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WCPSS Assessment Item Bank Summary Report May 2009

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ABSTRACT

The Wake County Public Schools' (WCPSS) Assessment Item Bank was surveyed to determine the current number of items and to help in developing future plans for the system. First, the Department of Public Instruction's (DPI) goals and objectives were compared to those listed in the WCPSS Assessment Item Bank. The number of items present in the WCPSS Assessment Item Bank was determined for each subject area, by grade and objective. The number of items in the WCPSS Assessment Item Bank was then compared to the state assessment numbers for each objective. This information was used to help determine the areas of need for future efforts to further expand the WCPSS Assessment Item Bank.

BACKGROUND INFORMATION

The Beginning Phases

The current item bank in use in Wake County Public Schools (WCPSS) for periodic district-wide assessments in grades 3-12 (often referred to as "Blue Diamond") has its origins in an initiative called Project Achieve. Project Achieve was piloted in six elementary schools and two middle schools beginning in the 2001-02 school year to help schools reach the 2008 WCPSS board goal of having 95% of students in grades 3 through 12 at or above grade level as measured by the state of North Carolina End-of-Grade (EOG) or End-of-Course (EOC) tests (Baenen, Carpenter, & Dudley, 2006).

This instructional initiative is based on quality management principles and processes as applied in Brazosport, Texas. WCPSS tailored the approach to meet local needs and the North Carolina *Standard Course of Study*. The eight basic steps of the model (based on Baldrige approaches and quality tools) represent a cyclical instructional process.

1. *Disaggregating test scores* to identify weak and strong areas of performance
2. *Developing a pacing calendar* for instruction
3. *Delivering instructional focus lessons* (designed to last 15-20 minutes)
4. *Assessing student mastery* of the focus lessons through mini-assessments

5. *Refocusing instruction* for students in areas of nonmastery
6. *Enriching instruction* for students in areas of mastery
7. *Maintaining and re-teaching throughout the year* to ensure continued mastery
8. *Continuously monitoring the process*

(Baenen et al., 2006)

The Curriculum and Instruction Department developed math and reading pacing guideline calendars and focus lessons used in the targeted schools, each set of lessons centered on one to four objectives from the North Carolina *Standard Course of Study* (NCSCS). Grades 3 through 8 classroom teachers in these schools presented the 15 to 20 minute daily lessons. The Evaluation and Research Department produced short 4 to 16 item assessment tools used to measure student mastery of the objectives tied to the lessons. Targeted grade levels completed 21 to 23 reading assessments and 23 to 26 math assessments. A typical assessment in reading consisted of a reading passage followed by eight comprehension, metacognitive, and/or analysis types of questions. A typical math assessment consisted of about 10 items requiring calculations and/or problem-solving skills. Individual schools participating in Project Achieve scanned student answer sheets following each assessment and produced reports of assessment results. Reports produced by each school gave assessment results per objective for each class and grade level as well as for individual students. Schools used these data to identify students requiring remedial or enrichment instruction and activities. Teachers then regrouped students for either remedial or enrichment activities centered on needs (Reichstetter, 2002).

The Emergence of the WCPSS Assessment Item Bank

The time and steps required to produce assessment reports with the software was a concern. In addition, reporting options were limited. To improve the way that WCPSS built and deployed local assessments, a more robust, web-enabled product was requested. In 2003, the WCPSS Assessment Item Bank was created and used to house items and create tests, while scoring and reporting the results was still being performed with additional software.

In 2004-05, the WCPSS Assessment Item Bank was piloted in Project Achieve Middle Schools for scoring and reporting. It was then expanded for use in all WCPSS schools as the method to distribute and analyze the results for the periodic districtwide assessments. The WCPSS Assessment Item Bank is implemented as a framework for North Carolina *Standard Course of Study* curriculum-based assessment generation, administration, and evaluation. In addition to items being written for use on systemwide assessments, teachers can enter their own items and create assessments using the WCPSS Assessment Item Bank; however, the items submitted locally are restricted to use at that specific school and cannot be accessed by teachers outside of the school where they were developed.

The WCPSS Assessment Item Bank is used to collect and score student responses and generate reports that provide data at various levels, such as objective mastery, student progress, and an analysis of each item by showing how students performed and which answer choices were chosen most often.

CURRENT DEVELOPMENT

In the Spring of 2009, the number of items in the WCPSS Assessment Item Bank was compiled to determine how many items were currently in the system by subject area, grade level, and objective. The subject areas in the system include Reading, Mathematics, Science, Social Studies, Healthful Living, and Foreign Languages. The grade levels varied depending upon the subject area, but ranged from grade 3 to high school. Once items were separated into subject area and grade level, they were further disaggregated into the number of items per objective in an effort to determine the areas of need for future item development. The number of items by subject area, grade level, and objective can be seen in Appendix A. Since items can be added and removed on a regular basis, the number of items in this report is reflective of the system for March 2009.

While reviewing the items at the objective level, a content analysis was conducted with the primary purpose of comparing the DPI goals and objectives to those listed in the WCPSS Assessment Item Bank. The results of the analysis indicated that in some cases differences were noted. For example, there were several instances in the WCPSS Assessment Item Bank where objectives were broken down further to list more detailed skills that were applicable to that particular objective. The comparison of objectives as well as the noted differences are also listed in Appendix A. This analysis provides educational professionals with evidence that assessment items in the WCPSS Assessment Item Bank have a strong correlation to the requirements of *Standard Course of Study* as outlined by the North Carolina Department of Instruction.

Finally, the number of items for each subject area by goal was compared to the percentage of items at each goal as assessed on the state's EOG and EOC tests for those subjects and grades that are tested. The percentage as assessed at the state level can be seen as part of Appendix A, while the comparisons can be viewed in Appendix B.

RECOMMENDATIONS

WCPSS Board of Education Policy 5100.4 states that "Teachers will conduct frequent analysis of student learning on the curriculum objectives through formative and summative assessments. Analysis of assessment outcomes should be used to inform instruction."¹ The WCPSS Assessment Item Bank is a key cog in the implementation of this policy. As a result of the content analysis of the Item Bank, which included evaluating the number of items in the WCPSS Assessment Item Bank and comparing them to the Department of Public Instruction's *Standard Course of Study* and EOG/EOC state assessments, the following suggestions are made in an effort to further improve the system and support WCPSS Board Policy 5100.4:

1. ***Expand the item bank by continuing to developing new items:*** Since the current system focuses primarily on those subjects and grade levels that are assessed at the state level, it would be beneficial to expand the number of items in the WCPSS Assessment Item Bank. New development should focus on the areas and objectives that currently show gaps between the state assessment expectations and what is available for use in the WCPSS Assessment

¹ Taken from <http://www.wcpss.net/policy-files/series/policies/5100-bp.html> on May 13 2009

Item Bank and also those objectives that currently lack items. Item development is currently ongoing, and it should be continued and expanded wherever possible.

2. ***Enhance the current item development review process:*** The current item development review process has been improved by creating and adopting a systematic process that will ensure valid and reliable test items are included in the WCPSS Assessment Item Bank. The new process, which can be seen in Appendix C, will become effective as of July 1, 2009.
3. ***Provide regular quality control checks of items in the system:*** An analysis should be conducted of the items currently in the system based on how they performed when administered to students. The analysis would provide data on strong and/or weak items in an effort to determine if any items need to be revised because they are unclear, poorly written, not appropriate for the content tested, etc. The revision of any items should be done prior to administering the item to students the following year.
4. ***Code items with a thinking skill:*** Currently, many of the items in the WCPSS Assessment Item Bank lack a thinking skill label to indicate the type of cognitive process students must engage in order to get the correct answer. A review of all the items should be done to ensure all items are coded with the appropriate thinking skill.
5. ***Create an adaptation of the scoring protocols:*** Since some objectives in the North Carolina *Standard Course of Study* are difficult to measure with a multiple-choice test, an adaptation of the scoring protocols should be pursued so that open-ended items as well as tasks that require a rubric could also be scored and analyzed through the WCPSS Assessment Item Bank and its accompanying reporting software.
6. ***Develop alternative item formats for LEP and SWD students where necessary:*** Items should be reviewed to ensure that they are accessible to students of all abilities. Therefore it may be necessary that alternate item formats be established.
7. ***Sequestering of selected items for system-wide benchmarks:*** As the system is currently implemented, Central Services staff guides the creation of the assessments that are then used at the school level. Schools may enter items to create additional assessments that can be scored by the WCPSS Assessment Item Bank; however, these assessments remain accessible to only those at the specific school.

As additional items are developed and the pool of items grows, the WCPSS Assessment Item Bank might better serve educators if it was retooled to serve both formative and benchmark assessment purposes. For purposes of this discussion, *formative assessment* is defined as a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve intended instructional outcomes. The purpose of formative assessment is to assist teachers in identifying where necessary adjustments to instruction are needed to help students achieve the intended instructional outcomes (NCDPI, 2008). *Benchmark assessments* are given to students periodically throughout the year or course to determine how much learning has taken place up to a particular point in time and to track progress toward meeting curriculum goals and objectives (NCDPI, 2008).

One way to accomplish this would be to create three separate item pools within the bank, as follows:

- ▶ The first item pool would be those items used on system-wide benchmark assessments that each school administers a few times per year on a schedule. These items would need to be sequestered to keep them secure.
- ▶ The second item pool would include additional items that are made available to teachers for use to create their own assessments based on the targeted goals and objectives. Teachers could pull from these items and use them for formative purposes between the benchmark assessments or as post-assessments to measure the effects of re-teaching or enrichment.
- ▶ The third item pool would consist of items and assessments written by teachers. These items could then be readily available for use by all schools in the system as opposed to restricting them to the school where they were originally developed. In addition, these items would be reviewed and edited by Central Services staff, who would validate whether or not they meet the guidelines for item development and adding them to the first and second item pools in an effort to continue their expansion.

Expanding and sequestering items in the WCPSS Assessment Item Bank would enable WCPSS to develop systemwide benchmarks as well as items that might be used for formative assessment purposes.

8. ***Maintain and expand the availability of text passages:*** Since many test items in the bank are linked to text passages, it is important to develop and maintain a system for building a library of passages, some of which will inevitably come from copyrighted literature. Keeping these copyrights up to date is essential to maintain the integrity of the item bank. Currently, a Microsoft Office Access database is kept with all the pertinent information regarding existing copyrights; however, the passages are stored in the WCPSS Assessment Item Bank. It would be more efficient if the copyright information could be linked to the record in the WCPSS Assessment Item Bank so that there is more awareness of the expiration dates and the copyright can be maintained properly. In addition, due to the expense of obtaining and maintaining copyright agreements for text passages, WCPSS should pursue other methods of obtaining text passages, including the use of more public domain texts as well as contracting for the writing of fiction passages that WCPSS would then own.

REFERENCES

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Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 5-10%		The learner will apply enabling strategies and skills to read and write.	
1.01	Applies phonics and structural analysis to decode words (roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	8*
1.02	Applies meanings of common prefixes and suffixes to decode words in text to assist comprehension.	Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.	4*
1.03	Integrates prior experiences and all sources of information in the text (graphophonic, semantic, syntactic) when reading orally and silently.	Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.	10
<i>1.031</i>	Uses context clues to discern the meanings of unfamiliar vocabulary	Not listed by DPI as an objective	6
1.04	Increases sight vocabulary, reading vocabulary, and writing vocabulary.	Increases sight vocabulary, reading vocabulary, and writing vocabulary (through wide reading, word study, listening, discussion, book talks, book clubs, seminars, viewing, role play, studying author's craft).	0
1.05	See sub-objective: ▪ 1.053	Uses word reference materials (dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words -	4
<i>1.053</i>	Uses word reference materials (dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words -	See DPI objective 1.05	4
1.06	Reads independently daily from self-selected materials	Reads independently daily from self-selected materials (consistent with the student's independent reading level) to increase fluency, build background knowledge, extend vocabulary	1*
TOTAL			33*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 62-68%		The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	
2.01	Uses metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	6*
2.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.021 ▪ 2.022 ▪ 2.023 ▪ 2.024 ▪ 2.025 ▪ 2.026 	Interact with the text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> • setting a purpose. • previewing the text. • making predictions. • asking questions. • locating information for specific purposes. • making connections. • using story structure and text organization to comprehend. 	48
2.021	Sets a purpose for reading using prior knowledge and text information.	See DPI objective 2.02	7
2.022	Previews and uses story structure and text organization to comprehend text	See DPI objective 2.02	4
2.023	Interacts with the text before, during, and after reading by making predictions.	See DPI objective 2.02	6
2.024	Interacts with the text before, during, and after reading by asking questions	See DPI objective 2.02	11
2.025	Locates information for specific purposes	See DPI objective 2.02	7
2.026	Interacts with the text before, during, and after reading by making connections	See DPI objective 2.02	13

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.03	Reads a variety of fiction, nonfiction, poetry and drama text	Read a variety of texts, including: *fiction (short stories, novels, fantasies, fairy tales, fables), *nonfiction (biographies, letters, articles, procedures , and instructions, charts, maps), *poetry (proverbs, riddles, limericks, simple poems), *drama (skits, plays)	30*
2.031	Reads a variety of texts: Fiction (stories, novels, fantasies, fairy tales, fables).	See DPI objective 2.03	5*
2.032	Reads a variety of texts: Nonfiction (biographies, letters, articles, instructions, charts, maps)	See DPI objective 2.03	10
2.033	Reads a variety of texts: Poetry, (limericks, simple poems) proverbs, riddles	See DPI objective 2.03	5
2.034	Reads a variety of texts: Drama (plays, skits).	See DPI objective 2.03	6

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Reading

2.04	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.041 ▪ 2.042 ▪ 2.043 ▪ 2.044 ▪ 2.045 ▪ 2.046 ▪ 2.0471 ▪ 2.048 ▪ 2.049 ▪ 2.0411 	Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> *author's purpose *plot *conflict *sequence *resolution *lesson and/or message *main idea and supporting details *cause and effect *fact and opinion *point of view (author and character) *author's use of figurative language (e.g., simile, metaphor, imagery) 	59
2.041	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the point of view (author/characters).	See DPI objective 2.04	8
2.042	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the plot	See DPI objective 2.04	4
2.043	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the conflict	See DPI objective 2.04	4
2.044	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the sequence	See DPI objective 2.04	4
2.045	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the resolution	See DPI objective 2.04	4
2.046	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the lesson or message	See DPI objective 2.04	3
2.0471	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the main idea/supporting details.	See DPI objective 2.04	9
2.048	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the cause and effect	See DPI objective 2.04	12
2.049	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the fact and opinion	See DPI objective 2.04	5
2.0411	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the use of figurative language	See DPI objective 2.04	6

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.05	Makes inferences, draws conclusions, and makes generalizations from texts read	Draw conclusions, make generalizations, and gather support by referencing the text.	17*
2.06	Summarizes main idea(s) from texts (written or oral) using succinct language	Summarize main idea(s) from written or spoken texts using succinct language.	6
2.07	Explains choice of reading materials congruent with purposes	Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).	4
2.08	Listens actively by asking questions to clarify or gain additional information	Listen actively by: <ul style="list-style-type: none"> • facing the speaker. • making eye contact. • asking questions to clarify the message. • asking questions to gain additional information and ideas. 	0
TOTAL			170*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 23-27%		The learner will make connections through the use of oral language, written language, and media and technology.	
3.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.011 ▪ 3.012 ▪ 3.015 ▪ 3.016 	Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • considering the differences among genres. • relating plot, setting, and characters to own experiences and ideas. • considering main character's point of view. • participating in creative interpretations. • making inferences and drawing conclusions about characters and events. • reflecting on learning, gaining new insights, and identifying areas for further study. 	17*
<i>3.011</i>	Recognizes differences among genres	See DPI objective 3.01	6
<i>3.012</i>	Relates plot, setting, and characters to own experience	See DPI objective 3.01	4
<i>3.015</i>	Makes inferences and draws conclusions about characters and events	See DPI objective 3.01	5*
<i>3.016</i>	Reflects on learning, gaining insights and identifying areas for further study	See DPI objective 3.01	2*
3.02	Identifies similarities and differences in events and characters, within and across selections	Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.	5
3.03	Uses text and own experiences to verify facts, concepts, and ideas.	Use text and own experiences to verify facts, concepts, and ideas.	6
3.04	Makes informed judgments about television productions	Make informed judgments about television productions	4
3.05	Compares and contrasts printed and visual information (graphs, charts, and maps).	Analyze , compare and contrast printed and visual information (e.g., graphs, charts, maps).	4
3.06	Conducts research for assigned and self-selected projects (with assistance) using a variety of sources (print, non-print, artifacts, people, databases).	Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer)	4
TOTAL			40*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 0%		The learner will apply strategies and skills to create oral, written, and visual texts.	
4.01	See sub-objective: ▪ 4.011	Read aloud grade-appropriate text with fluency, comprehension , and expression	5*
4.011	Reads familiar text with fluency and expression (Level 23 – 24; Level 27-28).	See DPI objective 4.01	5*
4.02	See sub-objective: ▪ 4.021 ▪ 4.025 ▪ 4.026 ▪ 4.028	Use oral and written language to: <ul style="list-style-type: none"> • present information in a sequenced, logical manner. • discuss. • sustain conversation on a topic. • share information and ideas. • recount or narrate. • answer open-ended questions. • report information on a topic. • explain own learning 	8*
4.021	Uses oral and written language to present information in a sequenced, logical manner	See DPI objective 4.02	0
4.025	Uses oral and written language to recount or retell	See DPI objective 4.02	0
4.026	Uses oral and written language to answer open-ended questions	See DPI objective 4.02	4
4.028	Uses oral and written language to explain own learning	See DPI objective 4.02	4*
4.03	Not listed as an objective for WCPSS Assessment Item Bank	Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).	0
4.04	Not listed as an objective for WCPSS Assessment Item Bank	Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).	0
4.05	Not listed as an objective for WCPSS Assessment Item Bank	Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.	0
4.06	Not listed as an objective for WCPSS Assessment Item Bank	Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
4.07	Not listed as an objective for WCPSS Assessment Item Bank	Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).	0
4.08	Not listed as an objective for WCPSS Assessment Item Bank	Focus reflection and revision (with assistance) on target elements by: <ul style="list-style-type: none"> • clarifying ideas. • adding descriptive words and phrases. • sequencing events and ideas. • combining short, related sentences. • strengthening word choice. 	0
4.09	Not listed as an objective for WCPSS Assessment Item Bank	Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions)	0
4.10	Not listed as an objective for WCPSS Assessment Item Bank	Explore technology as a tool to create a written product.	0
TOTAL			13*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 5</i> Percent Range on EOG: 0%		The learner will apply grammar and language conventions to communicate effectively.	
5.01	Not listed as an objective for WCPSS Assessment Item Bank	Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).	0
5.02	Not listed as an objective for WCPSS Assessment Item Bank	Use correct subject/verb agreement.	0
5.03	Not listed as an objective for WCPSS Assessment Item Bank	Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.	0
5.04	Not listed as an objective for WCPSS Assessment Item Bank	Compose two or more paragraphs with: <ul style="list-style-type: none"> • topic sentences. • supporting details. • appropriate, logical sequence. • sufficient elaboration. 	0
5.05	Not listed as an objective for WCPSS Assessment Item Bank	Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).	0
5.06	Not listed as an objective for WCPSS Assessment Item Bank	Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).	0
5.07	Not listed as an objective for WCPSS Assessment Item Bank	Edit (with assistance) to use conventions of written language and format.	0
5.08	Not listed as an objective for WCPSS Assessment Item Bank	Create readable documents with legible handwriting (manuscript and cursive).	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 5-10%		The learner will apply enabling strategies and skills to read and write.	
1.01	Uses word identification strategies appropriately and automatically when encountering unknown words	Use word identification strategies appropriately and automatically when encountering unknown words <i>(graphophonic, syntactic, semantic).</i>	4
1.02	Infers word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension	Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.	4
1.03	Identifies key words and discovers their meanings and relationships through a variety of strategies.	Identify key words and discover their meanings and relationships through a variety of strategies.	8
<i>1.031</i>	Uses context clues to discern the meanings of unfamiliar vocabulary in text	<i>Not listed by DPI as an objective</i>	4
1.04	Increases reading and writing vocabulary	Increase reading and writing vocabulary through: <ul style="list-style-type: none"> • <i>wide reading.</i> • <i>word study.</i> • <i>knowledge of homophones, synonyms, antonyms, homonyms.</i> • <i>knowledge of multiple meanings of words.</i> • <i>writing process elements.</i> • <i>writing as a tool for learning.</i> • <i>seminars.</i> • <i>book clubs.</i> • <i>discussions.</i> • <i>examining the author's craft.</i> 	3
1.05	Uses word reference materials (dictionary, glossary, and thesaurus) to identify and comprehend unknown words	Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.	5
1.06	Reads independently daily from self-selected materials	Read independently daily from self-selected materials <i>(consistent with the student's independent reading level) to:</i> <ul style="list-style-type: none"> • <i>increase fluency.</i> • <i>build background knowledge.</i> • <i>expand vocabulary</i> 	1*
TOTAL			25*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 60-65%		The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	
2.01	Uses metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, question, paraphrase).	Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).	15
2.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.021 ▪ 2.022 ▪ 2.023 ▪ 2.024 ▪ 2.025 	Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> • setting a purpose using prior knowledge and text information. • making predictions. • formulating questions. • locating relevant information. • making connections with previous experiences, information, and ideas. 	37
2.021	Sets a purpose for reading, using prior knowledge and text information	See DPI objective 2.02	6
2.022	Interacts with the text before, during, and after reading by making predictions	See DPI objective 2.02	10
2.023	Interacts with the text before, during, and after reading by formulating questions	See DPI objective 2.02	9
2.024	Locates relevant information for specific purposes	See DPI objective 2.02	4
2.025	Interacts with the text before, during, and after reading by making connections with previous experiences, information, and ideas	See DPI objective 2.02	8

