



Edusoft Reporting Quick Review Guide

WCSD Grades 3-8
*English Language Arts Reading
Interim Benchmark Assessment*

2009-2010

Log In

Quick Guide—Edusoft Library (modified by WCSD)

Logging in



Logging in to Edusoft

You can log in to the Edusoft Web site (www.edusoft.com) from any computer that has Internet access and an Internet browser, such as Internet Explorer. You use the user name and temporary password you've been assigned. As soon as you log in for the first time, Edusoft requires you to select a permanent password and enter an e-mail address so that you can reset your password.

Resetting Your Password

If you forget your password, you can have Edusoft assign you a new four-digit temporary password. You must have an e-mail address listed in the Edusoft system to reset your password yourself. Otherwise, you can e-mail the WCSD Data Management Team at EdusoftTraining@washoe.k12.nv.us.

To reset your password:

- 1 From the Edusoft Log-in page, click the **Reset your password** link.
- 2 In the Password Reset page, type your user name and e-mail address. If the e-mail address you type matches the one listed in the Edusoft system, Edusoft e-mails you a temporary four-digit password.
- 3 Log in to Edusoft using the temporary four-digit password, and then follow the instructions on your screen to choose a new permanent password.

Administering the Interim BMA and Analyzing the Data

Administering the Assessment

For directions on administering the Interim BMA, refer to the *Interim Benchmark Assessments Overview for Teachers and Administrators*, which is found on the [Benchmark Assessments webpage](#).

Generating and Scanning the answer sheets

For directions on scanning Edusoft answer sheets refer to the *Generating and Scanning Answer Sheets Quick Review Guide*, which is found on the [Benchmark Assessments webpage](#).

To access the Benchmark Assessments webpage, click on the links above.

Or go to www.washoe.k12.nv.us

Click the **Staff** tab

Click the **Assessment and Instruction Resources** button

Click the **Benchmark Assessments** link

Or go to www.washoe.k12.nv.us

In the **Quick Links/Staff** area,

Click the **Assessments and Instruction Resources** link

Click the **Benchmark Assessments** link

Interim BMA Report Recommendations – Question Group Analysis

After the answer sheets are scanned, the teacher will generate an **Edusoft Class List report** with a **Question Group** analysis that can help them to determine skill areas of strength and weakness. An example of an **Edusoft Class List report** with the *question group analysis* is shown below:

Question Groups are listed in this area. Scores in the question group columns are used to <i>inform instruction</i> .												
Student	Overall Performance		Word Analysis (Section 1 - Multiple Choice: 1, 8, 14, 16, 17, 18, 19, 20) (8 pts. possible)	Prediction (Section 1 - Multiple Choice: 2, 7, 11, 15) (4 pts. possible)	Theme (Section 1 - Multiple Choice: 3, 5, 9, 13) (4 pts. possible)	Inference (Section 1 - Multiple Choice: 4, 6, 10, 12) (4 pts. possible)	Constructed Response (Constructed Response: 21) (3 pts. possible)					
Alec	Knowledgeable	19(82.61%)	Knowledgeable	8(100.00%)	More Study	3(75.00%)	More Study	3(75.00%)	More Study	3(75.00%)	More Study	2(66.67%)
Alex	Need Support	8(34.78%)	More Study	4(50.00%)	Need Support	1(25.00%)	More Study	2(50.00%)	Need Support	1(25.00%)	Need Support	0(0.00%)
Amy	Knowledgeable	18(78.26%)	Knowledgeable	8(100.00%)	More Study	2(50.00%)	More Study	2(50.00%)	More Study	3(75.00%)	Knowledgeable	3(100.00%)
Ashley	More Study	15(65.22%)	More Study	5(62.50%)	Need Support	1(25.00%)	Knowledgeable	4(100.00%)	More Study	2(50.00%)	Knowledgeable	3(100.00%)
Emily	More Study	14(60.87%)	More Study	6(75.00%)	More Study	2(50.00%)	Knowledgeable	4(100.00%)	More Study	2(50.00%)	Need Support	0(0.00%)
Giovanna	More Study	15(65.22%)	More Study	6(75.00%)	More Study	2(50.00%)	More Study	3(75.00%)	Need Support	1(25.00%)	Knowledgeable	3(100.00%)
Lexy	Knowledgeable	19(82.61%)	Knowledgeable	7(87.50%)	More Study	3(75.00%)	More Study	3(75.00%)	More Study	3(75.00%)	Knowledgeable	3(100.00%)
Samuel	More Study	15(65.22%)	More Study	6(75.00%)	More Study	2(50.00%)	More Study	2(50.00%)	More Study	2(50.00%)	Knowledgeable	3(100.00%)
Spencer	Need Support	5(21.74%)	Need Support	2(25.00%)	Need Support	1(25.00%)	Need Support	0(0.00%)	Need Support	0(0.00%)	More Study	2(66.67%)
Zackary	More Study	17(73.91%)	More Study	6(75.00%)	More Study	2(50.00%)	More Study	3(75.00%)	Knowledgeable	4(100.00%)	More Study	2(66.67%)

