OSSE
DC Office of the
State Superintendent
of Education

Reading Grade 4

The DC-CAS is a standards-based assessment. Based on performance, each student is classified as performing at one of four performance levels: advanced, proficient, basic, or below basic. The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student is able to demonstrate at each performance level.

Below Basic
Students are able to use vocabulary skills, such as determining the meaning of multiple-meaning words (e.g., sentence, wind) in text. Students are able to read some fourth grade informational and literary texts and can make a minimal comparison of two ideas, identify cause/effect relationships, locate details, draw simple conclusions, connect some prior knowledge to text, and identify characters' feelings, key events, and a simple summary of a narrative.

Basic
Students are able to use vocabulary skills, such as using context clues to determine meanings of words. Students are able to read some fourth grade informational and literary texts and can identify the purpose and main points and summarize them with supporting details, distinguish fact from opinion, identify common topics of poems or stories, explain the influence of setting in a story, use text details to describe characters' traits and relationships, explain cause/effect, and determine lessons in literary text.

Proficient
Students are able to use vocabulary skills, such as using word roots, affixes, and etymology to determine meanings of words. Students are able to read fourth grade informational and literary texts and can paraphrase information, use prior knowledge to aid interpretation, connect information to real life situations, make and support comparisons of ideas, explain how characters influence events, explain the effect of a poem's structure, interpret authors' statements, determine theme and compare moral lessons, make distinctions among genre types, and make inferences about authors' lives and purposes based on text, characters, and events.

Advanced
Students are able to use vocabulary skills, such as using affixes to alter meanings of words, using context to determine meanings of root words, interpreting figurative language, and determining synonyms of multiple-meaning words. Students are able to read fourth grade informational and literary texts and can draw conclusions about implied similarities, explain implied causes and their effects, explain narrative text elements, interpret morals and relate them to real life situations, interpret figurative language, interpret poetic lines, apply understanding of genre types to make distinctions among them, explain effects of sensory details, and recognize the similarities of sounds in words and rhythmic patterns in poems.

Mathematics Grade 4

The DC-CAS is a standards-based assessment. Based on performance, each student is classified as performing at one of four performance levels: advanced, proficient, basic, or below basic. The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student is able to demonstrate at each performance level.

Below Basic
Students may be able to perform computations with whole numbers, and fractions, perform appropriate numeric operations, not always in correct sequence, and partially solve real world problems; may be able to identify simple patterns; may be able to identify different types of angles; use scale drawings to represent data and use tools to determine measurements.

Basic
Students perform computations with whole numbers and fractions, perform appropriate numeric operations in correct sequence, and use strategies to solve real world problems; identify and extend simple patterns, evaluate simple expressions; identify and measure different types of angles; use scale drawings to represent data and solve measurement problems in one or two dimensions for which the solution is easily recognized and straight forward.

Proficient
Students perform computations with whole numbers and fractions, and decimals (involving money), perform operations on numbers in correct sequence, and create and use simple expressions to solve real world problems; identify and extend patterns, and solve simple one-step equations; use properties of lines, triangles, and rectangles to identify and determine angles in figures not drawn to scale; and use scale drawings and histograms to represent data and solve simple measurement problems.

Advanced
Students perform computations with whole numbers, fractions, and decimals (involving money), and perform operations on numbers and parenthetical expressions in correct sequence, and create and use simple expressions to model real world problems; identify and extend patterns, and solve one-step equations; use ordered pairs of numbers to graph, locate and identify points and describe a location on a grid; compute elapsed time; carry out simple conversions within a system of measurement; compare and analyze features of two and three-dimensional shapes; and list and count the number of possible combinations of objects from a given set.

Composition Grade 4

The DC-CAS is a standards-based assessment. Based on performance, each student is classified as performing at one of four performance levels: advanced, proficient, basic, or below basic. The descriptions below provide a brief summary of typical performance for each level. The skills identified in each descriptor represent, but are not all-inclusive of, the skills a student is able to demonstrate at each performance level.

Below Basic

Students at the **Below Basic** level may attempt to respond to a prompt that directs them to plan and compose a narrative. The Below Basic student's response typically makes some connection to the topic given in the prompt; includes a few details, but these details may be weak, limited, or repetitive; has limited, if any, organization or sequencing of ideas; shows little, if any, awareness of audience; has many errors in sentence structure (e.g., run-ons, fragments), grammar, usage, and mechanics, relative to the length of the response, that significantly impede readers' understanding.

Basic

Students at the **Basic** level are able to respond in a limited way to a prompt that directs them to plan and compose a narrative. The Basic student's response typically develops the story with rudimentary, basic, or limited details; shows some attempt by the writer to organize details in sequence, although the weak organization of details may interfere with readers' understanding; demonstrates a limited attention to audience and uses simplistic language; has multiple errors in sentence structure (e.g., run-ons, fragments), grammar, usage, and mechanics, relative to the length of the response, that impede readers' understanding.

Proficient

Students at the **Proficient** level are able to respond moderately well to a prompt that directs them to plan and compose a narrative. The Proficient student's response typically develops the topic adequately through logical organization of relevant details; uses some variety in language, which is mostly clear and appropriate; demonstrates mostly clear and correct use of grade-level sentence structure, grammar, and usage skills; has few mechanical errors (e.g., spelling, capitalization), relative to the length of the story, that interfere with the communication of ideas.

Advanced

Students at the **Advanced** level are able to respond effectively to a prompt that directs them to plan and compose a narrative. The Advanced student's response typically develops the topic fully and completely through logical and sometimes subtle organization of details; demonstrates the writer's control of ideas throughout; uses clear, descriptive language appropriately and effectively, which enhances the story's development; demonstrates the writer's control of grade-level sentence structure, grammar, and usage skills; has no mechanical errors (e.g., spelling, capitalization) that interfere with the communication of ideas.