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.03	Reads a variety of fiction, nonfiction, poetry and drama text	Read a variety of texts, including: <ul style="list-style-type: none"> • fiction (legends, novels, folklore, science fiction). • nonfiction (autobiographies, informational books, diaries, journals). • poetry (concrete, haiku). • drama (skits, plays). 	22*
2.031	Reads a variety of texts: Fiction (legends, novels, folklore, science fiction).	See DPI objective 2.03	5*
2.032	Reads and comprehends grade appropriate expository texts such as autobiographies, informational books, diaries, and journals	See DPI objective 2.03	4
2.033	Reads and comprehends grade appropriate text including poetry (haiku and concrete)	See DPI objective 2.03	4
2.034	Reads and comprehends grade appropriate drama (plays/skits)	See DPI objective 2.03	8

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.04	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.041 ▪ 2.042 ▪ 2.0431 ▪ 2.044 ▪ 2.045 ▪ 2.046 ▪ 2.048 	Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> • plot. • theme. • main idea and supporting details. • author's choice of words. • mood. • author's use of figurative language. 	36
2.041	Identifies and interprets elements of fiction and supports by referencing the text to determine the plot	See DPI objective 2.04	5*
2.042	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the theme	See DPI objective 2.04	4
2.0431	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the main idea/supporting details	See DPI objective 2.04	8
2.044	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the author's choice of words	See DPI objective 2.04	4
2.045	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine point-of-view (author/characters) .	See DPI objective 2.04	11*
2.046	Identifies and interprets elements of fiction and supports by referencing the text to determine the conflict .	See DPI objective 2.04	5*
2.048	Identifies and interprets elements of fiction and supports by referencing the text to determine: mood	See DPI objective 2.04	4
2.05	Makes inferences, draws conclusions, and makes generalizations from texts read	Make inferences, draw conclusions, make generalizations, and support by referencing the text .	4
2.06	Summarizes major points from texts (fiction and nonfiction) to clarify and retain information and ideas	Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.	7*
2.07	Determines usefulness of information and ideas consistent with purpose	Determine usefulness of information and ideas consistent with purpose.	4
2.08	Verifies the meaning or accuracy of the author's statements by referencing the text or other resources	Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.	5

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.09	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.091 ▪ 2.092 	Listen actively by: <ul style="list-style-type: none"> • asking questions. • paraphrasing what was said. • interpreting speaker's verbal and non-verbal messages. • interpreting speaker's purposes and/or intent. 	8
<i>2.091</i>	Listens actively by asking questions.	See DPI objective 2.09	4
<i>2.092</i>	Listens actively by paraphrasing what was said	See DPI objective 2.09	4
TOTAL			138*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 25-30%		The learner will make connections through the use of oral language, written language, and media and technology.	
3.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.011 ▪ 3.012 ▪ 3.013 ▪ 3.014 ▪ 3.015b 	Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • analyzing the impact of authors' word choice and context. • examining the reasons for characters' actions. • identifying and examining characters' motives. • considering a situation or problem from different characters' points of view. • analyzing differences among genres. • making inferences and drawing conclusions about characters, events and themes. 	21*
<i>3.011</i>	Responds to text by analyzing the impact of author's word choice and context	See DPI objective 3.01	4
<i>3.012</i>	Responds to text by examining the reasons for character's action	See DPI objective 3.01	5
<i>3.013</i>	Responds to text by identifying and examining character's motives	See DPI objective 3.01	0
<i>3.014</i>	Responds to text by considering a situation or problem from different character's points of view	See DPI objective 3.01	7*
<i>3.015b</i>	Recognize different types of fiction texts like legends, novels, folklore, and science fiction	See DPI objective 3.01	5*
3.02	Analyzes characters, the motives for their actions , events and plots from different selections and cites supporting evidence	Analyze characters, events, and plots within and between selections and cite supporting evidence.	0
3.03	Recognizes the ways language and visuals bring characters to life, enhance the plot development, and produce a response	Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.	4
3.04	Makes informed judgments about television and film/video productions	Make informed judgments about television and film/video productions.	4
3.05	Integrates information from two or more sources to expand understanding of texts	Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.	7
3.06	Conducts research for assigned and self-selected projects (with assistance) using a variety of sources through the use of technological and informal tools (print, non print, artifacts, people, databases, computer networks)	Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts , artifacts, people , libraries, databases, computer networks).	4
TOTAL			40*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 0%		The learner will apply strategies and skills to create oral, written, and visual texts.	
4.01	Reads familiar text with fluency and expression demonstrating an awareness of volume and pace	Read aloud grade-appropriate text with fluency, comprehension , and expression demonstrating an awareness of volume and pace.	5*
4.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 4.021 ▪ 4.026 ▪ 4.027 ▪ 4.028 	Use oral and written language to: <ul style="list-style-type: none"> • present information and ideas in a clear, concise manner. • discuss. • interview. • solve problems. • make decisions. 	12*
4.021	Uses oral and written language to present information/ideas in clear, concise manner	See DPI objective 4.02	4*
4.026	Uses oral and written language to answer open-ended questions	See DPI objective 4.02	4*
4.027	Uses oral and written language to explain own learning	See DPI objective 4.02	4
4.028	Uses oral and written language to recount or retell	See DPI objective 4.02	4
4.03	Not listed as an objective for WCPSS Assessment Item Bank	Make oral and written presentations using visual aids with an awareness of purpose and audience.	0
4.04	Not listed as an objective for WCPSS Assessment Item Bank	Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).	0
4.05	Not listed as an objective for WCPSS Assessment Item Bank	Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).	0
4.06	Not listed as an objective for WCPSS Assessment Item Bank	Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.	0
4.07	Not listed as an objective for WCPSS Assessment Item Bank	Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).	0
4.08	Not listed as an objective for WCPSS Assessment Item Bank	Focus revision on a specific element such as: <ul style="list-style-type: none"> • word choice. • sequence of events and ideas. • transitional words. • sentence patterns. 	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
4.09	Not listed as an objective for WCPSS Assessment Item Bank	Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).	0
4.10	Not listed as an objective for WCPSS Assessment Item Bank	Use technology as a tool to gather, organize, and present information	0
TOTAL			17*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5 Percent Range on EOG: 0%		The learner will apply grammar and language conventions to communicate effectively.	
5.01	Not listed as an objective for WCPSS Assessment Item Bank	Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).	0
5.02	Not listed as an objective for WCPSS Assessment Item Bank	Demonstrate understanding in speaking and writing by appropriate usage of: <ul style="list-style-type: none"> • pronouns. • subject/verb agreement. • verb tense consistency. • subject consistency. 	0
5.03	Not listed as an objective for WCPSS Assessment Item Bank	Elaborate information and ideas in writing and speaking by using: <ul style="list-style-type: none"> • simple and compound sentences. • regular and irregular verbs. • adverbs. • prepositions. • coordinating conjunctions. 	0
5.04	Not listed as an objective for WCPSS Assessment Item Bank	Compose multiple paragraphs with: <ul style="list-style-type: none"> • topic sentences. • specific, relevant details. • logical progression and movement of ideas. • coherence. • elaboration. • concluding statement related to the topic. 	0
5.05	Not listed as an objective for WCPSS Assessment Item Bank	Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.	0
5.06	Not listed as an objective for WCPSS Assessment Item Bank	Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).	0
5.07	Not listed as an objective for WCPSS Assessment Item Bank	Use established criteria to edit for language conventions and format.	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.08	Not listed as an objective for WCPSS Assessment Item Bank	Demonstrate evidence of language cohesion by: <ul style="list-style-type: none"> • logical sequence of fiction and nonfiction retells. • time order sequence of events. • sustaining conversations on a topic. 	0
5.10	Not listed as an objective for WCPSS Assessment Item Bank	Create readable documents through legible handwriting (cursive) and/or word processing.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 5-10%		The learner will apply enabling strategies and skills to read and write.	
1.01	Expands and refines vocabulary through knowledge of prefixes, suffixes, roots, derivatives, and word origins	Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues , and etymologies (word origins) to assist comprehension.	6*
1.02	See sub-objective: ▪ 1.021	Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.	4*
<i>1.021</i>	Selects key vocabulary critical to the text and applies appropriate meanings as necessary for comprehension	See DPI objective 1.02	4
1.03	Increases reading and writing vocabulary	Increase reading and writing vocabulary through: <ul style="list-style-type: none"> • wide reading. • word study. • word reference materials. • content area study. • writing process elements. • writing as a tool. • debate. • discussions. • seminars. • examining the author's craft. 	14*
1.04	Uses word reference materials (dictionary, glossary, thesaurus, electronic reference tools) to identify and comprehend unknown words	Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.	5
1.05	* listed as 1.06 for WCPSS Assessment Item Bank	Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> • increase fluency. • build background knowledge. • expand and refine vocabulary 	0
1.06	Reads independently daily from self-selected materials * identified as 1.05 by DPI	See DPI objective 1.05	1*
TOTAL			30*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 58-62%		The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	
2.01	Uses metacognitive strategies independently and flexibly to comprehend text and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).	Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).	7*
2.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.021 ▪ 2.022 ▪ 2.024 ▪ 2.025 ▪ 2.028 	Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> • making predictions. • formulating questions. • supporting answers from textual information, previous experience, and/or other sources. • drawing on personal, literary, and cultural understandings. • seeking additional information. • making connections with previous experiences, information, and ideas. 	36*
2.021	Interacts with the text before, during, and after reading by making predictions	See DPI objective 2.02	12
2.022	Interacts with the text before, during, and after reading by formulating questions	See DPI objective 2.02	11
2.024	Interacts with the text before, during, and after reading by drawing on personal, literary, and cultural understandings	See DPI objective 2.02	4
2.025	Interacts with the text before, during, and after reading by seeking additional information	See DPI objective 2.02	4*
2.028	Interacts with the text before and during reading by making connections with previous experiences, information and ideas.	See DPI objective 2.02	5

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.03	Reads and comprehends grade appropriate text	Read a variety of texts, such as: <ul style="list-style-type: none"> • fiction (tall tales, myths). • nonfiction (books of true experience, newspaper and magazine articles, schedules). • poetry (narrative, lyric, and cinquains). • drama (plays and skits). 	32*
2.031	Reads a variety of texts: Fiction (tall tales, myths, etc).	See DPI objective 2.03	8
2.032	Reads a variety of texts: Nonfiction (books of true experience, newspaper and magazine articles, schedules).	See DPI objective 2.03	7
2.033	Reads a variety of texts: Poetry (narrative, lyric, and cinquains)	See DPI objective 2.03	8
2.034	Reads a variety of texts: Drama (plays and skits).	See DPI objective 2.03	5
2.04	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.041 ▪ 2.042 ▪ 2.043 	Identify elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> • plot development. • author's choice of words. • effectiveness of figurative language (e.g., personification, flashback). • tone. 	13
2.041	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the plot development.	See DPI objective 2.04	4
2.042	Identifies and interprets elements of fiction and nonfiction and supports by referencing the text to determine the author's choice of words	See DPI objective 2.04	4
2.043	Identifies use of personification and flashback	See DPI objective 2.04	5
2.05	Evaluates inferences, conclusions, and generalizations and provides evidence by referencing the text	Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).	5
2.06	Analyzes choice of reading materials congruent with purposes	Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).	4
2.07	Evaluates the usefulness and quality of information and ideas based on purpose, experience, text(s) and graphics.	Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.	4

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.08	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.081 ▪ 2.082 ▪ 2.083 ▪ 2.084 	Explain and evaluate relationships that are: <ul style="list-style-type: none"> • causal. • hierarchical. • temporal. • problem-solution. 	28
2.081	Explains and evaluates various types of relationships: Causal	See DPI objective 2.08	8
2.082	Explains and evaluates various types of relationships: Hierarchical	See DPI objective 2.08	8
2.083	Explains and evaluates various types of relationships: Time/sequence	See DPI objective 2.08	4
2.084	Explains and evaluates various types of relationships: Problem/solution	See DPI objective 2.08	8
2.09	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.091 ▪ 2.092 ▪ 2.093 ▪ 2.094 ▪ 2.095 ▪ 2.096 	Listen actively and critically by: <ul style="list-style-type: none"> • asking questions. • delving deeper into the topic. • elaborating on the information and ideas presented. • evaluating information and ideas. • making inferences and drawing conclusions. • making judgments. 	13*
2.091	Listens actively and critically by asking questions	See DPI objective 2.09	0
2.092	Listens actively and critically by delving deeper into the topic	See DPI objective 2.09	4*
2.093	Listens actively and critically by elaborating on the information and ideas presented	See DPI objective 2.09	5
2.094	Listens actively and critically by evaluating information and ideas	See DPI objective 2.09	0
2.095	Listens actively and critically by making inferences and drawing conclusions	See DPI objective 2.09	4
2.096	Listens actively and critically by making judgments	See DPI objective 2.09	0
2.10	Identifies strategies used by a speaker or writer to inform, entertain, or influence an audience	See DPI objective 2.09	11
TOTAL			153*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 30-35%		The learner will make connections through the use of oral language, written language, and media and technology.	
3.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.011 ▪ 3.012 ▪ 3.013 ▪ 3.014 	Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • analyzing word choice and content. • examining reasons for a character's actions, taking into account the situation and basic motivation of the character. • creating and presenting a product that effectively demonstrates a personal response to a selection or experience. • examining alternative perspectives. • evaluating the differences among genres. • examining relationships among characters. • making and evaluating inferences and conclusions about characters, events, and themes. 	21
3.011	Responds to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by analyzing word choice and content	See DPI objective 3.01	5
3.012	Responds to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by examining reasons for a character's actions	See DPI objective 3.01	4
3.013	Creating and presenting a product that effectively demonstrates a personal response to a selection or experience	See DPI objective 3.01	4
3.014	Responds to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by examining alternative perspectives.	See DPI objective 3.01	8
3.02	Making connections between texts by recognizing similarities and differences based on a common lesson, theme, or message	Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.	4
3.03	Justifies evaluation of characters and events from different selections by citing supporting evidence in the text(s)	Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).	4
3.04	Makes informed judgments about television, radio, video/film productions, and other electronic mediums and/or formats.	Make informed judgments about television, radio, video/film productions, other electronic mediums and/or print formats.	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
3.05	Integrates main idea and supporting details from multiple sources to expand understanding of texts	Integrate main idea and supporting details from multiple sources to expand understanding of texts.	4
3.06	Conducts research for assigned and self-selected projects (with assistance) using a variety of sources through the use of technological and informal tools (print, non print, artifacts, people, databases, computer networks).	Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries , databases, computer networks).	4
3.07	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.071 ▪ 3.072 ▪ 3.073 ▪ 3.074 	Make informed judgments about: <ul style="list-style-type: none"> • bias. • propaganda. • stereotyping. • media techniques. 	18
<i>3.071</i>	Makes informed judgments about bias.	See DPI objective 3.07	4
<i>3.072</i>	Makes informed judgments about propaganda	See DPI objective 3.07	6
<i>3.073</i>	Makes informed judgments about stereotyping.	See DPI objective 3.07	4
<i>3.074</i>	Makes informed judgments about media techniques	See DPI objective 3.07	4
TOTAL			55*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 0%		The learner will apply strategies and skills to create oral, written, and visual texts.	
4.01	See sub-objective: <ul style="list-style-type: none"> ▪ 4.014 	Read aloud grade-appropriate text with fluency, comprehension , expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	5*
4.014	Reads familiar text with fluency, expression, and personal style, demonstrating an awareness of volume, pace, audience, and purpose.	See DPI objective 4.01	5*
4.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 4.027 ▪ 4.028 ▪ 4.029 	Use oral and written language to: <ul style="list-style-type: none"> • formulate hypotheses. • evaluate information and ideas. • present and support arguments. • influence the thinking of others. 	19*
4.027	Uses oral and written language to answer open-ended questions.	See DPI objective 4.02	4
4.028	Uses oral and written language to recount or retell	See DPI objective 4.02	8
4.029	Uses oral and written language to explain own learning	See DPI objective 4.02	7*
4.03	Not listed as an objective for WCPSS Assessment Item Bank	Make oral and written presentations to inform or persuade selecting vocabulary for impact.	0
4.04	Not listed as an objective for WCPSS Assessment Item Bank	Select a self-evaluated composition for publication and justify rationale for selection.	0
4.05	Not listed as an objective for WCPSS Assessment Item Bank	Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.	0
4.06	Not listed as an objective for WCPSS Assessment Item Bank	Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.	0
4.07	Not listed as an objective for WCPSS Assessment Item Bank	Compose a variety of fiction, nonfiction, poetry, and drama using selfselected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).	0
4.08	Not listed as an objective for WCPSS Assessment Item Bank	Focus revision on target elements by: <ul style="list-style-type: none"> • improving word choice. • rearranging text for clarity. • creating simple and/or complex sentences for clarity or impact. • developing a lead, characters, or mood. 	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
4.09	Not listed as an objective for WCPSS Assessment Item Bank	Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).	0
4.10	Not listed as an objective for WCPSS Assessment Item Bank	Use technology as a tool to enhance and/or publish a product.	0
TOTAL			24*