The **Overall Performance** column is relevant to the Response to Intervention (RtI) universal screening process.

2009-2010 Improvements

- Reports show three, rather than four, performance bands:
 - Need Support (0%-49% correct)
 - More Study (50%-75% correct)
 - Knowledgeable (76%-100% correct)

These performance bands will be used to inform instruction and learning.

Running Interim BMA Class List Reports – Question Group Analysis

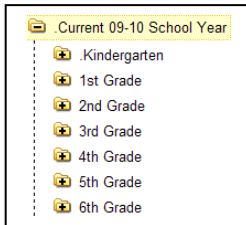
Quick Review Guide—Edusoft Library (modified by WCSD)

How to Run Edusoft Interim BMA Class List Reports (Steps):

- 1 Log on at www.Edusoft.com.
- 2 Click the **Benchmark Exams** tab
- 3 Click the **Reports** button
- 4 Click the **Class List Reports** icon or link
- 5 Choose folders on left:

Note: Edusoft will automatically open to the last folder that you selected the last time you logged in.

- *Previous year's data*
 - Click on **2008-2009 School Year**
 - Click on **District Benchmark Assessments**
 - Scroll down to **(Previous) Grade Level**
 - Click on **ELA**
 - *Current year's data*
 - Click on **2009-2010 School Year**
 - Click on **(Current) Grade Level**
 - Scroll down to **District Benchmarks**
 - Click on **ELA**
- 6 Choose the assessment on right (i.e., **Part 1**, **Part 2**, or **Part 3**) and click **Continue**



The **General report options** page appears as shown below

General report options:

Create one report for ←

Sort the report by

Show scores for each:

Standard

Question Group ←

Show these score types on the report:

Performance Band

Percent Score

Raw Score

Choose highlighting:

None

Specific Bands

Color Coded

Administrators and Middle School Teachers: Select **Each Period** to show each class/period on a separate report page.

General report options:

Create one report for

Sort the report by

Note: Report options default to show scores for each **Standard**. **CLICK Question Group**.

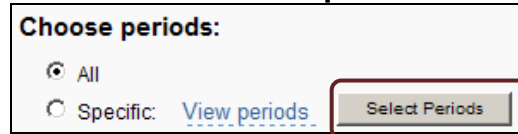
Running Interim BMA Class List Reports – Question Group Analysis

Quick Review Guide—Edusoft Library (modified by WCSD)

7 **Important: CLICK Question Group.**

8 Click **Color Coded** and **Continue**

The **Choose School Groups/Schools/Periods** page appears



Choose periods:

All

Specific: [View periods...](#) Select Periods

9 (Optional) In the **Choose Periods** area, **select classes/periods**

10 Click **Run Report Now** (The report appears)

11 Click on the print icon and choose the right printer

12 Print a copy for your PLC meeting. Use the **Group Average** row to identify skills to re-teach to your whole class. Use the individual student data and, if desired, the Classroom at a Glance (CAAG) worksheet on page 10 of this guide to plan differentiated instruction.

Analyzing Interim BMA Data – Question Group Analysis

Getting Meaningful Data from Question Groups

To keep the assessments a manageable length, to allow the tests to address multiple critical skills in a manageable format, and to provide data that show growth over time, questions have been aligned to **Question Groups**, the umbrella category of multiple mirrored standards, rather than to the specific grade-level indicators. The **Question Group** feature is designed to make the Benchmark Assessments more focused in scope while addressing critical skills.

With the prioritized reading standards, discrete skills are featured in more than one standard. For instance, the Inference **Question Group** includes all those mirrored indicators that relate in some way to inference: one for plot, one for characterization, and one for expository text. Thus, within the Inference **Question Group**, any of the 4 test items may be aligned to any of the inference indicators: 3.x.1, 3.x.2, or 4.x.6.

