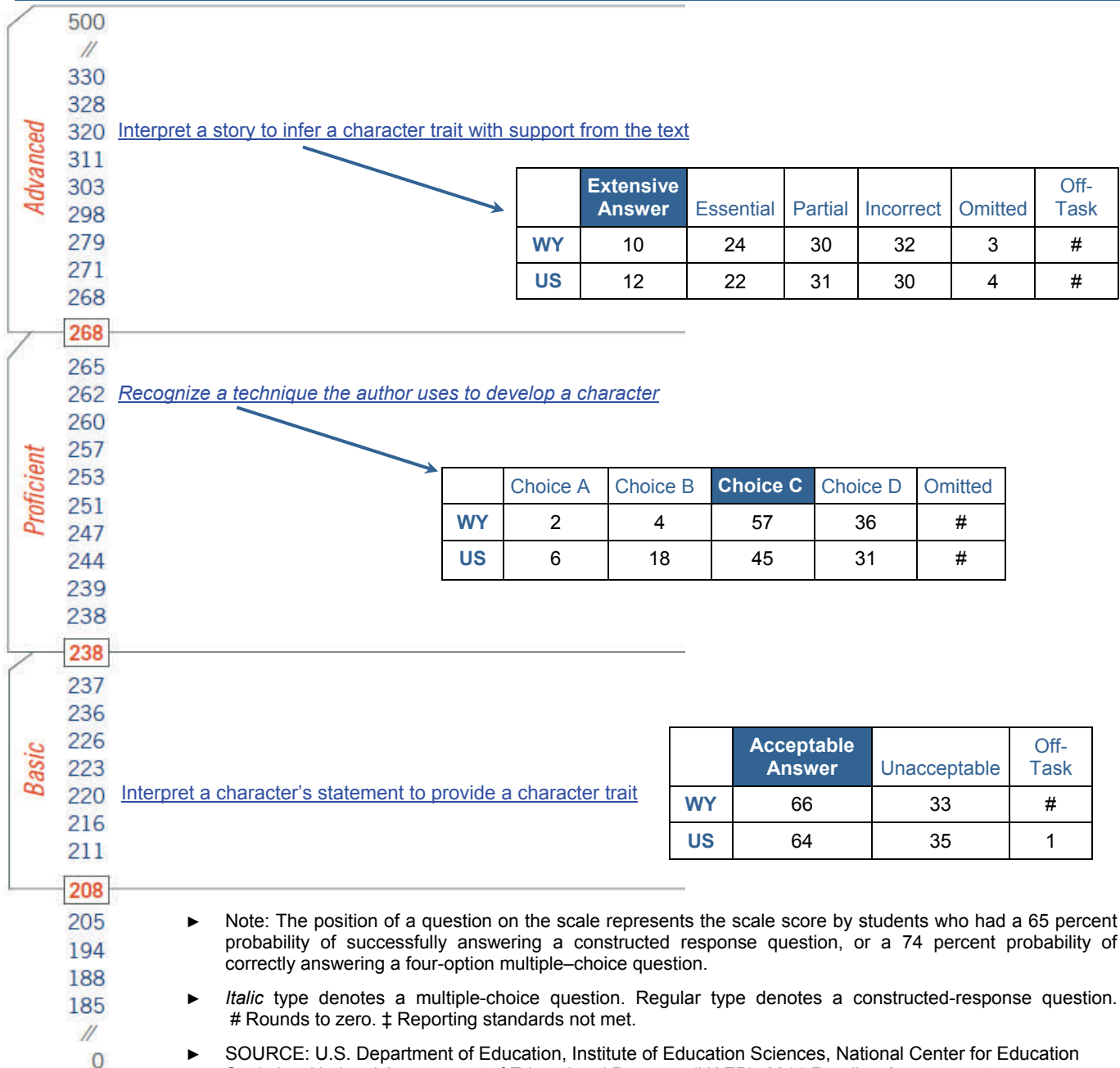


## Grade 4 Report

### Item Map and Performance Snapshot

The National Assessment of Educational Progress (NAEP) uses both multiple choice and constructed-response test items to assess fourth graders' skills in two reading areas: Literary Texts and Informational Texts. Scale scores range from 0 to 500, wherein a 208 denotes NAEP's *Basic* achievement benchmark (i.e., approximately a "grade level" performance); 238 reflects *Proficient* results or competency on challenging material, and 268 is considered to be *Advanced*.