Goal 5 Percent Range on EOG: 0%		The learner will apply grammar and language conventions to communicate effectively.	
5.01	Not listed as an objective for WCPSS Assessment Item Bank	Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).	0
5.02	Not listed as an objective for WCPSS Assessment Item Bank	Demonstrate understanding in speaking and writing by using: <ul style="list-style-type: none"> • troublesome verbs. • nominative, objective, and possessive pronouns. 	0
5.03	Not listed as an objective for WCPSS Assessment Item Bank	Elaborate information and ideas in speaking and writing by using: <ul style="list-style-type: none"> • prepositional phrases. • transitions. • coordinating and/or subordinating conjunctions. 	0
5.04	Not listed as an objective for WCPSS Assessment Item Bank	Determine the impact of word choice on written and spoken language.	0
5.05	Not listed as an objective for WCPSS Assessment Item Bank	Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.	0
5.06	Not listed as an objective for WCPSS Assessment Item Bank	Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.	0
5.07	Not listed as an objective for WCPSS Assessment Item Bank	Edit final product for grammar, language conventions, and format.	0
5.08	Not listed as an objective for WCPSS Assessment Item Bank	Create readable documents through legible handwriting (cursive) and word processing.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 9-11%		The learner will use language to express individual perspectives drawn from personal or related experience.	
1.01	Narrate a fictional or autobiographical account: coherent organizing structure; significance of event; remembered feelings and specific details; strategies (dialogue, suspense, movement, gestures, expressions);	Narrate an expressive account (e.g., fictional or autobiographical) which: <ul style="list-style-type: none"> • uses a coherent organizing structure appropriate to purpose, audience, and context. • tells a story or establishes the significance of an event or events. • uses remembered feelings and specific details. • uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions). 	0
1.02	Explore expressive materials: learning log or journal; artistic interpretation connecting self to work; discussion of books/media	Explore expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • analyzing the characteristics of expressive works. • determining the effect of literary devices and/or strategies on the reader/viewer/listener. • making connections between works, self and related topics. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • determining the main idea and/or significance of events. • generating a learning log or journal. • creating an artistic interpretation that connects self to the work. • discussing print and non-print expressive works formally and informally. 	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.03	Interact appropriately in group settings: listening attentively; showing empathy; connecting personal experiences to content; monitoring own understanding	Interact appropriately in group settings by: <ul style="list-style-type: none"> • listening attentively. • showing empathy. • contributing relevant comments connecting personal experiences to content. • monitoring own understanding of the discussion and seeking clarification as needed. 	0
1.04	Reflect on learning experiences: describing personal learning growth and changes in perspective; identifying changes in self throughout the learning process; interpreting how personal circumstances and back- ground shape interaction with text	Reflect on learning experiences by: <ul style="list-style-type: none"> • describing personal learning growth and changes in perspective. • identifying changes in self throughout the learning process. • interpreting how personal circumstances and background shape interaction with text. 	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Item in Pool
Goal 2 Percent Range on EOG: 18-22%		The learner will explore and analyze information from a variety of sources.	
2.01	Explore informational materials that are read, heard, and/or viewed	Explore informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • studying the characteristics of informational works. • restating and summarizing information. • determining the importance and accuracy of information. • making connections between works, self and related topics/information. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • generating questions. 	63
2.02	Use multiple sources of print and non-print information in developing informational materials	Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> • exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM). • distinguishing between primary and secondary sources. • analyzing the effects of the presentation and/or the accuracy of information 	1
TOTAL			64

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 5-8%		The learner will examine the foundation of argument.	
3.01	Respond to public documents (summarizing the author's purpose and stance, distinguishing between fact and opinion, communicating the position)	<p>Explore argumentative works that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding what is read, heard, and/or viewed. • analyzing the characteristics of argumentative works. • determining the importance of author's word choice and focus. • summarizing the author's purpose and stance. • making connections between works, self and related topics. • drawing inferences. • responding to public documents (such as but not limited to editorials and school and community policies). • distinguishing between fact and opinion. 	9
3.02	Explore the problem solution process by studying examples and preparing individual and/or group essays and presentations.	<p>Explore the problem solution process by:</p> <ul style="list-style-type: none"> • studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience. • preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions. 	5
3.03	Study arguments that evaluate through exploring examples of sound judgments, audience awareness, clear idea/theme, and using reasons for support.	<p>Study arguments that evaluate through:</p> <ul style="list-style-type: none"> • exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support. • preparing individual and/or group essays and presentations that use evaluative techniques 	2
TOTAL			16

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 9-11%		The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.	
4.01	Determine the author’s purpose (explore bias, apparent or hidden messages, emotional factors, or propaganda techniques, underlying assumptions)	Determine the purpose of the author or creator by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. • identifying and exploring the underlying assumptions of the author/creator. • analyzing the effects of author's craft on the reader/viewer/listener. 	12
4.02	Develop/apply criteria to evaluate quality of communication (language structure, literary or media techniques, drawing conclusions, considering implications, consequences, or impact of conclusions)	Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions. 	2
4.03	Recognize/develop stance of critic (considering alternative points of view or reasons, remaining fair-minded and open)	Recognize and develop a stance of a critic by: <ul style="list-style-type: none"> • considering alternative points of view or reasons. • remaining fair-minded and open to other interpretations. • constructing a critical response/review of a work/topic. 	0
TOTAL			14

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5 Percent Range on EOG: 50-55%		The learner will respond to various literary genres using interpretive and evaluative processes.	
5.01	Increase fluency, comprehension, and insight (reading strategies; figurative language, dialogue, and flashback; plot, theme, point of view, characterization, mood, and style; distortion and stereotypes; underlying messages)	Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> • using effective reading strategies to match type of text. • reading self-selected literature and other materials of individual interest. • reading literature and other materials selected by the teacher. • discussing literature in teacher-student conferences and small group discussions. • taking an active role in whole class seminars. • discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm. • interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style. • investigating examples of distortion and stereotypes. • recognizing underlying messages in order to identify theme(s) within and across works. • extending understanding by creating products for different purposes, different audiences and within various contexts. • exploring relationships between and among characters, ideas, concepts and/or experiences. 	123

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.02	Study the characteristics of literary genres: fiction, nonfiction, drama, and poetry (novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse; interpreting impact of genre-specific characteristics; exploring author's choices; exploring impact of literary elements: setting, problem, resolution)	Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> • reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). • interpreting what impact genre-specific characteristics have on the meaning of the work. • exploring how the author's choice and use of a genre shapes the meaning of the literary work. • exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution. 	20
TOTAL			143

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6 Percent Range on EOG: 3-8%		The learner will apply conventions of grammar and language usage.	
6.01 Reading	Types of sentences, punctuation, fragments, run-ons; subject-verb agreement, verb tense; parts of speech, pronouns, prepositional phrases, appositives, dependent and independent clauses; vocabulary development (context clues, a dictionary, a glossary, thesaurus, structural analysis: roots, prefixes, suffixes); dialects, standard English	Demonstrate an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> • using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons. • using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • demonstrating the different roles of the parts of speech in sentence construction. • using pronouns correctly, including clear antecedents and correct case. • using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses). • determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts. • developing an awareness of language conventions and usage during oral presentations. 	31

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
6.01 Grammar	Demonstrate an understanding of conventional written and spoken expression.	<p style="color: red;">Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> • using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons. • using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • demonstrating the different roles of the parts of speech in sentence construction. • using pronouns correctly, including clear antecedents and correct case. • using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses). • determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts. • developing an awareness of language conventions and usage during oral presentations. 	54
6.02 Reading	Spelling rules and patterns, proofreading symbols; punctuation, capitalization;	<p style="color: red;">Identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • applying proofreading symbols when editing. • producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. • developing an awareness of errors in everyday speech. 	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
6.02 Grammar	Identify and edit errors in spoken and written English.	Identify and edit errors in spoken and written English by: <ul style="list-style-type: none"> • reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • applying proofreading symbols when editing. • producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. • developing an awareness of errors in everyday speech. 	12
TOTAL			97

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 6-8%		The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.	
1.01	Narrate account: organizing structure (purpose, audience, and context); orienting reader/listener (scene, people, events); creating a point of view	Narrate an expressive account which: <ul style="list-style-type: none"> • creates a coherent organizing structure appropriate to purpose, audience, and context. • orients the reader/listener to the scene, the people, and the events. • engages the reader/listener by establishing a context and creating a point of view. • establishes the significance of events 	0
1.02	Explore expressive materials: learning log or journal; annotated list of works read/viewed; creating an artistic interpretation that connects self and/or society to selection; constructing and presenting book/media reviews	Respond to expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. • summarizing the characteristics of expressive works. • determining the importance of literary effects on the reader/viewer/listener. • making connections between works, self and related topics. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • determining the main idea and/or significance of events. • generating a learning log or journal. • maintaining an annotated list of works read/viewed. • creating an artistic interpretation that connects self and/or society to the selection. • constructing and presenting book/media reviews. 	0
1.03	Interact in group settings: responses to comments and questions; offering personal opinions; support opinions; soliciting and respecting another person's opinion	Interact in group settings by: <ul style="list-style-type: none"> • responding appropriately to comments and questions. • offering personal opinions confidently without dominating. • giving appropriate reasons that support opinions. • soliciting and respecting another person's opinion. 	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Item in Pool
1.04	Reflect on learning experiences: analyzing personal learning growth and changes in perspective; examining changes in self throughout the learning process; determining how personal circumstances and background shape interaction with text	Reflect on learning experiences by: <ul style="list-style-type: none"> • analyzing personal learning growth and changes in perspective. • examining changes in self throughout the learning process. • determining how personal circumstances and background shape interaction with text. 	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Item in Pool
Goal 2 Percent Range on EOG: 16-19%		The learner will synthesize and use information from a variety of sources.	
2.01	Respond to informational materials: summarizing information; determining importance of information; connections to related topics/information; monitoring comprehension; drawing inferences; generating questions	Respond to informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • analyzing the characteristics of informational works. • summarizing information. • determining the importance of information. • making connections to related topics/information. • drawing inferences and/or conclusions. • generating questions. 	55
2.02	Develop informational products and/or presentations (at least three print or non-print sources; primary and secondary sources; comparing, contrasting, and evaluating information from different sources about the same topic; evaluating information for extraneous details, inconsistencies, relevant facts, and organization	Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> • identifying and using appropriate primary and secondary sources. • comparing, contrasting, and evaluating information from different sources about the same topic. • evaluating information for extraneous details, inconsistencies, relevant facts, and organization. 	3
TOTAL			58

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 5-8%		The learner will refine the understanding and use of argument.	
3.01	Analyze a variety of public documents that establish position or point of view: identifying the arguments and positions stated or implied and supporting evidence; recognizing bias, emotional factors, and semantic slanting; examining the effectiveness of style, tone, and use of language	Explore and analyze argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and /or viewed. • identifying the arguments and positions stated or implied and the evidence used to support them. • recognizing bias, emotional factors, and/or semantic slanting. • examining the effectiveness of style, tone, and use of language. • summarizing the author's purpose and stance. • examining the importance and impact of establishing a position or point-of-view. • making connections between works, self and related topics. • drawing inferences. • responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues). 	10*
3.02	Use the problem-solution process: analyzing problems and solutions within various texts and situations; utilizing problem-solution process within various contexts/situations; responding to a given problem by proposing a solution that includes relevant details	Explore and analyze the problem-solution process by: <ul style="list-style-type: none"> • studying problems and solutions within various texts and situations. • utilizing the problem-solution process within various contexts/situations. • constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. • recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	3
3.03	Create arguments that evaluate: stating a firm judgment; justifying the judgment; creating an organizing structure (purpose, audience, context)	Study and create arguments that evaluate by: <ul style="list-style-type: none"> • understanding the importance of establishing a firm judgment. • justifying the judgment with logical, relevant reasons, clear examples, and supporting details. • creating an organizing structure appropriate to purpose, audience, and context. 	0
TOTAL			13*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 14-16%		The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.	
4.01	Analyze the purpose of the author: bias, apparent or hidden messages, emotional factors, propaganda techniques; exploring and evaluating author’s underlying assumptions	Analyze the purpose of the author or creator by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. • exploring and evaluating the underlying assumptions of the author/creator. • understanding the effects of author's craft on the reader/viewer/listener. 	10
4.02	Develop/apply appropriate criteria to evaluate quality of communication: language structure, literary or media techniques; drawing conclusions; considering implications, consequences, or impact of conclusions	Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions.. 	2
4.03	Develop stance of critic: alternative points of view or reasons; remaining fair-minded and open	Develop the stance of a critic by: <ul style="list-style-type: none"> • considering and presenting alternative points of view or reasons. • remaining fair-minded and open to other interpretations. • creating a critical response/review of a work/topic 	0
TOTAL			12

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5 Percent Range on EOG: 50-55%		The learner will respond to various literary genres using interpretive and evaluative processes.	
5.01	Increase fluency, comprehension, and insight (reading strategies; figurative language, dialogue, flashback, allusion, irony; plot, theme, point of view, characterization, mood, and style; analyzing themes and central ideas in relation to personal issues/experiences)	Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> • using effective reading strategies to match type of text. • reading self-selected literature and other materials of individual interest. • reading literature and other materials selected by the teacher. • assuming an active role in teacher-student conferences. • engaging in small group discussions. • taking an active role in whole class seminars. • analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony. • analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style. • analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences. • extending understanding by creating products for different purposes, different audiences and within various contexts. • analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences. 	136*
5.02	Study the characteristics of literary genres: fiction, nonfiction, drama, and poetry (mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems; analyzing impact of genre-specific characteristics; analyzing author's choices; analyzing impact of literary elements: setting, problem, resolution)	Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> • reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems). • analyzing what genre specific characteristics have on the meaning of the work. • analyzing how the author's choice and use of a genre shapes the meaning of the literary work. • analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution. 	23*
TOTAL			159*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6 Percent Range on EOG: 3-8%		The learner will apply conventions of grammar and language usage.	
6.01 Reading	Types of sentences, punctuation, fragments, run-ons; subject-verb agreement, verb tense; parts of speech, pronouns, prepositional phrases, appositives, dependent and independent clauses; vocabulary development (context clues, a dictionary, a glossary, thesaurus, structural analysis: roots, prefixes, suffixes); dialects, standard English	Model an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> • using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons. • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • applying the parts of speech to clarify language usage. • using pronouns correctly, including clear antecedents and correct case. • using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses). • determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • determining when and where dialects and standard/nonstandard English usage are appropriate. • applying language conventions and usage during oral presentations. • choosing language that is precise, engaging, and well suited to the topic and audience. • experimenting with figurative language and speech patterns. 	33

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
6.01 Grammar	Model an understanding of conventional written and spoken expression.	Model an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> • using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons. • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • applying the parts of speech to clarify language usage. • using pronouns correctly, including clear antecedents and correct case. • using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses). • determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • determining when and where dialects and standard/nonstandard English usage are appropriate. • applying language conventions and usage during oral presentations. • choosing language that is precise, engaging, and well suited to the topic and audience. • experimenting with figurative language and speech patterns. 	60

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
6.02 Reading	Spelling rules and patterns, proofreading symbols; punctuation, capitalization, format	Continue to identify and edit errors in spoken and written English by: <ul style="list-style-type: none"> • using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • mastering proofreading symbols for editing. • producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format. • listening to and monitoring self to correct errors. 	0
6.02 Grammar	Continue to identify and edit errors in spoken and written English.	Continue to identify and edit errors in spoken and written English by: <ul style="list-style-type: none"> • using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • mastering proofreading symbols for editing. • producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format. • listening to and monitoring self to correct errors. 	15
TOTAL			108

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 3-7%		The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.	
1.01	Narrate account: organizing structure (purpose, audience, and context); establishing a point of view; using remembered feelings; details that best illuminate topic; connection of events to self/society	Narrate a personal account which: <ul style="list-style-type: none"> • creates a coherent, organizing structure appropriate to purpose, audience, and context. • establishes a point of view and sharpens focus. • uses remembered feelings. • selects details that best illuminate the topic. • connects events to self/society. 	0
1.02	Explore expressive materials: learning log or journal; annotated list of works read/viewed; leading book/media talks	Analyze expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • reviewing the characteristics of expressive works. • determining the importance of literary effects on the reader/viewer/listener. • making connections between works, self and related topics • drawing inferences. • generating a learning log or journal. • maintaining an annotated list of works that are read or viewed, including personal reactions. • taking an active role in and/or leading formal/informal book/media talks. 	0
1.03	Interact in group settings: sharing of personal reactions to questions raised; support opinions; clarifies, illustrates, or expands on requested response	Interact in group activities and/or seminars in which the student: <ul style="list-style-type: none"> • shares personal reactions to questions raised. • gives reasons and cites examples from text in support of expressed opinions. • clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. 	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Item in Pool
1.04	Reflect on learning experiences: evaluating how personal perspectives are influenced by society, cultural differences, and historical issues; evaluating how personal circumstances and background shape interaction with text	Reflect on learning experiences by: <ul style="list-style-type: none"> • evaluating how personal perspectives are influenced by society, cultural differences, and historical issues. • appraising changes in self throughout the learning process. • evaluating personal circumstances and background that shape interaction with text. 	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Item in Pool
Goal 2 Percent Range on EOG: 18-22%		The learner will use and evaluate information from a variety of resources.	
2.01	Analyze and evaluate informational materials: summarizing information; determining importance of information; connections to related topics/information; monitoring comprehension; drawing inferences; generating questions; extending ideas	Analyze and evaluate informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • recognizing the characteristics of informational materials. • summarizing information. • determining the importance and accuracy of information. • making connections to related topics/information. • drawing inferences and/or conclusions. • generating questions. • extending ideas. 	53