GRADE-GENERIC RUBRIC

X = GRADE LEVEL	
• PART 1	
1.X.4	WORD ANALYSIS
3.X.1/3.X.2/4.X.6.2	INFERENCES
3.X.3/4.X.3	THEME/LESSON/MAIN IDEA
3.X.8/4.X.6.1	PREDICTIONS
• PART 2	
1.X.4	WORD ANALYSIS
3.X.1/3.X.2/4.X.6.2	INFERENCES
3.X.3/4.X.3	THEME/LESSON/MAIN IDEA
3.X.5/4.X.2.2	FIGURATIVE LANGUAGE
• PART 3	
1.X.4	WORD ANALYSIS
3.X.1/3.X.2/4.X.6.2	INFERENCES
3.X.3/4.X.3	THEME/LESSON/MAIN IDEA
3.X.6/4.X.2.3	TONE/MOOD

To drill down to the specific indicator within the **Question Group** with which a student is struggling, refer to the *Scoring and PLC Resource Guides* or *Teacher Pages* to find the particular item and corresponding indicator. On the following page are samples from the *Edusoft Class List Reports* and *Scoring and PLC Resource Guide* which are given to the teachers in hard copy at the beginning of the school year from their principals. The *Teacher Pages* can be accessed from [Edusoft](#). Click on the view details link for the selected assessment and click on download.

Analyzing Interim BMA Data – Question Group Analysis

Related items from test booklet with suggested practices: Refer to actual items in the test booklet to see how a skill was assessed and to discover common misunderstandings regarding a skill within a particular question group. Ask the student(s) what caused difficulty for them (language in the stem and/or distracters is unfamiliar, passage too long/too difficult, couldn't distinguish most important idea from those listed, forgot to read item first and underline in passage, etc.). Have students create new items from the passage for the areas that are presenting a problem to practice and to explore the variety of ways a skill can be assessed. The following items show some ways the skills within the question group Inference may be assessed:

2. Why is it important to follow the steps in a certain order?

- A. To make sure the glue covers all of the parts.
- B. To prevent the two caps from getting bent.
- C. To keep the lens frame from getting scratched.
- D. To make sure the parts fit together into a useable tool.

4.5.6.2

6. All of the following statements support the idea that whales are mammals except

- A. Whales have hair.
- B. Whales breathe air.
- C. Whales drink milk.
- D. Whales swim easily.

4.5.6.2

12. How is Kayla's concern about a prize for Fuzzy resolved?

- A. The judges award all the prizes.
- B. The judges create a new prize for Fuzzy.
- C. The judges give a prize to Maria's hamster.
- D. The judges give a prize to Jacob's hamster.

3.5.1.8

13. Which event best describes the climax of the passage?

- A. Kayla's mom was late bringing Fuzzy.
- B. Kayla saw two of her friends win ribbons.
- C. Kayla's hamster won because it was so unusual.
- D. Kayla was unhappy with the judges' choices.

3.5.1.8

Classroom at a Glance (CAAG) Worksheet –Question Group Analysis

Use with Edusoft Class List Reports

Applications: (See CAAG General Instructions in the [Benchmark Assessments webpage](#))

- Class strengths and weaknesses by skill (multiple classes)
- Small group differentiated instruction and flexible grouping
- Frequency table of class needs by skill (single class)

Classroom at a Glance WCSD ELA Interim Benchmark Assessment Part _____			
	Need Support	More Study	Knowledgeable
Word Analysis			
Inference			
Theme			
Prediction			
Figurative Language			
Tone/Mood			
Constructed Response			

Students Using Assessment Data – Student “I Can” Checklists

Student “I Can” Checklists

Nevada grade level indicators in student-friendly language are found in the [Benchmark Assessments webpage](#). Since the “I Can” statements in these materials correspond to assessment questions, these materials are only to be used in the analysis of assessment data.

