day for 30 days</li> </ul> </li> <li>• <b>Modeling component</b> = 1 point <ul style="list-style-type: none"> <li>○ Correct strategy to find the number of gallons of milk needed to make 96 muffins each day for 30 days</li> </ul> </li> </ul> <p>Sample Student Response:</p> <p>The bakery makes <math>96 \div 12 = 8</math> batches of muffins each day. In 30 days, the bakery makes <math>30 \times 8 = 240</math> batches. Since 32 batches can be made with 1 gallon of milk, 240 batches can be made with <math>240 \div 32 = 7.5</math> gallons of milk.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>○ The student may receive modeling points if the student shows a sufficient modeling process for some or all of the parts indicated but makes one or more computational errors resulting in incorrect answer(s).</li> <li>○ The student may receive computation points if he or she computes the correct answer(s) to one or all of the parts but shows no work or insufficient work to indicate a correct modeling process.</li> <li>○ The student may not receive more than 2 total points (across all parts) for modeling if the explanations, while sufficient to indicate that the student has a correct process, contain nonsense statements.</li> </ul>
<b>1</b>	Student response includes 1 of the 2 elements.
<b>0</b>	Student response is incorrect or irrelevant.

#18 Part A

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Computation component</b> = 1 point<ul style="list-style-type: none"><li>○ Graphs a line that passes through the points (0, 0) and (6, 90)</li></ul></li></ul> <p>Note: The student may choose any two points on the correct line to receive credit.</p>
0	Student response is incorrect or irrelevant.

#18 Part B

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ Explains what the slope of the line represents</li></ul></li></ul> <p>Sample Student Response:</p> <p>The slope of the line represents the amount of money that is saved each week for the first six weeks.</p> <p>Notes:</p> <ul style="list-style-type: none"><li>○ The student does not have to mention what the slope of the line is in order to get the modeling point.</li><li>○ The student may get 1 modeling point for a correct explanation of what the slope represents that references an incorrect slope based on his or her response to Part A.</li></ul>
0	Student response is incorrect or irrelevant.

#18 Part C

Score	Description
1	<p>Student response includes the following element.</p> <ul style="list-style-type: none"><li>• <b>Modeling component</b> = 1 point<ul style="list-style-type: none"><li>○ Shows or explains how to use the line drawn in Part A to determine the number of weeks it will take for Mindy to have \$150 saved and states the assumption that the money is still saved at a constant rate after week 6</li></ul></li></ul> <p>Sample Student Response:</p> <p>I can extend the line to when <math>y = 150</math> to find the number of weeks it takes Mindy to save \$150. By doing that, I assume that the rate of change in the amount of money saved each week is still constant after week 6.</p> <p>Notes:</p> <ul style="list-style-type: none"><li>○ Many valid responses are possible. As long as it is clear that the student knows the rate at which Mindy saves money is assumed to be constant and how to determine the number of weeks given a dollar amount saved, credit should be awarded.</li><li>○ The student does not have to determine the number of weeks in order to get the modeling point; the student only needs to explain how to determine the number of weeks.</li><li>○ The student may receive 1 modeling point for a correct explanation that references an incorrect slope based on his or her response to Part A.</li></ul>
0	Student response is incorrect or irrelevant.