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Item in Pool
2.02	Create research product: determining purpose, audience, context; choosing a relevant topic; selecting presentational format; evaluating information for extraneous detail, inconsistencies, relevant facts, and organization; researching and organizing information to achieve purpose; using notes and/or memory aids; supporting ideas; citing sources used; employing graphics	Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by: <ul style="list-style-type: none"> • determining purpose, audience, and context. • understanding the focus. • recognizing and/or choosing a relevant topic. • Recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience. • evaluating information for extraneous detail, inconsistencies, relevant facts, and organization. • researching and organizing information to achieve purpose. • using notes and/or memory aids to structure information. • supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources. • noting and/or citing sources used. • recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information. 	2
TOTAL			55

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 5-8%		The learner will continue to refine the understanding and use of argument.	
3.01	Evaluate a variety of public documents: identifying social context; comparing presented argument and counter-argument; judging effectiveness of tone, style, use of language;	Explore and evaluate argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them. • identifying the social context of the argument. • recognizing the effects of bias, emotional factors, and/or semantic slanting. • comparing the argument and counter-argument presented. • identifying/evaluating the effectiveness of tone, style, and use of language. • evaluating the author's purpose and stance. • making connections between works, self and related topics. • responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context). 	6
3.02	Refine problem-solution process: evaluating problems and solutions within various texts and situations; utilizing problem-solution process within various contexts/situations; responding to a given problem by proposing a solution that includes relevant details	Continue to explore and analyze the use of the problem-solution process by: <ul style="list-style-type: none"> • evaluating problems and solutions within various texts and situations. • utilizing the problem-solution process within various contexts/situations. • constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. • recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	5

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
3.03	Create arguments that persuade: engaging the audience, developing a controlling idea, effectively arranging details, reasons, and examples, anticipating and addressing concerns and counter-arguments	Evaluate and create arguments that persuade by: <ul style="list-style-type: none"> • understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest. • noting and/or developing a controlling idea that makes a clear and knowledgeable judgment. • arranging details, reasons, and examples effectively and persuasively. • anticipating and addressing reader/listener concerns and counterarguments. • recognizing and/or creating an organizing structure appropriate to purpose, audience, and context 	2
TOTAL			13

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 19-21%		The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.	
4.01	Analyze the purpose of the author: bias, apparent or hidden messages, emotional factors, propaganda techniques; exploring and evaluating author’s underlying assumptions	Analyze the purpose of the author or creator and the impact of that purpose by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. • evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. • evaluating the underlying assumptions of the author/creator. • evaluating the effects of author's craft on the reader/viewer/listener. 	14
4.02	Develop/apply appropriate criteria to evaluate quality of communication: language structure, literary or media techniques; drawing conclusions; considering implications, consequences, or impact of conclusions	Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions. 	3*
4.03	Use stance of critic: alternative points of view or reasons; remaining fair-minded and open	Use the stance of a critic to: <ul style="list-style-type: none"> • consider alternative points of view or reasons. • remain fair-minded and open to other interpretations. • constructing a critical response/review of a work/topic. 	0
TOTAL			17*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5 Percent Range on EOG: 45-50%		The learner will respond to various literary genres using interpretive and evaluative processes.	
5.01	Increase fluency, comprehension, and insight (reading strategies; plot, theme, characterization, mood, style, and tone; figurative language, dialogue, flashback, allusion, irony, symbolism; analyzing themes and central ideas in relation to personal and societal issues)	Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> • using effective reading strategies to match type of text. • reading self-selected literature and other materials of interest to the individual. • reading literature and other materials selected by the teacher. • assuming a leadership role in student-teacher reading conferences. • leading small group discussions. • taking an active role in whole class seminars. • analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone. • discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism. • analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues. • extending understanding by creating products for different purposes, different audiences, and within various contexts. • analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences. 	137

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.02	Study the characteristics of literary genres: fiction, nonfiction, drama, and poetry (young adult novels, short stories, biographies, plays, free verse, narrative poems; evaluating impact of genre-specific characteristics; evaluating author's choices; evaluating impact of literary elements)	Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> • reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems). • evaluating what impact genre-specific characteristics have on the meaning of the text. • evaluating how the author's choice and use of a genre shapes the meaning of the literary work. • evaluating what impact literary elements have on the meaning of the text. 	32*
TOTAL			169*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6 Percent Range on EOG: 3-8%		The learner will apply conventions of grammar and language usage.	
6.01 Reading	Types of sentences, punctuation, fragments, run-ons; subject-verb agreement, verb tense; parts of speech, pronouns, prepositional phrases, appositives, dependent and independent clauses; vocabulary development (context clues, a dictionary, a glossary, thesaurus, structural analysis: roots, prefixes, suffixes); dialects, standard English	Model an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> • using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons. • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • applying the parts of speech to clarify language usage. • using pronouns correctly, including clear antecedents and case. • using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.) • determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • evaluating the use and power of dialects in standard/nonstandard English usage. • applying correct language conventions and usage during formal oral presentations. 	41

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

6.01 Grammar	Model an understanding of conventional written and spoken expression.	<p>Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> • using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons. • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • applying the parts of speech to clarify language usage. • using pronouns correctly, including clear antecedents and case. • using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.) • determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • evaluating the use and power of dialects in standard/nonstandard English usage. • applying correct language conventions and usage during formal oral presentations.. 	46*
6.02 Reading	Spelling; punctuation, capitalization, format	<p>Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words. • producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and spelling and the correct use of punctuation, capitalization, and format. • self correcting errors in everyday speech. • independently practicing formal oral presentations. 	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Reading

6.02 Grammar	Continue to identify and edit errors in spoken and written English.	<p>Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words. • producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and spelling and the correct use of punctuation, capitalization, and format. • self correcting errors in everyday speech. • independently practicing formal oral presentations. 	28*
TOTAL			115*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1		The learner will express reflections and reactions to print and non-print text and personal experiences.	
1.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 1.01a ▪ 1.01b ▪ 1.01c ▪ 1.01d 	Narrate personal experiences that offer an audience: <ul style="list-style-type: none"> • scenes and incidents located effectively in time and place. • vivid impressions of being in a setting and a sense of engagement in the events occurring. • appreciation for the significance of the account. • a sense of the narrator's personal voice. 	0
<i>1.01a</i>	Narrate personal experiences that offer an audience: a) scenes and incidents located effectively in time and place.	See DPI objective 1.01	0
<i>1.01b</i>	Narrate personal experiences that offer an audience: b) vivid impressions of being in a setting and a sense of engagement in the events occurring.	See DPI objective 1.01	0
<i>1.01c</i>	Narrate personal experiences that offer an audience: c) appreciation for the significance of the account.	See DPI objective 1.01	0
<i>1.01d</i>	Narrate personal experiences that offer an audience: d) a sense of the narrator's personal voice.	See DPI objective 1.01	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 1.02a ▪ 1.02b ▪ 1.02c 	Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience: <ul style="list-style-type: none"> • an understanding of the student's personal reaction to the text. • a sense of how the reaction results from a careful consideration of the text. • an awareness of how personal and cultural influences affect the response. 	0
<i>1.02a</i>	Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience: a) an understanding of the student's personal reaction to the text.	See DPI objective 1.02	0
<i>1.02b</i>	Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience: b) a sense of how the reaction results from a careful consideration of the text.	See DPI objective 1.02	0
<i>1.02c</i>	Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience: c) an awareness of how personal and cultural influences affect the response.	See DPI objective 1.02	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 1.03a ▪ 1.03b ▪ 1.03c ▪ 1.03d ▪ 1.03e ▪ 1.03f ▪ 1.03g ▪ 1.03h ▪ 1.03i ▪ 1.03j ▪ 1.03k 	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> • selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • providing textual evidence to support understanding of and reader's response to text. • demonstrating comprehension of main idea and supporting details. • summarizing key events and/or points from text. • making inferences, predicting, and drawing conclusions based on text. • identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • making connections between works, self and related topics. • analyzing and evaluating the effects of author's craft and style. • analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context. 	16
<i>1.03a</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	See DPI objective 1.03	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>1.03b</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	See DPI objective 1.03	0
<i>1.03c</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: c) providing textual evidence to support understanding of and reader's response to text.	See DPI objective 1.03	1
<i>1.03d</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: d) demonstrating comprehension of main idea and supporting details.	See DPI objective 1.03	3
<i>1.03e</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: e) summarizing key events and/or points from text.	See DPI objective 1.03	2
<i>1.03f</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: f) making inferences, predicting, and drawing conclusions based on text.	See DPI objective 1.03	7
<i>1.03g</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: g) identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.	See DPI objective 1.03	0
<i>1.03h</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: h) making connections between works, self and related topics.	See DPI objective 1.03	1

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>1.03i</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: i) analyzing and evaluating the effects of author's craft and style.	See DPI objective 1.03	0
<i>1.03j</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	See DPI objective 1.03	0
<i>1.03k</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by: k) identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.	See DPI objective 1.03	2
TOTAL			16

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2		The learner will explain meaning, describe processes, and answer research questions to inform an audience.	
2.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.01a ▪ 2.01b ▪ 2.01c ▪ 2.01d ▪ 2.01e ▪ 2.01f ▪ 2.01g ▪ 2.01h ▪ 2.01i ▪ 2.01j ▪ 2.01k 	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> • selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • providing textual evidence to support understanding of and reader's response to text. • demonstrating comprehension of main idea and supporting details. • summarizing key events and/or points from text. • making inferences, predicting, and drawing conclusions based on text. • identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • making connections between works, self and related topics. • analyzing and evaluating the effects of author's craft and style. • analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context. 	21*
<i>2.01a</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	See DPI objective 2.01	0

* Denotes items may be labeled at multiple objectives
 Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.01b	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	See DPI objective 2.01	1
2.01c	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: c) providing textual evidence to support understanding of and reader's response to text.	See DPI objective 2.01	2*
2.01d	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: d) demonstrating comprehension of main idea and supporting details.	See DPI objective 2.01	9*
2.01e	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: e) summarizing key events and/or points from text.	See DPI objective 2.01	1
2.01f	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: f) making inferences, predicting, and drawing conclusions based on text.	See DPI objective 2.01	2
2.01g	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: g) identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.	See DPI objective 2.01	2
2.01h	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: h) making connections between works, self and related topics.	See DPI objective 2.01	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.01i	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: i) analyzing and evaluating the effects of author's craft and style.	See DPI objective 2.01	0
2.01j	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	See DPI objective 2.01	0
2.01k	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by: k) identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.	See DPI objective 2.01	5
2.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.02a ▪ 2.02b ▪ 2.02c ▪ 2.02d ▪ 2.02e 	Explain commonly used terms and concepts by: <ul style="list-style-type: none"> • clearly stating the subject to be defined. • classifying the terms and identifying distinguishing characteristics. • organizing ideas and details effectively. • using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas. • demonstrating a clear sense of audience and purpose. 	2
2.02a	Explain commonly used terms and concepts by: a) clearly stating the subject to be defined.	See DPI objective 2.02	0
2.02b	Explain commonly used terms and concepts by: b) classifying the terms and identifying distinguishing characteristics.	See DPI objective 2.02	0
2.02c	Explain commonly used terms and concepts by: c) organizing ideas and details effectively.	See DPI objective 2.02	1
2.02d	Explain commonly used terms and concepts by: d) using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas.	See DPI objective 2.02	0
2.02e	Explain commonly used terms and concepts by: e) demonstrating a clear sense of audience and purpose.	See DPI objective 2.02	1

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.03a ▪ 2.03b ▪ 2.03c ▪ 2.03d 	Instruct an audience in how to perform specific operations or procedures by: <ul style="list-style-type: none"> • considering the audience's degree of knowledge or understanding. • providing complete and accurate information. • using visuals and media to make presentations/products effective. • using layout and design elements to enhance presentation/product. 	0
<i>2.03a</i>	Instruct an audience in how to perform specific operations or procedures by: a) considering the audience's degree of knowledge or understanding.	See DPI objective 2.03	0
<i>2.03b</i>	Instruct an audience in how to perform specific operations or procedures by: b) providing complete and accurate information.	See DPI objective 2.03	0
<i>2.03c</i>	Instruct an audience in how to perform specific operations or procedures by: c) using visuals and media to make presentations/products effective.	See DPI objective 2.03	0
<i>2.03d</i>	Instruct an audience in how to perform specific operations or procedures by: d) using layout and design elements to enhance presentation/product.	See DPI objective 2.03	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.04	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.04a ▪ 2.04b ▪ 2.04c ▪ 2.04d 	Form and refine a question for investigation, using a topic of personal choice, and answer that question by: <ul style="list-style-type: none"> • deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media. • prioritizing and organizing the information. • incorporating effective media and technology to inform or explain. • reporting (in written and/or presentational form) the research in an appropriate form for a specified audience. 	0
<i>2.04a</i>	Form and refine a question for investigation, using a topic of personal choice, and answer that question by: a) deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media.	See DPI objective 2.04	0
<i>2.04b</i>	Form and refine a question for investigation, using a topic of personal choice, and answer that question by: b) prioritizing and organizing the information.	See DPI objective 2.04	0
<i>2.04c</i>	Form and refine a question for investigation, using a topic of personal choice, and answer that question by: c) incorporating effective media and technology to inform or explain.	See DPI objective 2.04	0
<i>2.04d</i>	Form and refine a question for investigation, using a topic of personal choice, and answer that question by: d) reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.	See DPI objective 2.04	0
TOTAL			23*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3		The learner will examine argumentation and develop informed opinions.	
3.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.01a ▪ 3.01b ▪ 3.01c ▪ 3.01d ▪ 3.01e 	Study argument by: <ul style="list-style-type: none"> • examining relevant reasons and evidence. • noting the progression of ideas that substantiate the proposal. • analyzing style, tone, and use of language for a particular effect. • identifying and analyzing personal, social, historical, or cultural influences contexts, or biases. • identifying and analyzing rhetorical strategies that support proposals. 	7
<i>3.01a</i>	Study argument by: a) examining relevant reasons and evidence.	See DPI objective 3.01	2
<i>3.01b</i>	Study argument by: b) noting the progression of ideas that substantiate the proposal.	See DPI objective 3.01	0
<i>3.01c</i>	Study argument by: c) analyzing style, tone, and use of language for a particular effect.	See DPI objective 3.01	2
<i>3.01d</i>	Study argument by: d) identifying and analyzing personal, social, historical, or cultural influences contexts, or biases.	See DPI objective 3.01	0
<i>3.01e</i>	Study argument by: e) identifying and analyzing rhetorical strategies that support proposals.	See DPI objective 3.01	3
3.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.02a ▪ 3.02b ▪ 3.02c 	Express an informed opinion that: <ul style="list-style-type: none"> • states clearly a personal view. • is logical and coherent. • engages the reader's interest or curiosity. 	1
<i>3.02a</i>	Express an informed opinion that: a) states clearly a personal view.	See DPI objective 3.02	0
<i>3.02b</i>	Express an informed opinion that: b) is logical and coherent.	See DPI objective 3.02	0
<i>3.02c</i>	Express an informed opinion that: c) engages the reader's interest or curiosity.	See DPI objective 3.02	1

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
3.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.03a ▪ 3.03b ▪ 3.03c ▪ 3.03d 	Support that informed opinion by: <ul style="list-style-type: none"> • providing relevant and convincing reasons. • using various types of evidence, such as experience or facts. • using appropriate and effective language, reasons, and organizational structure for the audience and purpose. • demonstrating awareness of the possible questions, concerns, or counterarguments of the audience. 	1
<i>3.03a</i>	Support that informed opinion by: a) providing relevant and convincing reasons.	See DPI objective 3.03	0
<i>3.03b</i>	Support that informed opinion by: b) using various types of evidence, such as experience or facts.	See DPI objective 3.03	1
<i>3.03c</i>	Support that informed opinion by: c) using appropriate and effective language, reasons, and organizational structure for the audience and purpose.	See DPI objective 3.03	0
<i>3.03d</i>	Support that informed opinion by: d) demonstrating awareness of the possible questions, concerns, or counterarguments of the audience.	See DPI objective 3.03	

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
3.04	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.04a ▪ 3.04b ▪ 3.04c ▪ 3.04d ▪ 3.04e ▪ 3.04f ▪ 3.04g ▪ 3.04h ▪ 3.04i ▪ 3.04j ▪ 3.04k 	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> • selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • providing textual evidence to support understanding of and reader's response to text. • demonstrating comprehension of main idea and supporting details. • summarizing key events and/or points from text. • making inferences, predicting, and drawing conclusions based on text. • identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • making connections between works, self and related topics. • analyzing and evaluating the effects of author's craft and style. • analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context. 	6
<i>3.04a</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	See DPI objective 3.04	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>3.04b</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	See DPI objective 3.04	0
<i>3.04c</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: c) providing textual evidence to support understanding of and reader's response to text.	See DPI objective 3.04	0
<i>3.04d</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: d) demonstrating comprehension of main idea and supporting details.	See DPI objective 3.04	5
<i>3.04e</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: e) summarizing key events and/or points from text.	See DPI objective 3.04	0
<i>3.04f</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: f) making inferences, predicting, and drawing conclusions based on text.	See DPI objective 3.04	0
<i>3.04g</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: g) identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.	See DPI objective 3.04	0
<i>3.04h</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: h) making connections between works, self and related topics.	See DPI objective 3.04	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>3.04i</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: i) analyzing and evaluating the effects of author's craft and style.	See DPI objective 3.04	0
<i>3.04j</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	See DPI objective 3.04	0
<i>3.04k</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by: k) identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.	See DPI objective 3.04	1
TOTAL			15

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4		The learner will create and use standards to critique communication.	
4.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 4.01a ▪ 4.01b ▪ 4.01c ▪ 4.01d 	Evaluate the effectiveness of communication by: <ul style="list-style-type: none"> • examining the use of strategies in a presentation/product. • applying a set of predetermined standards. • creating an additional set of standards and applying them to the presentation/product. • comparing effective strategies used in different presentations/products. 	0
<i>4.01a</i>	Evaluate the effectiveness of communication by: a) examining the use of strategies in a presentation/product.	See DPI objective 4.01	0
<i>4.01b</i>	Evaluate the effectiveness of communication by: b) applying a set of predetermined standards.	See DPI objective 4.01	0
<i>4.01c</i>	Evaluate the effectiveness of communication by: c) creating an additional set of standards and applying them to the presentation/product.	See DPI objective 4.01	0
<i>4.01d</i>	Evaluate the effectiveness of communication by: d) comparing effective strategies used in different presentations/products.	See DPI objective 4.01	0
4.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 4.02a ▪ 4.02b ▪ 4.02c 	Read and critique various genres by: <ul style="list-style-type: none"> • using preparation, engagement, and reflection strategies appropriate for the text. • identifying and using standards to evaluate aspects of the work or the work as a whole. • judging the impact of different stylistic and literary devices on the work. 	0
<i>4.02a</i>	Read and critique various genres by: a) using preparation, engagement, and reflection strategies appropriate for the text.	See DPI objective 4.02	0
<i>4.02b</i>	Read and critique various genres by: b) identifying and using standards to evaluate aspects of the work or the work as a whole.	See DPI objective 4.02	0
<i>4.02c</i>	Read and critique various genres by: c) judging the impact of different stylistic and literary devices on the work.	See DPI objective 4.02	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
4.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 4.03a ▪ 4.03b ▪ 4.03c ▪ 4.03d ▪ 4.03e ▪ 4.03f ▪ 4.03g ▪ 4.03h ▪ 4.03i ▪ 4.03j ▪ 4.03k 	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> • selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • providing textual evidence to support understanding of and reader's response to text. • demonstrating comprehension of main idea and supporting details. • summarizing key events and/or points from text. • making inferences, predicting, and drawing conclusions based on text. • identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • making connections between works, self and related topics. • analyzing and evaluating the effects of author's craft and style. • analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context. 	17
<i>4.03a</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	See DPI objective 4.03	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>4.03b</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	See DPI objective 4.03	1
<i>4.03c</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: c) providing textual evidence to support understanding of and reader's response to text.	See DPI objective 4.03	2
<i>4.03d</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: d) demonstrating comprehension of main idea and supporting details.	See DPI objective 4.03	2
<i>4.03e</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: e) summarizing key events and/or points from text.	See DPI objective 4.03	2
<i>4.03f</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: f) making inferences, predicting, and drawing conclusions based on text.	See DPI objective 4.03	8
<i>4.03g</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: g) identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.	See DPI objective 4.03	1
<i>4.03h</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: h) making connections between works, self and related topics.	See DPI objective 4.03	1