Guidelines for a Classroom Activity Involving Use of “I Can” Checklists and Edusoft Performance Band Reports for Each Student

An example of a Student “I Can” Worksheet is shown below:

Grade 5 “I Can” Statements			
Name: _____			
Assessment: <u>Reading 5 Interim Benchmark Assessments 2009-2010</u>			
<p>Before you take the test, rate yourself in each area.</p> <p>1 or ☹ means you don't understand the target.</p> <p>2 or ☺ means you need more review.</p> <p>3 or ☺ means you understand the topic well.</p>			
Learning Target	Reading 5 Benchmark 1	Reading 5 Benchmark 2	Reading 5 Benchmark 3
WORD ANALYSIS Reading—1: Benchmark 4 Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> • context clues • structural analysis <p>This means that I can figure out the meaning of new words by looking for other words and phrases that I know in the sentence. I can also use my knowledge of the types of words and where words are in a sentence to understand what I read.</p>	1 ☹ 2 ☺ 3 ☺	1 ☹ 2 ☺ 3 ☺	1 ☹ 2 ☺ 3 ☺
INFERENCES Reading—3: Benchmark 1.10 & 2.4; Reading—4: Benchmark 6.2 Make inferences and draw conclusions about setting and plot based on evidence. <p>This means that I can make a guess based on facts or details, and explain why the guess was right or wrong.</p>	1 ☹ 2 ☺ 3 ☺	1 ☹ 2 ☺ 3 ☺	1 ☹ 2 ☺ 3 ☺
THEME/LESSON/MAIN IDEA Reading—3: Benchmark 3; Reading—4: Benchmark 3 Describe and explain a theme, lesson learned, main idea, or topic based on evidence. <p>This means that I can recognize the author's message about life or the main idea and describe the facts or details from the passage that support it.</p>	1 ☹ 2 ☺ 3 ☺	1 ☹ 2 ☺ 3 ☺	1 ☹ 2 ☺ 3 ☺

- 1 Before taking the Interim Benchmark Assessment:** On a copy of the Student “I Can” Worksheet (see example above), each student will record his or her level of confidence in his or her mastery of the assessed learning targets.

Students Using Assessment Data – Student “I Can” Checklists

An example of a Student Checklist is shown below:

Grade 5 Student Checklists																				
Name: _____																				
Assessment: Reading 5 Interim Benchmark Assessments 2009-2010																				
After you take the test, mark the questions you answered correctly. Review the questions you missed. Mark whether you made a simple mistake or need more study.																				
Reading 5 Benchmark 1																				
Question #	5	9	11	16	17	18	19	20	2	6	12	13	1	7	10	14	3	4	8	15
	Word Analysis								Inference				Theme/Lesson/ Main Idea				Predictions			
Right																				
Simple Mistake																				
More Study																				
Reading 5 Benchmark 2																				
Question #	3	7	8	11	17	18	19	20	6	12	13	15	2	5	10	16	1	4	9	14
	Word Analysis								Inference				Theme/Lesson/ Main Idea				Figurative Language			
Right																				
Simple Mistake																				
More Study																				
Reading 5 Benchmark 3																				
Question #	4	8	11	12	17	18	19	20	2	5	10	15	3	7	9	14	1	6	13	16
	Word Analysis								Inference				Theme/Lesson/ Main Idea				Tone/Mood			
Right																				
Simple Mistake																				
More Study																				

- 2 **After** taking the Interim Benchmark Assessment: Each student will be provided an Edusoft Performance Band Report (see example next page). In the **Question Group Performance** area of the **Edusoft Performance Band Report**, students will mark or highlight skill areas where *support is needed*.
- 3 In the **Item Analysis** area of the **Edusoft Performance Band Report**, students will identify highlighted (missed) questions and review those questions in their test booklets.
- 4 In the Student Checklist (see example above), students will mark if they made *simple mistakes* or *need more study* for each question they missed.

Interim BMA Report Recommendations – Student “I Can” Statements

After copying an “I Can” Checklist for each student, the teacher will generate and print an **Edusoft Performance Band Report** for each student which provides a *question group* and *item* analysis. Students may use the data to help identify their own skill areas of strength and weakness and to set learning goals. An example of an **Edusoft Performance Band Report** for an individual student is shown below:

Question Group Performance:

Question Group	Avg Score:	Band:	Need Support	More Study	Knowledgeable
Word Analysis	6/8 (75%)	More Study (4.00-6.99)			
Inference	3/4 (75%)	More Study (2.00-3.99)			
Theme	1/4 (25%)	Need Support (0.00-1.99)			
Prediction	3/4 (75%)	More Study (2.00-3.99)			
Constructed Response	2/3 (67%)	More Study (2.00-2.99)			

This chart shows skill areas of strength and weakness.

Question Groups:
 Word Analysis: *Multiple Choice: 5, 9, 11, 16, 17, 18, 19, 20*
 Inference: *Multiple Choice: 2, 6, 12, 13*
 Theme: *Multiple Choice: 1, 7, 10, 14*
 Prediction: *Multiple Choice: 3, 4, 8, 15*
 Constructed Response: *Constructed Response: 21*

Questions the student missed are highlighted. Students will review the questions they missed and determine if they made *simple mistakes* or *need to study the skill more* (see *Student Checklists*).