### Wyoming and the Nation — Performance on Test Items

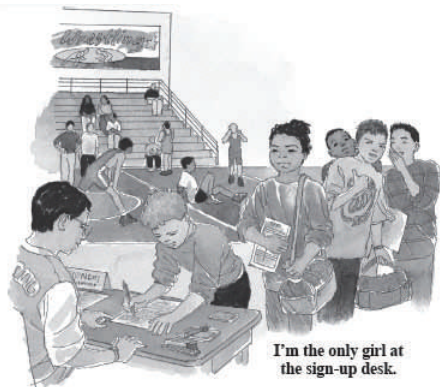


Released Test Item Snapshot

The National Assessment of Educational Progress (NAEP) uses both multiple choice and constructed-response test items to assess fourth graders' skills in two reading areas: Literary Texts and Informational Texts. Scale scores range from 0 to 500, wherein a 208 denotes NAEP's *Basic* achievement benchmark (i.e., approximately a "grade level" performance); 238 reflects *Proficient* results or competency on challenging material, and 268 is considered to be *Advanced*.

Reading Passage: Tough as Daisy

This reading passage was employed to measure students' reading comprehension; the story "Tough as Daisy" is about a young girl who has moved to a new school and must prove that she is a good enough wrestler to be on the wrestling team. Student responses to the passage included short answer, extended constructed-response, and multiple-choice questions.



Tough as Daisy

by David M. Simon

The sign on the YMCA door says *Wrestling Tournament Today*.

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

I was raised around wrestling. My older brothers wrestle for the high-school team. My dad wrestled in college. So it was natural for me to want to wrestle. Except for one thing.

I'm a girl. I even have a girly name—Daisy.

My dad always says, "Pound for pound, no one's as tough as Daisy."

I see my family in the stands. I wave to them and smile, but I'm nervous.

Lots of boys are already on the mats, loosening up. I'm the only girl at the sign-up desk. Some of the boys point at me and laugh. We'll see about that.

Back in Ohio, people got used to seeing me wrestle. I kept showing up. I kept winning. They stopped pointing and started cheering.

Then we moved to California. Now I'm weird again.

The man says, "Name?"

"Daisy McGill."

"Have you wrestled before, honey?"

He didn't call any of the boys *honey*. "Yes, sir," I answer through clenched teeth. I hand him my registration form.

"OK," he says. "Climb on the scale." I weigh 70 pounds. He writes a number on the back of my hand. I head to the girls' locker room to change.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

First match. The kid looks strong. That's OK. Boys with muscles always underestimate me.

I snap the chin strap on my headgear. The ref calls us to the middle of the mat. We shake hands. The kid says, "I can't believe I have to wrestle a girl."

The whistle blows, and I hit him fast with a fireman's carry. He's on his back in three seconds. The ref's hand slaps the mat. Pinned. One match down.

The kid refuses to shake my hand. The ref raises my right arm. He tells me, "Beautiful takedown!"

There's a lot of whispering going on. I hear someone say, "Man, she pinned him fast. No girl is going to beat me."

My family cheers wildly. I feel good. It always takes one match for the butterflies in my stomach to settle.

They call my number for the next match.

People crowd around the mat to get a look at Bizarro Wrestler Girl. Sounds like a good name for a superhero!

This kid is tall and thin. He looks serious about winning.

The whistle blows. I shoot for his leg. He kicks back and snaps my head down. He spins around behind me and takes me down. Good. I love a challenge.

Final period of this match, and I'm down three to nothing. Time to make my move.

I escape for one point, then shoot a quick takedown. All tied up. Thirty seconds to go. He raises one leg and I take a chance. I reach around his head and knee. My hands close tight. I roll him onto his back.

The whistle blows. The ref holds up two fingers. I win by two points. Two matches down.

At least this kid shakes my hand. Some of the people watching even clap for me.

I'm in the finals for my weight class.

My brothers rub my arms and joke around with me. Dad says, "Just do your best, honey." It's OK when *he* calls me *honey*.

I head for the mat. The next kid I'm wrestling pinned both of his opponents. There's a huge crowd watching us. I can't tell if they want me to win or lose.

Doesn't matter to me.

We shake hands. "You're pretty good," he says. "Good luck."

"You, too," I say.

The whistle blows. He shoots, and I'm on my knees before I can blink. Wow, he's fast. I feel my heart hammering in my chest. Easy, Daisy.

I spin away. Escape. He misses an arm-drag, and I catch him flat-footed. Takedown.

After two periods we're all tied up.