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
4.03i	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: i) analyzing and evaluating the effects of author's craft and style.	See DPI objective 4.03	0
4.03j	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	See DPI objective 4.03	0
4.03k	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: k) identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.	See DPI objective 4.03	0
TOTAL			17

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5		The learner will demonstrate understanding of various literary genres, concepts, elements, and terms.	
5.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 5.01a ▪ 5.01b ▪ 5.01c ▪ 5.01d ▪ 5.01e ▪ 5.01f ▪ 5.01g ▪ 5.01h ▪ 5.01i ▪ 5.01j ▪ 5.01k 	Read and analyze various literary works by: <ul style="list-style-type: none"> • using effective reading strategies for preparation, engagement, reflection. • recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), nonfiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy). • interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery. • understanding the importance of tone, mood, diction, and style. • explaining and interpreting archetypal characters, themes, settings. • explaining how point of view is developed and its effect on literary texts. • determining a character's traits from his/her actions, speech, appearance, or what others say about him or her. • explaining how the writer creates character, setting, motif, theme, and other elements. • making thematic connections among literary texts and media and contemporary issues. • understanding the importance of cultural and historical impact on literary texts. • producing creative responses that follow the conventions of a specific genre and using appropriate literary devices for that genre. 	24
<i>5.01a</i>	Read and analyze various literary works by: a) using effective reading strategies for preparation, engagement, reflection.	See DPI objective 5.01	0

* Denotes items may be labeled at multiple objectives
 Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.01b	Read and analyze various literary works by: b) recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), nonfiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy).	See DPI objective 5.01	0
5.01c	Read and analyze various literary works by: c) interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery.	See DPI objective 5.01	7
5.01d	Read and analyze various literary works by: d) understanding the importance of tone, mood, diction, and style.	See DPI objective 5.01	7
5.01e	Read and analyze various literary works by: e) explaining and interpreting archetypal characters, themes, settings.	See DPI objective 5.01	1
5.01f	Read and analyze various literary works by: f) explaining how point of view is developed and its effect on literary texts.	See DPI objective 5.01	0
5.01g	Read and analyze various literary works by: g) determining a character's traits from his/her actions, speech, appearance, or what others say about him or her.	See DPI objective 5.01	7
5.01h	Read and analyze various literary works by: h) explaining how the writer creates character, setting, motif, theme, and other elements.	See DPI objective 5.01	1
5.01i	Read and analyze various literary works by: i) making thematic connections among literary texts and media and contemporary issues.	See DPI objective 5.01	1
5.01j	Read and analyze various literary works by: j) understanding the importance of cultural and historical impact on literary texts.	See DPI objective 5.01	0
5.01k	Read and analyze various literary works by: k) producing creative responses that follow the conventions of a specific genre and using appropriate literary devices for that genre.	See DPI objective 5.01	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.02	Demonstrating increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.	Demonstrating increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.	0
5.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 5.03a ▪ 5.03b ▪ 5.03c ▪ 5.03d ▪ 5.03e ▪ 5.03f ▪ 5.03g ▪ 5.03h ▪ 5.03i ▪ 5.03j ▪ 5.03k 	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> • selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. • identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. • providing textual evidence to support understanding of and reader's response to text. • demonstrating comprehension of main idea and supporting details. • summarizing key events and/or points from text. • making inferences, predicting, and drawing conclusions based on text. • identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. • making connections between works, self and related topics. • analyzing and evaluating the effects of author's craft and style. • analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. • identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context. 	8
<i>5.03a</i>	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	See DPI objective 5.03	0

* Denotes items may be labeled at multiple objectives
 Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.03b	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	See DPI objective 5.03	0
5.03c	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: c) providing textual evidence to support understanding of and reader's response to text.	See DPI objective 5.03	0
5.03d	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: d) demonstrating comprehension of main idea and supporting details.	See DPI objective 5.03	1
5.03e	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: e) summarizing key events and/or points from text.	See DPI objective 5.03	1
5.03f	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: f) making inferences, predicting, and drawing conclusions based on text.	See DPI objective 5.03	3
5.03g	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: g) identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.	See DPI objective 5.03	0
5.03h	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: h) making connections between works, self and related topics.	See DPI objective 5.03	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.03i	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: i) analyzing and evaluating the effects of author's craft and style.	See DPI objective 5.03	3
5.03j	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	See DPI objective 5.03	0
5.03k	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: k) identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context.	See DPI objective 5.03	0
TOTAL			32

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6		The learner will apply conventions of grammar and language usage.	
6.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 6.01a ▪ 6.01b ▪ 6.01c ▪ 6.01d ▪ 6.01e ▪ 6.01f 	Demonstrate an understanding of conventional written and spoken expression that: <ul style="list-style-type: none"> • uses varying sentence types (e.g., simple, compound, complex, compound-complex) purposefully, correctly, and for specific effect. • selects verb tense to show an appropriate sense of time. • applies parts of speech to clarify and edit language. • addresses clarity and style through such strategies as parallelism; appropriate coordination and subordination; variety and details; appropriate and exact words; and conciseness. • analyzes the place and role of dialects and standard/nonstandard English. • uses vocabulary strategies such as roots and affixes, word maps, and context clues to discern the meanings of words. 	39*
<i>6.01a</i>	Demonstrate an understanding of conventional written and spoken expression that: a) uses varying sentence types (e.g., simple, compound, complex, compound-complex) purposefully, correctly, and for specific effect.	See DPI objective 6.01	5*
<i>6.01b</i>	Demonstrate an understanding of conventional written and spoken expression that: b) selects verb tense to show an appropriate sense of time.	See DPI objective 6.01	4
<i>6.01c</i>	Demonstrate an understanding of conventional written and spoken expression that: c) applies parts of speech to clarify and edit language.	See DPI objective 6.01	8
<i>6.01d</i>	Demonstrate an understanding of conventional written and spoken expression that: d) addresses clarity and style through such strategies as parallelism; appropriate coordination and subordination; variety and details; appropriate and exact words; and conciseness.	See DPI objective 6.01	18*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for English I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>6.01e</i>	Demonstrate an understanding of conventional written and spoken expression that: e) analyzes the place and role of dialects and standard/nonstandard English.	See DPI objective 6.01	0
<i>6.01f</i>	Demonstrate an understanding of conventional written and spoken expression that: f) uses vocabulary strategies such as roots and affixes, word maps, and context clues to discern the meanings of words.	See DPI objective 6.01	7
6.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 6.02a ▪ 6.02b ▪ 6.02c ▪ 6.02d 	Discern and correct errors in spoken and written English by: <ul style="list-style-type: none"> • avoiding fragments, run-ons, and comma splices. • selecting correct subject-verb agreement, consistent verb tense, and appropriate verbs. • using and placing modifiers correctly. • editing for spelling and mechanics (punctuation and capitalization). 	57
<i>6.02a</i>	Discern and correct errors in spoken and written English by: a) avoiding fragments, run-ons, and comma splices.	See DPI objective 6.02	20
<i>6.02b</i>	Discern and correct errors in spoken and written English by: b) selecting correct subject-verb agreement, consistent verb tense, and appropriate verbs.	See DPI objective 6.02	4
<i>6.02c</i>	Discern and correct errors in spoken and written English by: c) using and placing modifiers correctly.	See DPI objective 6.02	5
<i>6.02d</i>	Discern and correct errors in spoken and written English by: d) editing for spelling and mechanics (punctuation and capitalization).	See DPI objective 6.02	28
TOTAL			96*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1: Percent Range on EOG: 35-40%		The learner will model, identify, and compute with whole numbers through 9,999.	
1.01	Develop number sense for whole numbers through 9,999.	Develop number sense for whole numbers through 9,999. a. Connect model, number word, and number using a variety of representations. b. Build understanding of place value (ones through thousands). c. Compare and order.	41*
1.01a	Develop number sense for whole numbers through 9,999. a) Connect model, number word, and number using a variety of representation.	See DPI objective 1.01	14*
1.01b	Develop number sense for whole numbers through 9,999. b) Build understanding of place value (ones through thousands).	See DPI objective 1.01	13*
1.01c	Develop number sense for whole numbers through 9,999. c) Compare and order	See DPI objective 1.01	10
1.02	Develop fluency with multi-digit addition and subtraction through 9,999 using: a) Strategies for adding and subtracting numbers. b) Estimation of sums and differences in appropriate situations. c) Relationships between operations.	Develop fluency with multi-digit addition and subtraction through 9,999 using: a. Strategies or adding and subtracting numbers. b. Estimation of sums and differences in appropriate situations. c. Relationships between operations.	37*
1.02a	a) Strategies for adding and subtracting numbers.	See DPI objective 1.02	20*
1.02b	b) Estimation of sums and differences in appropriate situations.	See DPI objective 1.02	14*
1.02c	c) Relationships between operations.	See DPI objective 1.02	6

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.03	Develop fluency with multiplication from 1x1 by 12x12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers b) Estimation of products and quotients in appropriate situations. c) Relationships between operations.	Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using: a. Strategies for multiplying and dividing numbers. b. Estimation of products and quotients in appropriate situations. c. Relationships between operations.	83*
<i>1.03a</i>	Develop fluency with multiplication from 1x1 by 12x12 and division up to two-digit by one-digit numbers using: a) Strategies for multiplying and dividing numbers	See DPI objective 1.03	42*
<i>1.03b</i>	Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using b) Estimation of products and quotients in appropriate situations.	See DPI objective 1.03	10*
<i>1.03c</i>	Develop fluency with multiplication from 1x1 by 12x12 and division up to two-digit by one-digit numbers using: c) Relationships between operations.	See DPI objective 1.03	33*
1.04	Use basic properties (identity, commutative, associate, order of operations) for addition, subtraction, multiplication, and division.	Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.	29*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.05	Use area or region models and set models of fractions to explore part-whole relationships. (a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths). (b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons. (c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths. (d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers. (e) Understand and use mixed numbers and their equivalent fraction forms.	Use area or region models and set models of fractions to explore part-whole relationships. a. Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths). b. Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons. c. Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths. d. Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers. e. Understand and use mixed numbers and their equivalent fraction forms.	45*
<i>1.05a</i>	Use area or region models and set models of fractions to explore part-whole relationships. a) Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eights).	See DPI objective 1.05	13*
<i>1.05b</i>	Use area or region models and set models of fractions to explore part-whole relationships. b) Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.	See DPI objective 1.05	7
<i>1.05c</i>	Use area or region models and set models of frations to explore part-whole relationships. c) Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds sixths.	See DPI objective 1.05	13*
<i>1.05d</i>	(d) Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.	See DPI objective 1.05	7
<i>1.05e</i>	(e) Understand and use mixed numbers and their equivalent fraction forms.	See DPI objective 1.05	4*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.06	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	65*
TOTAL			300*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 10-12%		The learner will recognize and use standard units of metric and customary measurement.	
2.01	Solve problems using measurement concepts and procedures involving: a) Elapsed time b) equivalent measures within the same measurement system.	Solve problems using measurement concepts and procedures involving: a. Elapsed time. b. Equivalent measures within the same measurement system.	63*
2.01 a	Solve problems using measurement concepts and procedures involving: a) Elapsed time	See DPI objective 2.01	30*
2.01b	Solve problems using measurement concepts and procedures involving: b) equivalent measures within the same measurement system.	See DPI objective 2.01	37
2.02	Estimate and measure using appropriate units. a) Capacity (cups, pints, quarts, gallons, liters) b) Length (miles and kilometers) c) Mass (ounces, pounds, grams, kilograms) d) Temperature (Fahrenheit, Celsius).	Estimate and measure using appropriate units. a. Capacity (cups, pints, quarts, gallons, liters). b. Length (miles, kilometers) c. Mass (ounces, pounds, grams, kilograms). d. Temperature (Fahrenheit, Celsius).	54*
2.02a	a) Capacity (cups, pints, quarts, gallons, liters)	See DPI objective 2.02	3
2.02b	b) Length (miles and kilometers)	See DPI objective 2.02	6
2.02c	c) Mass (ounces, pounds, grams, kilograms)	See DPI objective 2.02	8*
2.02d	Estimate and measure using appropriate units. d) Temperature (Fahrenheit, Celsius)	See DPI objective 2.02	5
TOTAL			117*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 12-15%		The learner will recognize and use basic geometric properties of two- and three-dimensional figures.	
3.01	Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.	Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.	26
3.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.02a ▪ 3.02b 	Use a rectangular coordinate system to solve problems. <ul style="list-style-type: none"> a. Graph and identify points with whole number and/or letter coordinates. b. Describe the path between given points on the plane. 	13
3.02a	Use a rectangular coordinate system to solve problems. a) Graph and identify points with whole number and/or letter coordinates.	See DPI objective 3.02	10
3.02b	Describe the path between given points on the plane.	See DPI objective 3.02	3
TOTAL			39

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 12-15%		The learner will understand and use data and simple probability concepts.	
4.01	Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.	Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.	26
4.02	Determine the number of permutations and combinations of up to three items.	Determine the number of permutations and combinations of up to three items.	11
4.03	Solve probability problems using permutations and combinations.	Solve probability problems using permutations and combinations	6
TOTAL			43*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 5</i> Percent Range on EOG: 20-25%		The learner will recognize, determine, and represent patterns and simple mathematical relationships.	
5.01	Describe and extend numeric and geometric patterns	Describe and extend numeric and geometric patterns	44*
5.02	Extend and find missing terms of repeating and growing patterns.	Extend and find missing terms of repeating and growing patterns.	31*
5.03	Use symbols to represent unknown quantities in number sentences.	Use symbols to represent unknown quantities in number sentences.	9
5.04	Find the value of the unknown in a number sentence.	Find the value of the unknown in a number sentence.	24*
TOTAL			108*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 35-40%		The learner will read, write, model, and compute with non-negative rational numbers.	
1.01	Develop number sense for rational numbers 0.01-99,999. a. See sub-objective 1.01a b. See sub-objective 1.01b c. See sub-objective 1.01c d. See sub-objective 1.01d	Develop number sense for rational numbers 0.01 through 99,999. a. Connect model, number word, and number using a variety of representations. b. Build understanding of place value (hundredths through ten thousands). c. Compare and order rational numbers. d. Make estimates of rational numbers in appropriate situations.	65*
<i>1.01a</i>	a) Connect model, number word, and number using a variety of representations.	See DPI objective 1.01	14*
<i>1.01b</i>	b) Build understanding of place value (thousandths through hundred thousandths).	See DPI objective 1.01	13*
<i>1.01c</i>	c) Compare and order rational numbers.	See DPI objective 1.01	10
<i>1.01d</i>	d) Make estimates of rational numbers in appropriate situations.	See DPI objective 1.01	17*
1.02	Develop fluency with multiplication and division: a) Two-digit by two-digit (larger numbers with calculators). b) Up to three-digit by two-digit division (larger numbers with calculator). c) Strategies for multiplying and dividing numbers. d) Estimation of products and quotients in appropriate situations.	Develop fluency with multiplication and division: a. Two-digit by two-digit multiplication (larger numbers with calculator). b. Up to three-digit by two-digit division (larger numbers with calculator). c. Strategies for multiplying and dividing numbers. d. Estimation of products and quotients in appropriate situations. e. Relationships between operations.	79*
<i>1.02a</i>	a) Two-digit by two-digit (larger numbers with calculators).	See DPI objective 1.02	23*
<i>1.02b</i>	b) Up to three-digit by two-digit division (larger numbers with calculator).	See DPI objective 1.02	7*
<i>1.02c</i>	c) Strategies for multiplying and dividing numbers.	See DPI objective 1.02	19*
<i>1.02d</i>	d) Estimation of products and quotients in appropriate situations.	See DPI objective 1.02	13*
<i>1.02e</i>	e) Relationships between operations.	See DPI objective 1.02	11*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.03	Solve problems using model, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, and mixed numbers.	Solve problems using models, diagrams, and reasoning about fractions and relationships among fractions involving halves, fourths, eighths, thirds, sixths, twelfths, fifths, tenths, hundredths, and mixed numbers.	20*
1.03a	a) Strategies for multiplying and dividing numbers.	Not listed as part of DPI objective	0
1.03b	b) Estimation of products and quotients in appropriate situations.	Not listed as part of DPI objective	0
1.03c	c) Relationships between operations.	Not listed as part of DPI objective	2*
1.04	Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.	Develop fluency with addition and subtraction of non-negative rational numbers with like denominators, including decimal fractions through hundredths. a. Develop and analyze strategies for adding and subtracting numbers. b. Estimate sums and differences. c. Judge the reasonableness of solutions.	30*
	a) Develop and analyze strategies for adding and subtracting numbers.	See DPI objective 1.04	7*
	b) Estimate sums and differences.	See DPI objective 1.04	1.04b – 5*
	c) Judge the reasonableness of solutions.	See DPI objective 1.04	1.04c – 8*
1.05	Develop flexibility in solving problems by selecting strategies and using computation, estimation, calculators or computers, and paper and pencil.	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	48*
TOTAL			242*

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 10-12%		The learner will understand and use perimeter and area.	
2.01	Develop strategies to determine the area of rectangles and the perimeter of plane figures	Develop strategies to determine the area of rectangles and the perimeter of plane figures.	26*
2.02	Solve problems involving perimeter of plane figures and areas of rectangles.	Solve problems involving perimeter of plane figures and areas of rectangles.	20*
TOTAL			46*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 10-12%		The learner will recognize and use geometric properties and relationships.	
3.01	Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant.	Use the coordinate system to describe the location and relative position of points and draw figures in the first quadrant.	7*
3.02	Describe the relative position of lines using concepts of parallelism and perpendicularity.	Describe the relative position of lines using concepts of parallelism and perpendicularity.	15
3.03	Identify, predict, and describe the results of transformations of plane figures. a)Reflections. b)Translations. c) Rotations.	Identify, predict, and describe the results of transformations of plane figures. a. Reflections. b. Translations. c. Rotations.	15
3.03a	a)Reflections.	See DPI objective 3.03	2
3.03b	b)Translations.	See DPI objective 3.03	4
3.03c	c) Rotations.	See DPI objective 3.03	2
TOTAL			37*