Item Analysis:

Multiple Choice

Question #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Points Received	0	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	1	1
Points Possible	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Student Answer	C	C	C	A	D	D	D	D	D	C	B	B	C	A	A	D	D	D	C	D
Correct Answer	D	D	C	A	D	D	A	D	D	A	B	B	C	A	B	D	B	A	C	D

Constructed Response

Question #	21
Points Received	2
Points Possible	3

Note: The *Power of Assessment video* and accompanying guide is an additional resource for understanding how to use Student “I Can” Checklists. The video shows a teacher using the Student “I Can” Checklist and an interim benchmark assessment as instructional tools. This resource can be found on the [Benchmark Assessments webpage](#).

Running Interim BMA Performance Band Report – Question Group

Quick Review Guide—Edusoft Library (modified by WCSD)

How to Run Edusoft Interim BMA Performance Band Report (Steps):

- 1 Log on at www.Edusoft.com.
- 2 Click the **Benchmark Exams** tab
- 3 Click the **Reports** button
- 4 Click the **Performance Band Reports** icon or link
- 5 Choose folders on left:

Note: Edusoft will automatically open to the last folder that you selected the last time you logged in.

- 📁 Click on **2009-2010 School Year**
- 📁 Click on **(Current) Grade Level**
 - 📁 Scroll down to **District Benchmarks**
- 📁 Click on **ELA**

- 6 Choose the assessment on right (i.e., **Part 1**, **Part 2**, or **Part 3**) and click **Continue**

The **General report options** page appears as shown below

General report options:

Create one report for: **Each Student**

Show scores for each (please select one):

Standard
 Question Group

Choose how to display scores:

Show the number of students in each band
 Show the average score for each category

Item analysis:

Include item analysis
 Highlight the bottom **20%** of questions

#	AV	PP	IR	CA
1	0.46	1	d	a
2	0.77	1	a	d
3	0.69	1	d	c

Note: Report options default to Show the average score for each category.

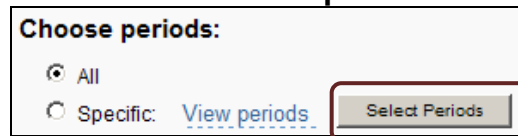
Continue

Running Interim BMA Performance Band Report – Question Group

Quick Review Guide—Edusoft Library (modified by WCSD)

- 7 In the drop down menu, choose to *Create one report for: Each Student*
- 8 Put a check mark in the box to *Show scores for each Question Group*
- 9 In the **Item Analysis** area, put check marks in the boxes next to **Include item analysis** and **Highlight the bottom 20% of questions** and click **Continue**

The **Choose School Groups/Schools/Periods** page appears



Choose periods:

All

Specific: [View periods](#)

- 10 (Optional) In the **Choose Periods** area, *select classes/periods*
- 11 Click **Run Report Now** (The report appears)
- 12 Click on the print icon and choose the right printer
- 13 Print a copy for each student. Use the **Question Group Performance** area to identify skills areas of strength and weakness. Use the **Item Analysis** chart to identify questions for review.

Interim BMA Report Recommendations – Standard Analysis

After the answer sheets are scanned, the teacher will generate an **Edusoft Class List report** which provides a *Standard analysis* showing a broad view of student performance in the three overarching grade-level standards (i.e., standards 1.0 Word Analysis, 3.0 Literary Text, and 4.0 Informational Text). An example of an **Edusoft Class List report** with a *standard analysis* is shown below:

		Overarching standards are listed in this area.			
Student	Overall Performance	Grade 4: Content Standard 1.0 (Section 1 - Multiple Choice: 1, 8, 14, 16, 17, 18, 19, 20) (8 pts. possible)	Grade 4: Content Standard 3.0 (Section 1 - Multiple Choice: 10, 11, 12, 13, 15) (5 pts. possible)	Grade 4: Content Standard 4.0 (Section 1 - Multiple Choice: 2, 3, 4, 5, 6, 7, 9 Constructed Response: 21) (10 pts. possible)	
Ashley	Need Support 6(26.09%)	Need Support 3(37.50%)	Need Support 1(20.00%)	Need Support 2(20.00%)	
Caleb	More Study 13(56.52%)	More Study 6(75.00%)	More Study 3(60.00%)	Need Support 4(40.00%)	
Doyle	Need Support 11(47.83%)	More Study 4(50.00%)	Need Support 2(40.00%)	More Study 5(50.00%)	
Duncan	Knowledgeable 18(78.26%)	More Study 6(75.00%)	Knowledgeable 4(80.00%)	Knowledgeable 8(80.00%)	
Dwight	Knowledgeable 19(82.61%)	Knowledgeable 7(87.50%)	Knowledgeable 5(100.00%)	More Study 7(70.00%)	
Jocelyne	More Study 12(52.17%)	Knowledgeable 7(87.50%)	Need Support 2(40.00%)	Need Support 3(30.00%)	
Kenedy	Knowledgeable 18(78.26%)	Knowledgeable 7(87.50%)	More Study 3(60.00%)	Knowledgeable 8(80.00%)	
Samuel	More Study 15(65.22%)	More Study 6(75.00%)	Need Support 2(40.00%)	More Study 7(70.00%)	
Sean	Need Support 6(26.09%)	More Study 4(50.00%)	Need Support 1(20.00%)	Need Support 1(10.00%)	
Taylor	Need Support 9(39.13%)	More Study 5(62.50%)	More Study 3(60.00%)	Need Support 1(10.00%)	

Note that the number of questions varies in each overarching standard on any given Reading Interim Benchmark Assessment report. One content standard may be more heavily weighted than another. Always use additional information sources when using these data to make decisions.

Running Interim BMA Class List Reports – Standard Analysis

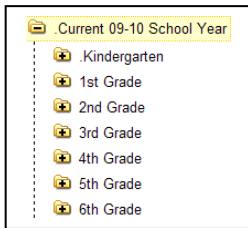
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- 4 Click the **Class List Reports** icon or link
- 5 Choose folders on left:

Note: Edusoft will automatically open to the last folder that you selected the last time you logged in.

- *Previous year's data*
 - Click on **2008-2009 School Year**
 - Click on **District Benchmark Assessments**
 - Scroll down to **(Previous) Grade Level**
 - Click on **ELA**
 - *Current year's data*
 - Click on **2009-2010 School Year**
 - Click on **(Current) Grade Level**
 - Scroll down to **District Benchmarks**
 - Click on **ELA**
- 6 Choose the assessment on right (i.e., **Part 1**, **Part 2**, or **Part 3**) and click **Continue**



The **General report options** page appears as shown below

General report options:

Create one report for ←

Sort the report by

In addition to overall scores, show scores for each:

Standard ←

Question Group

Show these score types on the report:

Performance Band

Percent Score

Raw Score

Note: Report options default to show scores for each **Standard**.

Choose highlighting:

None

Specific Bands

Color Coded

Administrators and Middle School Teachers: Select **Each Period** to show each class/period on a separate report page.

General report options:

Create one report for

Sort the report by

Cancel

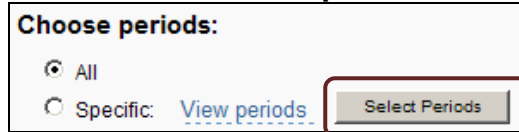
Continue ▶

Running INTERIM BMA Class List Reports – *Standard Analysis*

Quick Review Guide—Edusoft Library (modified by WCSD)

7 Click **Color Coded** and **Continue**

The **Choose School Groups/Schools/Periods** page appears



Choose periods:

All

Specific: [View periods.](#)

8 (Optional) In the **Choose Periods** area, **select classes/periods**

9 Click **Run Report Now** (The report appears)

10 Click on the print icon and choose the right printer

11 Print a copy for your PLC meeting. Use the **Group Average** row to identify standards for whole-class focus. Use the individual student data and, if desired, the Classroom at a Glance (CAAG) worksheet on page 19 of this guide to plan differentiated instruction.

Classroom at a Glance (CAAG) Worksheet – Standard Analysis

Use with Edusoft Class List Reports

Applications: (See CAAG General Instructions in the [Benchmark Assessments webpage](#))

- Class strengths and weaknesses by skill (multiple classes)
- Small group differentiated instruction and flexible grouping
- Frequency table of class needs by skill (single class)

Classroom at a Glance WCSD ELA Interim Benchmark Assessment Part ____			
	Need Support	More Study	Knowledgeable
Nevada Content Standard 1.0 <i>Word Analysis</i>			
Nevada Content Standard 3.0 <i>Literary Text</i>			
Nevada Content Standard 4.0 <i>Informational Text</i>			