We're both gulping for breath as the last period starts. My brothers are screaming, but they sound far away. The kid shoots for my legs. I flatten out. He has one leg hooked. I force my forearm across his face like a wedge. We're locked up tight.

I can see the clock ticking down. With ten seconds left, his arms relax. Just what I was waiting for. I push down and spin behind him for the win. Yes!

I hear cheering and realize it's for me. The kid says, "Nice match. But next time, I'm going to win." He just might.

My dad wraps my sweaty body in a big bear hug. He says, "Pound for pound, no one's as tough as Daisy."

I guess today he's right.

Released Test Item Snapshot

The National Assessment of Educational Progress (NAEP) uses both multiple choice and constructed-response test items to assess fourth graders' skills in two reading areas: Literary Texts and Informational Texts. Scale scores range from 0 to 500, wherein a 208 denotes NAEP's *Basic* achievement benchmark (i.e., approximately a "grade level" performance); 238 reflects *Proficient* results or competency on challenging material, and 268 is considered to be *Advanced*.

Interpret a story to infer a character trait with support from the text

This test item measures fourth-graders' performance in integrating and interpreting information across the [Tough as Daisy](#) story and infer additional traits of the main character from things she says or does.

In the story, Daisy's father describes her as "tough." What are two other ways to describe Daisy's character? Support your answer with information from the story.

Extensive:

I think she is persis tant because even though everybody thinks that she can't wrestle, Daisy still went and wrestled. I also think she is encouraging because during the last match when the boy says "your good" she replys: "You too."

Essential:

Daisy was strongminded. I think that because when boys made fun of her, she didn't care. She had an open mind about things.

Student responses to this question were rated using four scoring levels—Extensive, Essential, Partial, and Unsatisfactory/Incorrect.

Scoring criteria for Extensive, Essential, and Partial responses are shown below:

Interpret a story to infer a character trait with support from the text:  
Scoring guide

<b>Extensive</b>	Provides descriptions of two aspects of Daisy's character and supported each with information from the story.
<b>Essential</b>	Provides a description of one aspect of Daisy's character and supported it with information from the story.
<b>Partial</b>	Provided a text-based generalization about Daisy's character but did not support it with information from the story.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Released Test Item Snapshot

The National Assessment of Educational Progress (NAEP) uses both multiple choice and constructed-response test items to assess fourth graders' skills in two reading areas: Literary Texts and Informational Texts. Scale scores range from 0 to 500, wherein a 208 denotes NAEP's *Basic* achievement benchmark (i.e., approximately a "grade level" performance); 238 reflects *Proficient* results or competency on challenging material, and 268 is considered to be *Advanced*.

Recognize a technique the author uses to develop a character

This short answer test item measures fourth-graders' performance in interpreting a specific part of literary text in the [Tough as Daisy](#) story to explain what it shows about the main character.

At the beginning of the story, when some of the boys point and laugh at Daisy, she thinks, "We'll see about that." What does this tell you about Daisy?

*What this tells me about Daisy is she is confident and strong. She never gives up. She never thinks she is bad at anything.*

Student responses to this question were rated using two scoring levels—Acceptable and Unacceptable.

Scoring criteria for Acceptable and Unacceptable responses are shown to the right:

Interpret a character's to provide a character trait : Scoring guide	
<b>Acceptable</b>	Provides descriptions a character trait that is suggested by the quoted text.
<b>Unacceptable</b>	Provides story information that is not a character trait suggested by the quoted phrase, or response provides other irrelevant story details.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

Released Test Item Snapshot

The National Assessment of Educational Progress (NAEP) uses both multiple choice and constructed-response test items to assess fourth graders' skills in two reading areas: Literary Texts and Informational Texts. Scale scores range from 0 to 500, wherein a 208 denotes NAEP's *Basic* achievement benchmark (i.e., approximately a "grade level" performance); 238 reflects *Proficient* results or competency on challenging material, and 268 is considered to be *Advanced*.

Interpret a character's statement to provide a character trait

This test item measures fourth-graders' ability to recognize the main technique the author of the [Tough as Daisy](#) story uses to portray the main character in the story.

What is the main way the author shows us how Daisy feels?

- (A) He uses pictures to tell her story.
- (B) He tells what other people say about her.
- (C) He tells what she is thinking.
- (D) He describes the way she wrestles.

	Choice A	Choice B	Choice C	Choice D	Omitted
WY	2	4	57	36	#
US	6	18	45	31	#

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.