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 15-18%		The learner will understand and use graphs, probability, and data analysis.	
4.01	Collect, organize, analyze, and display data (including line graphs and bar graphs) to solve problems.	Collect, organize, analyze, and display data (including line graphs and bar graphs) to solve problems.	49*
4.02	Describe the distribution of data using median, range, and mode.	Describe the distribution of data using median, range and mode.	13*
4.03	Solve problems by comparing two sets of related data	Solve problems by comparing two sets of related data.	14*
4.04	Design experiments and list all possible outcomes and probabilities for an event.	Design experiments and list all possible outcomes and probabilities for an event.	17*
TOTAL			93*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5 Percent Range on EOG: 20-25%		The learner will demonstrate an understanding of mathematical relationships.	
5.01	Identify, describe, and generalize relationships in which: a)Quantities change proportionally b) Change in one quantity relates to change in a second quantity	Identify, describe, and generalize relationships in which: a. Quantities change proportionally. b. Change in one quantity relates to change in a second quantity.	33*
<i>5.01a</i>	Identify, describe, and generalize relationships in which: a)Quantities change proportionally	See DPI objective 5.01	21*
<i>5.01b</i>	Identify, describe, and generalize relationships in which: b) Change in one quantity relates to change in a second quantity	See DPI objective 5.01	20*
5.02	Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.	Translate among symbolic, numeric, verbal, and pictorial representations of number relationships.	29*
5.03	Verify mathematical relationships using: a) Models, words, and numbers. b) Order of operations and the identity, commutative, associative, and distributive properties.	Verify mathematical relationships using: a. Models, words, and numbers. b. Order of operations and the identity, commutative, associative, and distributive properties.	42*
<i>5.03a</i>	Verify mathematical relationships using: a) Models, words, and numbers.	See DPI objective 5.03	10*
<i>5.03b</i>	Verify mathematical relationships using: b) Order of operations and the identity, commutative, associative, and distributive properties.	See DPI objective 5.03	18*
TOTAL			104*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 20-25%		The learner will understand and compute with non-negative rational numbers.	
1.01	Develop number sense for rational numbers 0.001 through 999,999. a) Connect model, number word, and number using a variety of representations. b) Build understanding of place value (thousandths through hundred thousandths). c) Compare and order rational numbers. d) Make estimates of rational numbers in appropriate situations.	Develop number sense for rational numbers 0.001 through 999,999. a. Connect model, number word, and number using a variety of representations. b. Build understanding of place value (thousandths through hundred thousands). c. Compare and order rational numbers. d. Make estimates of rational numbers in appropriate situations.	72*
<i>1.01a</i>	a) Connect model, number word, and number using a variety of representations.	See DPI objective 1.01	16*
<i>1.01b</i>	b) Build understanding of place value (thousandths through hundred thousandths).	See DPI objective 1.01	14*
<i>1.01c</i>	c) Compare and order rational numbers.	See DPI objective 1.01	21*
<i>1.01d</i>	d) Make estimates of rational numbers in appropriate situations.	See DPI objective 1.01	9*
1.02	Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers). a) Develop and analyze strategies for adding and subtracting numbers. b) Estimate sums and differences. c) Judge the reasonableness of solutions.	Develop fluency in adding and subtracting non-negative rational numbers (halves, fourths, eighths; thirds, sixths, twelfths; fifths, tenths, hundredths, thousandths; mixed numbers). a. Develop and analyze strategies for adding and subtracting numbers. b. Estimate sums and differences. c. Judge the reasonableness of solutions.	33*
<i>1.02a</i>	a) Develop and analyze strategies for adding and subtracting numbers.	See DPI objective 1.02	16*
<i>1.02b</i>	b) Estimate sums and differences.	See DPI objective 1.02	6*
<i>1.02c</i>	c) Judge the reasonableness of solutions.	See DPI objective 1.02	6*
1.03	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	56*
TOTAL			161*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 10-15%		The learner will recognize and use standard units of metric and customary measurement.	
2.01	Estimate the measure of an object in one system given the measure of that object in another system.	Estimate the measure of an object in one system given the measure of that object in another system.	13*
2.02	Identify, estimate, and measure the angles of plane figures using appropriate tools.	Identify, estimate, and measure the angles of plane figures using appropriate tools.	24*
TOTAL			37*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 25-30%		The learner will understand and use properties and relationships of plane figures.	
3.01	Identify, define, describe, and accurately represent triangles, quadrilaterals, and other polygons.	Identify, define, describe, and accurately represent triangles, quadrilaterals, and other polygons.	16*
3.02	Make and test conjectures about polygons involving: a) Sum of the measures of interior angles. b) Lengths of sides and diagonals. c) Parallelism and perpendicularity of sides and diagonals.	Make and test conjectures about polygons involving: a. Sum of the measures of interior angles. b. Lengths of sides and diagonals. c. Parallelism and perpendicularity of sides and diagonals.	21*
3.02a	a) Sum of the measures of interior angles.	See DPI objective 3.02	8*
3.02b	b) Lengths of sides and diagonals.	See DPI objective 3.02	8*
3.02c	c) Parallelism and perpendicularity of sides and diagonals.	See DPI objective 3.02	6*
3.03	Classify plane figures according to types of symmetry (line, rotational).	Classify plane figures according to types of symmetry (line, rotational).	11
3.04	Solve problems involving the properties of triangles, quadrilaterals, and other polygons. a) Sum of the measures of interior angles. b) Lengths of sides and diagonals. c) Parallelism and perpendicularity of sides and diagonals.	Solve problems involving the properties of triangles, quadrilaterals, and other polygons. a. Sum of the measures of interior angles. b. Lengths of sides and diagonals. c. Parallelism and perpendicularity of sides and diagonals.	40*
3.04a	a) Sum of the measures of interior angles.	See DPI objective 3.04	6*
3.04b	b) Lengths of sides and diagonals.	See DPI objective 3.04	11*
3.04c	c) Parallelism and perpendicularity of sides and diagonals.	See DPI objective 3.04	5*
TOTAL			88*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 10-15%		The learner will understand and use graphs and data analysis.	
4.01	Collect, organize, analyze, and display data (including bar graphs and stem-and-leaf plots) to solve problems.	Collect, organize, analyze, and display data (including stem-and-leaf plots) to solve problems.	41*
4.02	Compare and contrast different representations of the same data; discuss the effectiveness of each representation.	Compare and contrast different representations of the same data; discuss the effectiveness of each representation.	30*
4.03	Solve problems with data from a single set or multiple sets of data using median, range, and mode	Solve problems with data from a single set or multiple sets of data using median, range, and mode.	29*
TOTAL			100*

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5 Percent Range on EOG: 20-25%		The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.	
5.01	Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols.	Describe, extend, and generalize numeric and geometric patterns using tables, graphs, words, and symbols.	28*
5.02	Use algebraic expressions, patterns, and one-step equations and inequalities to solve problems.	Use algebraic expressions, patterns, and one-step equations and inequalities to solve problems.	54*
5.03	Identify, describe, and analyze situations with constant or varying rates of change.	Identify, describe, and analyze situations with constant or varying rates of change.	23*
TOTAL			105*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 20-25%		The learner will understand and compute with rational numbers.	
1.01	Develop number sense for negative rational numbers.	Develop number sense for negative rational numbers. a. <i>Connect the model, number word, and number using a variety of representations, including the number line.</i> b. Compare and order. c. <i>Make estimates in appropriate situations.</i>	7
<i>1.01b</i>	Develop number sense for negative rational numbers. b) Compare and order.	See DPI objective 1.01	0
1.02	Develop meaning for percents.	Develop meaning for percents. a. <i>Connect the model, number word, and number using a variety of representations.</i> b. <i>Make estimates in appropriate situations.</i>	10
1.03	Compare and order rational numbers	Compare and order rational numbers.	25
1.04	Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers.	Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers. a. <i>Analyze computational strategies.</i> b. <i>Describe the effect of operations on size.</i> c. <i>Estimate the results of computations.</i> d. <i>Judge the reasonableness of solutions.</i>	48
1.05	Develop fluency in the use of factors, multiples, exponential notation, and prime factorization.	Develop fluency in the use of factors, multiples, exponential notation, and prime factorization.	59*
1.06	Use exponential, scientific and calculator notation to write very large and very small numbers.	Use exponential, scientific and calculator notation to write very large and very small numbers.	16*
1.07	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computer, and paper and pencil.	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	11*
TOTAL			176*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 10-15%		The learner will select and use appropriate tools to measure two- and three-dimensional figures.	
2.01	Estimate and measure length, perimeter, area, angles, weight, and mass of two- and three-dimensional figures, using appropriate tools.	Estimate and measure length, perimeter, area, angles, weight, and mass of two- and three-dimensional figures, using appropriate tools.	16
2.02	Solve problems involving perimeter/circumference and area of plane figures.	Solve problems involving perimeter/circumference and area of plane figures.	13
TOTAL			29

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 15-20%		The learner will understand and use properties and relationships of geometric figures in the coordinate plane.	
3.01	Identify and describe the intersection of figures in a plane.	Identify and describe the intersection of figures in a plane.	4
3.02	Identify the radius, diameter, chord, center, and circumference of a circle; determine the relationships among them.	Identify the radius, diameter, chord, center, and circumference of a circle; determine the relationships among them.	11
3.03	Transform figures in the coordinate plane and describe the transformation.	Transform figures in the coordinate plane and describe the transformation.	8
3.04	Solve problems involving geometric figures in the coordinate plane.	Solve problems involving geometric figures in the coordinate plane.	6
TOTAL			29

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Math

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 20-25%		The learner will understand and determine probabilities.	
4.01	Develop fluency with counting strategies to determine the sample space for an event. Include lists, tree diagrams, frequency distribution tables, permutations, combinations, and the Fundamental Counting Principle.	Develop fluency with counting strategies to determine the sample space for an event. Include lists, tree diagrams, frequency distribution tables, permutations, combinations, and the Fundamental Counting Principle.	28*
4.02	Use a sample space to determine the probability of an event. a) Connect the model, number word, and number using a variety of representations. b) Make estimates in appropriate situations.	Use a sample space to determine the probability of an event.	3*
4.02a	Use a sample space to determine the probability of an event. a) Connect the model, number word, and number using a variety of representations.	Not listed as part of DPI objective	0
4.02b	Use a sample space to determine the probability of an event. b) Make estimates in appropriate situations.	Not listed as part of DPI objective	0
4.03	Conduct experiments involving simple and compound events. *See DPI objective 4.04	Determine and compare experimental and theoretical probabilities for simple and compound events. *Listed as 4.04 in WCPSS Assessment Item Bank	2
4.04	Determine and compare experimental and theoretical probabilities for simple and compound events. *See DPI objective 4.03	Conduct experiments involving simple and compound events. *Listed as 4.03 in WCPSS Assessment Item Bank	25*
4.05	Determine and compare experimental and theoretical probabilities for independent and dependent events	Determine and compare experimental and theoretical probabilities for independent and dependent events.	15*
4.06	Design and conduct experiments or surveys to solve problems; report and analyze results.	Design and conduct experiments or surveys to solve problems; report and analyze results.	4
TOTAL			77*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Math

Objective		Description - DPI	Number of Items in Pool
Goal 5 Percent Range on EOG: 20-25%		The learner will demonstrate an understanding of simple algebraic expressions.	
5.01	Simplify algebraic expressions and verify the results using the basic properties of rational numbers	Simplify algebraic expressions and verify the results using the basic properties of rational numbers. a. Identity. b. Commutative. c. Associative. d. Distributive. e. Order of operations.	17
5.02	Use and evaluate algebraic expressions.	Use and evaluate algebraic expressions.	6
5.03	Solve simple (one- and two-step) equations or inequalities.	Solve simple (one- and two-step) equations or inequalities	14
5.04	Use graphs, tables and symbols to model and solve problems involving rate of change and ratios.	Use graphs, tables, and symbols to model and solve problems involving rates of change and ratios.	9
TOTAL			46

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Math

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 20-25%		The learner will understand and compute with rational numbers.	
1.01	Develop and use ratios, proportions, and percents to solve problems.	Develop and use ratios, proportions, and percents to solve problems.	29
1.02	Develop fluency in addition, subtraction, multiplication, and division of rational numbers.	Develop fluency in addition, subtraction, multiplication, and division of rational numbers. a. Analyze computational strategies. b. Describe the effect of operations on size. c. Estimate the results of computations. d. Judge the reasonableness of solutions.	67
1.03	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computer, and paper and pencil.	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	24
TOTAL			120

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 10-15%		The learner will understand and use measurement involving two- and three-dimensional figures.	
2.01	Draw objects to scale and use scale drawings to solve problems.	Draw objects to scale and use scale drawings to solve problems.	19
2.02	Solve problems involving volume and surface area of cylinders, prisms, and composite shapes.	Solve problems involving volume and surface area of cylinders, prisms, and composite shapes.	32
TOTAL			51

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Math

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 20-25%		The learner will understand and use properties and relationships in geometry.	
3.01	Using three-dimensional figures.	Using three-dimensional figures: a. Identify, describe, and draw from various views (top, side, front, corner). b. Build from various views. c. Describe cross-sectional views.	20
<i>3.01a</i>	Using three-dimensional figures: b) build from various views.	See DPI objective 3.01	0
<i>3.01b</i>	Using three-dimensional figures: a) identify, describe, and draw from various views (top, side, front, corner).	See DPI objective 3.01	0
<i>3.01c</i>	Using three-dimensional figures: c) Describe cross-sectional views.	See DPI objective 3.01	0
3.02	Identify, define, and describe similar and congruent polygons with respect to angle measures, length of sides, and proportionality of sides.	Identify, define, and describe similar and congruent polygons with respect to angle measures, length of sides, and proportionality of sides	26
3.03	Use scaling and proportional reasoning to solve problems related to similar and congruent polygons.	Use scaling and proportional reasoning to solve problems related to similar and congruent polygons.	9
TOTAL			55

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Math

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 20-25%		The learner will understand and use graphs and data analysis.	
4.01	Collect, organize, analyze, and display data (including box plots and histograms) to solve problems.	Collect, organize, analyze, and display data (including box plots and histograms) to solve problems.	17
4.02	Calculate, use, and interpret the mean, median, mode, range, frequency distribution, and inter-quartile range for a set of data.	Calculate, use, and interpret the mean, median, mode, range, frequency distribution, and inter-quartile range for a set of data.	32
4.03	Describe how the mean, median, mode, range, frequency distribution, and inter-quartile range of a set of data affect its graph.	Describe how the mean, median, mode, range, frequency distribution, and inter-quartile range of a set of data affect its graph.	3
4.04	Identify outliers and determine their effect on the mean, median, mode, and range of a set of data.	Identify outliers and determine their effect on the mean, median, mode, and range of a set of data.	5
4.05	Solve problems involving two or more sets of data using appropriate statistical measures.	Solve problems involving two or more sets of data using appropriate statistical measures.	2
TOTAL			59

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool
Goal 5 Percent Range on EOG: 25-30%		The learner will demonstrate an understanding of linear relations and fundamental algebraic concepts.	
5.01	Identify, analyze, and create linear relations, sequences, and functions using symbols, graphs, table, diagrams, and written descriptions.	Identify, analyze, and create linear relations, sequences, and functions using symbols, graphs, tables, diagrams, and written descriptions.	32
5.02	Translate among different representations of algebraic expressions, equations and inequalities.	Translate among different representations of algebraic expressions, equations and inequalities	25
5.03	Use and evaluate algebraic expressions, linear equations or inequalities to solve problems.	Use and evaluate algebraic expressions, linear equations or inequalities to solve problems.	28
5.04	Develop fluency in the use of formulas to solve problems.	Develop fluency in the use of formulas to solve problems	9
TOTAL			94

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Math

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 10-15%		The learner will understand and compute with real numbers.	
1.01	Develop number sense for the real numbers.	Develop number sense for the real numbers. a. Define and use irrational numbers. b. Compare and order. c. Use estimates of irrational numbers in appropriate situations.	18
1.02	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computer, and paper and pencil.	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	8
TOTAL			26

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 10-15%		The learner will understand and use measurement concepts.	
2.01	Determine the effect on perimeter, area or volume when one or more dimensions of two- and three-dimensional figures are changed.	Determine the effect on perimeter, area or volume when one or more dimensions of two- and three-dimensional figures are changed.	10
2.02	Apply and use concepts of indirect measurement.	Apply and use concepts of indirect measurement.	15
TOTAL			25

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 10-15%		The learner will understand and use properties and relationships in geometry.	
3.01	Represent problems situations with geometric models.	Represent problem situations with geometric models.	7
3.02	Apply geometric properties and relationships, including the Pythagorean theorem, to solve problems.	Apply geometric properties and relationships, including the Pythagorean theorem, to solve problems.	12
3.03	Identify, predict, and describe dilations in the coordinate plane. In the coordinate plane.	Identify, predict, and describe dilations in the coordinate plane.	4
TOTAL			23

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Math

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 20-25%		The learner will understand and use graphs and data analysis.	
4.01	Collect, organize, analyze, and display data (including scatterplots) to solve problems.	Collect, organize, analyze, and display data (including scatterplots) to solve problems.	8
4.02	Approximate a line of best fit for a given scatterplot; explain the meaning of the line as it relates to the problem and make predictions.	Approximate a line of best fit for a given scatterplot; explain the meaning of the line as it relates to the problem and make predictions.	7
4.03	Identify misuses of statistical and numerical data.	Identify misuses of statistical and numerical data.	11
TOTAL			26

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool
Goal 5 Percent Range on EOG: 35-40%		The learner will understand and use linear relations and functions.	
5.01	Develop an understanding of function.	Develop an understanding of function. <ul style="list-style-type: none"> a. Translate among verbal, tabular, graphic, and algebraic representations of functions. b. Identify relations and functions as linear or nonlinear. c. Find, identify, and interpret the slope (rate of change) and intercepts of a linear relation. d. Interpret and compare properties of linear functions from tables, graphs, or equations. 	43
5.02	Write an equation of a linear relationship given: two points, the slope and one point on the line, or the slope and y-intercept	Write an equation of a linear relationship given: two points, the slope and one point on the line, or the slope and y-intercept.	9
5.03	Solve problems using linear equations and inequalities; justify symbolically and graphically.	Solve problems using linear equations and inequalities; justify symbolically and graphically.	9
5.04	Solve equations using the inverse relationships of addition and subtraction, multiplication and division, squares and square roots, and cubes and cube roots.	Solve equations using the inverse relationships of addition and subtraction, multiplication and division, squares and square roots, and cubes and cube roots.	10
TOTAL			71

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School Algebra I

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool (MS)	Number of Items in Pool (HS)
Goal 1 Percent Range on EOG: 20-25%		The learner will perform operations with numbers and expressions to solve problems.		
1.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 1.01a ▪ 1.01b ▪ 1.01c 	Write equivalent forms of algebraic expressions to solve problems. <ul style="list-style-type: none"> a. Apply the laws of exponents. b. Operate with polynomials. c. Factor polynomials. 	23	23
<i>1.01a</i>	Write equivalent forms of algebraic expressions to solve problems. a) Apply the laws of exponents.	See DPI objective 1.01	5	5
<i>1.01b</i>	Write equivalent forms of algebraic expressions to solve problems. b) Operate with polynomials.	See DPI objective 1.01	10	10
<i>1.01c</i>	Write equivalent forms of algebraic expressions to solve problems. c) Factor polynomials.	See DPI objective 1.01	8	8
1.02	Use formulas and algebraic expressions, including iterative and recursive forms, to model and solve problems.	Use formulas and algebraic expressions, including iterative and recursive forms, to model and solve problems.	13	14
1.03	Model and solve problems using direct variation.	Model and solve problems using direct variation.	0	1
TOTAL			36	38

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool (MS)	Number of Items in Pool (HS)
Goal 2 Percent Range on EOG: 10-15%		The learner will describe geometric figures in the coordinate plane algebraically.		
2.01	Find the lengths and midpoints of segments to solve problems.	Find the lengths and midpoints of segments to solve problems.	7	8
2.02	Use the parallelism or perpendicularity of lines and segments to solve problems.	Use the parallelism or perpendicularity of lines and segments to solve problems.	5	6
TOTAL			12	14

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School Algebra I

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool (MS)	Number of Items in Pool (HS)
Goal 3 Percent Range on EOG: 30-35%		The learner will collect, organize, and interpret data with matrices and linear models to solve problems.		
3.01	Use matrices to display and interpret data.	Use matrices to display and interpret data.	0	0
3.02	Operate (addition, subtraction, scalar multiplication) with matrices to solve problems.	Operate (addition, subtraction, scalar multiplication) with matrices to solve problems.	5	12
3.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.03a ▪ 3.03b 	Create linear models for sets of data to solve problems. <ul style="list-style-type: none"> a. Interpret constants and coefficients in the context of the data. b. Check the model for goodness-of-fit and use the model, where appropriate, to draw conclusions or make predictions. 	4	12
<i>3.03a</i>	Create linear models for sets of data to solve problems. A) Interpret constants and coefficients in the context of the data.	See DPI objective 3.03	1	7
<i>3.03b</i>	Create linear models for sets of data to solve problems. B) Check the model for goodness-of-fit and use the model, where appropriate, to draw conclusions or make predictions.	See DPI objective 3.03	3	5
TOTAL			9	24

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School Algebra I

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool (MS)	Number of Items in Pool (HS)
Goal 4 Percent Range on EOG: 35-40%		The learner will use relations and functions to solve problems.		
4.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 4.01a ▪ 4.01b 	Use linear functions or inequalities to model and solve problems; justify results. <ol style="list-style-type: none"> a. Solve using tables, graphs, and algebraic properties. b. Interpret constants and coefficients in the context of the problem. 	32	29
<i>4.01a</i>	Use linear functions or inequalities to model and solve problems; justify results. a) Solve using tables, graphs, and algebraic properties.	See DPI objective 4.01	25	22
<i>4.01b</i>	Use linear functions or inequalities to model and solve problems; justify results. b) Interpret constants and coefficients in the context of the problem.	See DPI objective 4.01	7	7
4.02	Graph, factor, and evaluate quadratic functions to solve problems.	Graph, factor, and evaluate quadratic functions to solve problems.	8	10
4.03	Use systems of linear equations or inequalities in two variables to model and solve problems. Solve using tables, graphs, and algebraic properties; justify results.	Use systems of linear equations or inequalities in two variables to model and solve problems. Solve using tables, graphs, and algebraic properties; justify results.	15	18
4.04	Graph and evaluate exponential functions to solve problems.	Graph and evaluate exponential functions to solve problems.	6	6
TOTAL			61	63

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Algebra II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 25-30%		The learner will perform operations with complex numbers, matrices, and polynomials.	
1.01	Simplify and perform operations with rational exponents and logarithms (common and natural) to solve problems.	Simplify and perform operations with rational exponents and logarithms (common and natural) to solve problems.	3*
1.02	Define and compute with complex numbers.	Define and compute with complex numbers.	3*
1.03	Operate with algebraic expressions (polynomial, rational, complex fractions) to solve problems.	Operate with algebraic expressions (polynomial, rational, complex fractions) to solve problems.	4
1.04	Operate with matrices to model and solve problems.	Operate with matrices to model and solve problems.	7*
1.05	Model and solve problems using direct, inverse, combined and joint variation.	Model and solve problems using direct, inverse, combined and joint variation.	0
TOTAL			17*

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 70-75%		The learner will use relations and functions to solve problems.	
2.01	Use the composition and inverse of functions to model and solve problems; justify results.	Use the composition and inverse of functions to model and solve problems; justify results.	0
2.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.02a ▪ 2.02b 	Use quadratic functions and inequalities to model and solve problems; justify results. <ul style="list-style-type: none"> a. Solve using tables, graphs, and algebraic properties. b. Interpret the constants and coefficients in the context of the problem. 	13*
2.02a	Use quadratic functions and inequalities to model and solve problems; justify results. a) Solve using tables, graphs, and algebraic properties.	See DPI Objective 2.02	13*
2.02b	Use quadratic functions and inequalities to model and solve problems; justify results. b) Interpret the constants and coefficients in the context of the problem.	See DPI Objective 2.02	13*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for Algebra II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.03a ▪ 2.03b 	Use exponential functions to model and solve problems; justify results. <ul style="list-style-type: none"> a. Solve using tables, graphs, and algebraic properties. b. Interpret the constants and coefficients in the context of the problem. 	0
<i>2.03a</i>	Use exponential functions to model and solve problems; justify results. a) Solve using tables, graphs, and algebraic properties.	See DPI Objective 2.03	0
<i>2.03b</i>	Use exponential functions to model and solve problems; justify results. b) Interpret the constants and coefficients in the context of the problem.	See DPI Objective 2.03	0
2.04	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.04a ▪ 2.04b 	Create and use best-fit mathematical models of linear, exponential, and quadratic functions to solve problems involving sets of data. <ul style="list-style-type: none"> a. Interpret the constants, coefficients, and bases in the context of the data. b. Check the model for goodness-of-fit and use the model, where appropriate, to draw conclusions or make predictions. 	1*
<i>2.04a</i>	Create and use best-fit mathematical models of linear, exponential, and quadratic functions to solve problems involving sets of data. a) Interpret the constants, coefficients, and bases in the context of the data.	See DPI Objective 2.04	1*
<i>2.04b</i>	Create and use best-fit mathematical models of linear, exponential, and quadratic functions to solve problems involving sets of data. b) Check the model for goodness-of-fit and use the model, where appropriate, to draw conclusions or make predictions.	See DPI Objective 2.04	1*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for Algebra II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.05	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.05a ▪ 2.05b ▪ 2.05c 	Use rational equations to model and solve problems; justify results. <ul style="list-style-type: none"> a. Solve using tables, graphs, and algebraic properties. b. Interpret the constants and coefficients in the context of the problem. c. Identify the asymptotes and intercepts graphically and algebraically. 	0
<i>2.05a</i>	Use rational equations to model and solve problems; justify results. a) Solve using tables, graphs, and algebraic properties.	See DPI Objective 2.05	0
<i>2.05b</i>	Use rational equations to model and solve problems; justify results. b) Interpret the constants and coefficients in the context of the problem.	See DPI Objective 2.05	0
<i>2.05c</i>	Use rational equations to model and solve problems; justify results. c) Identify the asymptotes and intercepts graphically and algebraically.	See DPI Objective 2.05	0
2.06	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.06a ▪ 2.06b 	Use cubic equations to model and solve problems. <ul style="list-style-type: none"> a. Solve using tables and graphs. b. Interpret constants and coefficients in the context of the problem. 	1
<i>2.06a</i>	Use cubic equations to model and solve problems. a) Solve using tables and graphs.	See DPI Objective 2.06	0
<i>2.06b</i>	Use cubic equations to model and solve problems. b) Interpret constants and coefficients in the context of the problem.	See DPI Objective 2.06	1

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for Algebra II

Objective	Description – WCPSS Assessment Item Bank	Description – DPI	Number of Items in Pool
2.07	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.07a ▪ 2.07b 	Use equations with radical expressions to model and solve problems; justify results. <ul style="list-style-type: none"> a. Solve using tables, graphs, and algebraic properties. b. Interpret the degree, constants, and coefficients in the context of the problem. 	7*
2.07a	Use equations with radical expressions to model and solve problems; justify results. a) Solve using tables, graphs, and algebraic properties.	See DPI Objective 2.07	7*
2.07b	Use equations with radical expressions to model and solve problems; justify results. b) Interpret the degree, constants, and coefficients in the context of the problem.	See DPI Objective 2.07	7*
2.08	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.08a ▪ 2.08b 	Use equations and inequalities with absolute value to model and solve problems; justify results. <ul style="list-style-type: none"> a. Solve using tables, graphs, and algebraic properties. b. Interpret the constants and coefficients in the context of the problem. 	12*
2.08a	Use equations and inequalities with absolute value to model and solve problems; justify results. a) Solve using tables, graphs, and algebraic properties.	See DPI Objective 2.08	10*
2.08b	Use equations and inequalities with absolute value to model and solve problems; justify results. b) Interpret the constants and coefficients in the context of the problem.	See DPI Objective 2.08	6*
2.09	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.09a ▪ 2.09b 	Use the equations of parabolas and circles to model and solve problems; justify results. <ul style="list-style-type: none"> a. Solve using tables, graphs, and algebraic properties. b. Interpret the constants and coefficients in the context of the problem. 	7*
2.09a	Use the equations of parabolas and circles to model and solve problems; justify results. a) Solve using tables, graphs, and algebraic properties.	See DPI Objective 2.09	7*
2.09b	Use the equations of parabolas and circles to model and solve problems; justify results. b) Interpret the constants and coefficients in the context of the problem.	See DPI Objective 2.09	6*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for Algebra II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.10	Use systems of two or more equations or inequalities to model and solve problems; justify results. Solve using tables, graphs, matrix operations, and algebraic properties.	Use systems of two or more equations or inequalities to model and solve problems; justify results. Solve using tables, graphs, matrix operations, and algebraic properties.	4*
TOTAL			45*

* Denotes items may be labeled at multiple objectives
 Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for Geometry

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 25-30%		The learner will perform operations with real numbers to solve problems.	
1.01	Use the trigonometric ratios to model and solve problems involving right triangles.	Use the trigonometric ratios to model and solve problems involving right triangles	0
1.02	Not listed as an objective in Blue Diamond	Use length, area, and volume of geometric figures to solve problems. Include arc length, area of sectors of circles; lateral area, surface area, and volume of three-dimensional figures; and perimeter, area, and volume of composite figures.	0
1.03	Use length, area, and volume to model and solve problems involving probability.	Use length, area, and volume to model and solve problems involving probability.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives
 Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for Geometry

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 50-55%		The learner will use geometric and algebraic properties of figures to solve problems and write proofs.	
2.01	Use logic and deductive reasoning to draw conclusions and solve problems.	Use logic and deductive reasoning to draw conclusions and solve problems.	5
2.02	Apply properties, definitions, and theorems of angles and lines to solve problems and write proofs.	Apply properties, definitions, and theorems of angles and lines to solve problems and write proofs.	4
2.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.03a ▪ 2.03b ▪ 2.03c ▪ 2.03d 	Apply properties, definitions, and theorems of two-dimensional figures to solve problems and write proofs: <ul style="list-style-type: none"> a. Triangles. b. Quadrilaterals. c. Other polygons. d. Circles. 	32
<i>2.03a</i>	Apply properties, definitions, and theorems of two-dimensional figures to solve problems and write proofs. a) Triangles.	See DPI Objective 2.03	15
<i>2.03b</i>	Apply properties, definitions, and theorems of two-dimensional figures to solve problems and write proofs. b) Quadrilaterals.	See DPI Objective 2.03	16
<i>2.03c</i>	Apply properties, definitions, and theorems of two-dimensional figures to solve problems and write proofs. c) Other polygons.	See DPI Objective 2.03	1
<i>2.03d</i>	Apply properties, definitions, and theorems of two-dimensional figures to solve problems and write proofs. d) Circles.	See DPI Objective 2.03	0
2.04	Develop and apply properties of solids to solve problems.	Develop and apply properties of solids to solve problems.	0
TOTAL			41

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for Geometry

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 20-25%		The learner will transform geometric figures in the coordinate plane algebraically.	
3.01	Describe the transformation (translation, reflection, rotation, dilation) of polygons in the coordinate plane in simple algebraic terms.	Describe the transformation (translation, reflection, rotation, dilation) of polygons in the coordinate plane in simple algebraic terms.	6*
3.02	Use matrix operations (addition, subtraction, multiplication, scalar multiplication) to describe the transformation of polygons in the coordinate plane.	Use matrix operations (addition, subtraction, multiplication, scalar multiplication) to describe the transformation of polygons in the coordinate plane.	5*
TOTAL			11*

* Denotes items may be labeled at multiple objectives
 Text in red font shows a difference between DPI and Blue Diamond objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 1</i>		The learner will conduct investigations and build an understanding of plant growth and adaptations.	
1.01	Observe and measure how the quantities and qualities of nutrients, light, and water in the environment affect plant growth. <i>* Entered into WCPSS Assessment Item Bank as 1.10</i>	Observe and measure how the quantities and qualities of nutrients, light, and water in the environment affect plant growth	8*
1.02	Observe and describe how environmental conditions determine how well plants survive and grow in a particular environment. <i>* Entered into WCPSS Assessment Item Bank as 1.20</i>	Observe and describe how environmental conditions determine how well plants survive and grow in a particular environment.	7*
1.03	Investigate and describe how plants pass through distinct stages in their life cycle including: growth, survival, reproduction. <i>* Entered into WCPSS Assessment Item Bank as 1.30</i>	Investigate and describe how plants pass through distinct stages in their life cycle including. <ul style="list-style-type: none"> • Growth. • Survival. • Reproduction. 	12*
1.04	Explain why the number of seeds a plant produces depends on variables such as light, water, nutrients, and pollination. <i>* Entered into WCPSS Assessment Item Bank as 1.40</i>	Explain why the number of seeds a plant produces depends on variables such as light, water, nutrients, and pollination.	6*
1.05	Observe and discuss how bees pollinate flowers. <i>* Entered into WCPSS Assessment Item Bank as 1.50</i>	Observe and discuss how bees pollinate flowers.	8*
1.06	Observe, describe and record properties of germinating seeds. <i>* Entered into WCPSS Assessment Item Bank as 1.60</i>	Observe, describe and record properties of germinating seeds.	10*
TOTAL			51*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 2</i>		The learner will conduct investigations to build understanding of soil properties.	
2.01	Observe and describe the properties of soil: color, texture, capacity to hold water. <i>* Entered into WCPSS Assessment Item Bank as 2.10</i>	Observe and describe the properties of soil: <ul style="list-style-type: none"> • Color. • Texture. • Capacity to hold water. 	6
2.02	Investigate and observe that different soils absorb water at different rates. <i>* Entered into WCPSS Assessment Item Bank as 2.20</i>	Investigate and observe that different soils absorb water at different rates.	1
2.03	Determine the ability of soil to support the growth of many plants, including those important to our food supply. <i>* Entered into WCPSS Assessment Item Bank as 2.30</i>	Determine the ability of soil to support the growth of many plants, including those important to our food supply.	4
2.04	Identify the basic components of soil: sand, clay, humus. <i>* Entered into WCPSS Assessment Item Bank as 2.40</i>	Identify the basic components of soil: <ul style="list-style-type: none"> • Sand. • Clay • Humus. 	3*
2.05	Determine how composting can be used to recycle discarded plant and animal material. <i>* Entered into WCPSS Assessment Item Bank as 2.50</i>	Determine how composting can be used to recycle discarded plant and animal material.	6*
2.06	Determine the relationship between heat and decaying plant matter in a composting pile. <i>* Entered into WCPSS Assessment Item Bank as 2.60</i>	Determine the relationship between heat and decaying plant matter in a compost pile.	1
TOTAL			21*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 3</i>		The learner will make observations and use appropriate technology to build an understanding of the earth/moon/sun system.	
3.01	Observe that light travels in a straight line until it strikes an object and is reflected and/or absorbed. <i>* Entered into WCPSS Assessment Item Bank as 3.10</i>	Observe that light travels in a straight line until it strikes an object and is reflected and/or absorbed.	5
3.02	Observe that objects in the sky have patterns of movement including: sun, moon, stars. <i>* Entered into WCPSS Assessment Item Bank as 3.20</i>	Observe that objects in the sky have patterns of movement including: <ul style="list-style-type: none"> • Sun. • Moon • Stars. 	6
3.03	Using shadows, follow and record the apparent movement of the sun in the sky during the day. <i>* Entered into WCPSS Assessment Item Bank as 3.30</i>	Using shadows, follow and record the apparent movement of the sun in the sky during the day.	3
3.04	Use appropriate tools to make observations of the moon. <i>* Entered into WCPSS Assessment Item Bank as 3.40</i>	Use appropriate tools to make observations of the moon.	1
3.05	Observe and record the change in the apparent shape of the moon from day to day over several months and describe the pattern of changes. <i>* Entered into WCPSS Assessment Item Bank as 3.50</i>	Observe and record the change in the apparent shape of the moon from day to day over several months and describe the pattern of changes.	2
3.06	Observe that patterns of stars in the sky stay the same, although they appear to move across the sky nightly. <i>* Entered into WCPSS Assessment Item Bank as 3.60</i>	Observe that patterns of stars in the sky stay the same, although they appear to move across the sky nightly.	2
TOTAL			19

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 3 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 4</i>		The learner will conduct investigations and use appropriate technology to build an understanding of the form and function of the skeletal and muscle systems of the human body.	
4.01	Identify the skeleton as a system of the human body. <i>* Entered into WCPSS Assessment Item Bank as 4.10</i>	Identify the skeleton as a system of the human body.	7*
4.02	Describe several functions of bones: support, protection, locomotion. <i>* Entered into WCPSS Assessment Item Bank as 4.20</i>	Describe several functions of bones: <ul style="list-style-type: none"> • Support. • Protection. • Locomotion 	11*
4.03	Describe the function of different types of joints: hinge, ball and socket, gliding. <i>* Entered into WCPSS Assessment Item Bank as 4.30</i>	Describe the functions of different types of joints: <ul style="list-style-type: none"> • Hinge. • Ball and socket. • Gliding. 	4*
4.04	Describe how different kinds of joints allow movement and compare this to the movement of mechanical devices. <i>* Entered into WCPSS Assessment Item Bank as 4.40</i>	Describe how different kinds of joints allow movement and compare this to the movement of mechanical devices.	5*
4.05	Observe and describe how muscles cause the body to move. <i>* Entered into WCPSS Assessment Item Bank as 4.50</i>	Observe and describe how muscles cause the body to move.	6*
TOTAL			33*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 1</i>		The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation.	
1.01	Observe and describe how all living and nonliving things affect the life of a particular animal including: other animals, plants, weather, climate. <i>* Entered into WCPSS Assessment Item Bank as 1.10</i>	Observe and describe how all living and nonliving things affect the life of a particular animal including: <ul style="list-style-type: none"> • Other animals. • Plants. • Weather. • Climate. 	14*
1.02	Observe and record how animals of the same kind differ in some of their characteristics and discuss possible advantages and disadvantages of this variation. <i>* Entered into WCPSS Assessment Item Bank as 1.20</i>	Observe and record how animals of the same kind differ in some of their characteristics and discuss possible advantages and disadvantages of this variation.	6*
1.03	Observe and discuss how behaviors and body structures help animals survive in a particular habitat. <i>* Entered into WCPSS Assessment Item Bank as 1.30</i>	Observe and discuss how behaviors and body structures help animals survive in a particular habitat.	16*
1.04	Explain and discuss how humans and other animals can adapt their behavior to live in changing habitats. <i>* Entered into WCPSS Assessment Item Bank as 1.40</i>	Explain and discuss how humans and other animals can adapt their behavior to live in changing habitats.	7*
1.05	Recognize that humans can understand themselves better by learning about other animals. <i>* Entered into WCPSS Assessment Item Bank as 1.50</i>	Recognize that humans can understand themselves better by learning about other animals.	7*
TOTAL			50*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 2</i>		The learner will conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals.	
2.01	Describe and evaluate the properties of several minerals. <i>* Entered into WCPSS Assessment Item Bank as 2.10</i>	Describe and evaluate the properties of several minerals.	10*
2.02	Recognize that minerals have a definite chemical composition and structure, resulting in specific physical properties including: hardness, streak color, luster, magnetism. <i>* Entered into WCPSS Assessment Item Bank as 2.20</i>	Recognize that minerals have a definite chemical composition and structure, resulting in specific physical properties including: <ul style="list-style-type: none"> • Hardness. • Streak color. • Luster. • Magnetism. 	12*
2.03	Explain how rocks are composed of minerals. <i>* Entered into WCPSS Assessment Item Bank as 2.30</i>	Explain how rocks are composed of minerals.	5*
2.04	Show that different rocks have different properties. <i>* Entered into WCPSS Assessment Item Bank as 2.40</i>	Show that different rocks have different properties.	9*
2.05	Discuss and communicate the uses of rocks and minerals. <i>* Entered into WCPSS Assessment Item Bank as 2.50</i>	Discuss and communicate the uses of rocks and minerals.	5*
2.06	Classify rocks and rock-forming minerals using student-made rules. <i>* Entered into WCPSS Assessment Item Bank as 2.60</i>	Classify rocks and rock-forming minerals using student-made rules.	6*
2.07	Identify and discuss different rocks and minerals in North Carolina including their role in geologic formations and distinguishing geologic regions. <i>* Entered into WCPSS Assessment Item Bank as 2.70</i>	Identify and discuss different rocks and minerals in North Carolina including their role in geologic formations and distinguishing geologic regions.	4*
TOTAL			51*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 3</i>		The learner will make observations and conduct investigations to build an understanding of magnetism and electricity.	
3.01	Observe and investigate the pull of magnets on all materials made of iron and the pushes or pulls on other magnets. <i>* Entered into WCPSS Assessment Item Bank as 3.10</i>	Observe and investigate the pull of magnets on all materials made of iron and the pushes or pulls on other magnets.	21*
3.02	Describe and demonstrate how magnetism can be used to generate electricity. <i>* Entered into WCPSS Assessment Item Bank as 3.20</i>	Describe and demonstrate how magnetism can be used to generate electricity.	4*
3.03	Design and test an electric circuit as a closed pathway including an energy source, energy conductor, and an energy receiver. <i>* Entered into WCPSS Assessment Item Bank as 3.30</i>	Design and test an electric circuit as a closed pathway including an energy source, energy conductor, and an energy receiver.	7*
3.04	Explain how magnetism is related to electricity. <i>* Entered into WCPSS Assessment Item Bank as 3.40</i>	Explain how magnetism is related to electricity.	2*
3.05	Describe and explain the parts of a light bulb. <i>* Entered into WCPSS Assessment Item Bank as 3.50</i>	Describe and explain the parts of a light bulb.	4*
3.06	Describe and identify materials that are conductors and non-conductors of electricity. <i>* Entered into WCPSS Assessment Item Bank as 3.60</i>	Describe and identify materials that are conductors and nonconductors of electricity.	4*
3.07	Observe and investigate that parallel and series circuits have different characteristics. <i>* Entered into WCPSS Assessment Item Bank as 3.70</i>	Observe and investigate that parallel and series circuits have different characteristics.	7*
3.08	Observe and investigate the ability of electric circuits to produce light, heat, sound, and magnetic effects. <i>* Entered into WCPSS Assessment Item Bank as 3.80</i>	Observe and investigate the ability of electric circuits to produce light, heat, sound, and magnetic effects.	5*
3.09	Recognize lightning as an electrical discharge and show proper safety behavior when lightning occurs. <i>* Entered into WCPSS Assessment Item Bank as 3.90</i>	Recognize lightning as an electrical discharge and show proper safety behavior when lightning occurs.	2*
TOTAL			56*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 4 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 4</i>		The learner will conduct investigations and use appropriate technology to build an understanding of how food provides energy and materials for growth and repair of the body.	
4.01	Explain why organisms require energy to live and grow. <i>* Entered into WCPSS Assessment Item Bank as 4.10</i>	Explain why organisms require energy to live and grow.	7*
4.02	Show how calories can be used to compare the chemical energy of different foods. <i>* Entered into WCPSS Assessment Item Bank as 4.20</i>	Show how calories can be used to compare the chemical energy of different foods.	7*
4.03	Discuss how foods provide both energy and nutrients for living organisms. <i>* Entered into WCPSS Assessment Item Bank as 4.30</i>	Discuss how foods provide both energy and nutrients for living organisms.	8*
4.04	Identify starches and sugars as carbohydrates. <i>* Entered into WCPSS Assessment Item Bank as 4.40</i>	Identify starches and sugars as carbohydrates.	10*
4.05	Determine that foods are made up of a variety of components: carbohydrates, fats, proteins, water, vitamins, minerals <i>* Entered into WCPSS Assessment Item Bank as 4.50</i>	Determine that foods are made up of a variety of components:	17*
4.06	Observe and investigate properties of foods by testing for: oil, sugar, starch. <i>* Entered into WCPSS Assessment Item Bank as 4.60</i>	<i>Not listed as a DPI objective</i>	2*
4.07	Explain the importance of the nutrients in food to human growth, development and function. <i>* Entered into WCPSS Assessment Item Bank as 4.70</i>	<i>Not listed as a DPI objective</i>	2*
TOTAL			53*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 25-30%		The learner will conduct investigations to build an understanding of the interdependence of plants and animals.	
1.01	Describe and compare several ecosystems (communities of organisms and their interaction with the environment).	Describe and compare several common ecosystems (communities of organisms and their interaction with the environment).	6*
1.02	Identify and analyze the functions of organisms within the population of the ecosystem: producers, consumers, decomposers.	Identify and analyze the functions of organisms within the population of the ecosystem: <ul style="list-style-type: none"> • Producers. • Consumers. • Decomposers. 	7*
1.03	Explain why an ecosystem can support a variety of organisms.	Explain why an ecosystem can support a variety of organisms	9*
1.04	Discuss and determine the role of light, temperature, and soil composition in an ecosystem's capacity to support life.	Discuss and determine the role of light, temperature, and soil composition in an ecosystem's capacity to support life.	7*
1.05	Determine the interaction of organisms within an ecosystem.	Determine the interaction of organisms within an ecosystem.	6*
1.06	Explain and evaluate some ways that humans affect ecosystems: habitat reduction due to development, pollutants, increased nutrients.	Explain and evaluate some ways that humans affect ecosystems. <ul style="list-style-type: none"> • Habitat reduction due to development. • Pollutants. • Increased nutrients. 	7*
1.07	Determine how materials are recycled in nature.	Determine how materials are recycled in nature	4*
TOTAL			46*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOG: 20-25%		The learner will make observations and conduct investigations to build an understanding of landforms.	
2.01	Identify and analyze forces that cause change in landforms over time including: water and ice, wind, gravity.	Identify and analyze forces that cause change in landforms over time including. <ul style="list-style-type: none"> • Water and Ice. • Wind. • Gravity. 	6*
2.02	Investigate and discuss the role of the water cycle and how movement of water over and through the landscape helps shape land forms.	Investigate and discuss the role of the water cycle and how movement of water over and through the landscape helps shape land forms.	4*
2.03	Discuss and consider the wearing away and movement of rock and soil in erosion and its importance in forming: canyons, valleys, meanders, tributaries.	Discuss and consider the wearing away and movement of rock and soil in erosion and its importance in forming: <ul style="list-style-type: none"> • Canyons. • Valleys. • Meanders. • Tributaries 	5*
2.04	Describe the deposition of eroded material and its importance in establishing landforms including: deltas, flood plains.	Describe the deposition of eroded material and its importance in establishing landforms including: <ul style="list-style-type: none"> • Deltas. • Flood Plains 	6*
2.05	Discuss how the flow of water and the slope of the land affect erosion.	Discuss how the flow of water and the slope of the land affect erosion.	7*
2.06	Identify and use models, maps, and aerial photographs as ways of representing landforms.	Identify and use models, maps, and aerial photographs as ways of representing landforms.	5*
2.07	Discuss and analyze how humans influence erosion and deposition in local communities, including school grounds, as a result of: clearing land, planting vegetation, building dams.	Discuss and analyze how humans influence erosion and deposition in local communities, including school grounds, as a result of: <ul style="list-style-type: none"> • Clearing land. • Planting vegetation. • Building dams. 	6*
TOTAL			39*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 20-25%		The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.	
3.01	Investigate the water cycle including the processes of: evaporation, condensation, precipitation, run-off.	Investigate the water cycle including the processes of: <ul style="list-style-type: none"> • Evaporation. • Condensation. • Precipitation. • Run-off. 	12*
3.02	Discuss and determine how the following are affected by predictable patterns of weather: temperature, wind direction and speed, precipitation, cloud cover, air pressure.	Discuss and determine how the following are affected by predictable patterns of weather: <ul style="list-style-type: none"> • Temperature. • Wind direction and speed. • Precipitation. • Cloud cover. • Air pressure. 	5*
3.03	Describe and analyze the formation of various types of clouds and discuss their relation to weather systems.	Describe and analyze the formation of various types of clouds and discuss their relation to weather systems.	3*
3.04	Explain how global atmospheric movement patterns affect local weather.	Explain how global atmospheric movement patterns affect local weather.	2*
3.05	Compile and use weather data to establish a climate record and reveal any trends.	Compile and use weather data to establish a climate record and reveal any trends.	6*
3.06	Discuss and determine the influence of geography on weather and climate: mountains, sea breezes, water bodies.	Discuss and determine the influence of geography on weather and climate: <ul style="list-style-type: none"> • Mountains • Sea breezes • Water bodies. 	5*
TOTAL			33*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 5 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 25-30%		The learner will conduct investigations and use appropriate technologies to build an understanding of forces and motion in technological designs.	
4.01	Determine the motion of an object by following and measuring its position over time.	Determine the motion of an object by following and measuring its position over time	2
4.02	Evaluate how pushing or pulling forces can change the position and motion of an object.	Evaluate how pushing or pulling forces can change the position and motion of an object.	3*
4.03	Explain how energy is needed to make machines move: moving air, gravity.	Explain how energy is needed to make machines move. <ul style="list-style-type: none"> • Moving air • Gravity. 	6*
4.04	Determine that an unbalanced force is needed to move an object or change its direction.	Determine that an unbalanced force is needed to move an object or change its direction.	3*
4.05	Determine factors that affect motion including: force, friction, inertia, momentum.	Determine factors that affect motion including: <ul style="list-style-type: none"> • Force • Friction. • Inertia. • Momentum 	9*
4.06	Build and use a model to solve a mechanical design problem: devise a test for the model, evaluate the results of a test.	Build and use a model to solve a mechanical design problem. <ul style="list-style-type: none"> • Devise a test for the model. • Evaluate the results of test. 	6*
4.07	Determine how people use simple machines to solve problems.	Determine how people use simple machines to solve problems.	1
TOTAL			30*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 1</i>		The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry.	
1.01	Identify and create questions and hypotheses that can be answered through scientific investigations.	Identify and create questions and hypotheses that can be answered through scientific investigations.	2*
1.02	Develop appropriate experimental procedures for: Given questions, Student generated questions.	Develop appropriate experimental procedures for: <ul style="list-style-type: none"> • Given questions. • Student generated questions. 	3*
1.03	Apply safety procedures in the laboratory and in field studies: Recognize potential hazards. Manipulate materials and equipment. Conduct appropriate procedures.	Apply safety procedures in the laboratory and in field studies: <ul style="list-style-type: none"> • Recognize potential hazards. • Manipulate materials and equipment. • Conduct appropriate procedures. 	3*
1.04	Analyze variables in scientific investigations: Identify dependent and independent. Use of a control. Manipulate. Describe relationships between. Define operationally.	Analyze variables in scientific investigations: <ul style="list-style-type: none"> • Identify dependent and independent. • Use of a control. • Manipulate. • Describe relationships between. • Define operationally. 	5*
1.05	Analyze evidence to: Explain observations. Make inferences and predictions. Develop the relationship between evidence and explanation.	Analyze evidence to: <ul style="list-style-type: none"> • Explain observations. • Make inferences and predictions. • Develop the relationship between evidence and explanation. 	4*
1.06	Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations: Measurement. Analysis of data. Graphing. Prediction models.	Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations: <ul style="list-style-type: none"> • Measurement. • Analysis of data. • Graphing. • Prediction models. 	7*
1.07	Prepare models and/or computer simulations to: Test hypotheses. Evaluate how data fit.	Prepare models and/or computer simulations to: <ul style="list-style-type: none"> • Test hypotheses. • Evaluate how data fit. 	0
1.08	Use oral and written language to: Communicate findings. Defend conclusions of scientific investigations.	Use oral and written language to: <ul style="list-style-type: none"> • Communicate findings. • Defend conclusions of scientific investigations. 	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.09	Use technologies and information systems to: Research. Gather and analyze data. Visualize data. Disseminate findings to others.	Use technologies and information systems to: <ul style="list-style-type: none"> • Research. • Gather and analyze data. • Visualize data. • Disseminate findings to others. 	0
1.10	Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing: Scientific text. Articles. Events in the popular press.	Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing: <ul style="list-style-type: none"> • Scientific text. • Articles. • Events in the popular press. 	0
TOTAL			24*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 2</i>		The learner will demonstrate an understanding of technological design.	
2.01	Explore evidence that "technology" has many definitions. Artifact or hardware. Methodology or technique. System of production. Social-technical system.	Explore evidence that "technology" has many definitions. <ul style="list-style-type: none"> • Artifact or hardware. • Methodology or technique. • System of production. • Social-technical system. 	1
2.02	Use information systems to: Identify scientific needs, human needs, or problems that are subject to technological solution. Locate resources to obtain and test ideas.	02 Use information systems to: <ul style="list-style-type: none"> • Identify scientific needs, human needs, or problems that are subject to technological solution. • Locate resources to obtain and test ideas. 	0
2.03	Evaluate technological designs for: Application of scientific principles. Risks and benefits. Constraints of design. Consistent testing protocols.	Evaluate technological designs for: <ul style="list-style-type: none"> • Application of scientific principles. • Risks and benefits. • Constraints of design. • Consistent testing protocols. 	1
2.04	Apply tenets of technological design to make informed consumer decisions about: Products. Processes. Systems.	Apply tenets of technological design to make informed consumer decisions about: <ul style="list-style-type: none"> • Products. • Processes. • Systems. 	0
TOTAL			2

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 3</i>		The learner will build an understanding of the geological cycles, forces, processes, and agents which shape the lithosphere.	
3.01	Evaluate the forces that shape the lithosphere including: Crustal plate movement. Folding and faulting. Deposition. Volcanic Activity. Earthquakes.	Evaluate the forces that shape the lithosphere including: <ul style="list-style-type: none"> • Crustal plate movement. • Folding and faulting. • Deposition. • Volcanic Activity. • Earthquakes. 	5*
3.02	Examine earthquake and volcano patterns.	Examine earthquake and volcano patterns.	3*
3.03	Explain the model for the interior of the earth.	Explain the model for the interior of the earth.	1
3.04	Describe the processes which form and the uses of earth materials. Rock cycle. Minerals. Characteristics of rocks. Economic use of rocks and minerals. Value of gems and precious metals. Common gems, minerals, precious metals and rocks found in N.C.	Describe the processes which form and the uses of earth materials. <ul style="list-style-type: none"> • Rock cycle. • Minerals. • Characteristics of rocks. • Economic use of rocks and minerals. • Value of gems and precious metals. • Common gems, minerals, precious metals and rocks found in N.C. 	8*
3.05	Analyze soil properties that can be observed and measured to predict soil quality including: Color. Horizon profile. Infiltration. Soil temperature. Structure. Consistency. Texture. Particle size. pH. Fertility. Soil moisture.	Analyze soil properties that can be observed and measured to predict soil quality including: <ul style="list-style-type: none"> • Color. • Horizon profile. • Infiltration. • Soil temperature. • Structure. • Consistency. • Texture. • Particle size. • pH. • Fertility. • Soil moisture. 	5*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
3.06	Evaluate ways in which human activities have affected Earth's pedosphere and the measures taken to control the impact: Vegetative cover. Agriculture. Land use. Nutrient balance. Soil as a vector.	Evaluate ways in which human activities have affected Earth's pedosphere and the measures taken to control the impact: <ul style="list-style-type: none"> • Vegetative cover. • Agriculture. • Land use. • Nutrient balance. • Soil as a vector. 	3*
3.07	Assess the use of technology and information systems in monitoring lithospheric phenomenon.	Assess the use of technology and information systems in monitoring lithospheric phenomenon.	2
3.08	Conclude that the good health of environments and organisms requires: Monitoring of the pedosphere. Taking steps to maintain soil quality. Stewardship.	Conclude that the good health of environments and organisms requires: <ul style="list-style-type: none"> • Monitoring of the pedosphere. • Taking steps to maintain soil quality. • Stewardship. 	4*
TOTAL			31*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4		The learner will investigate the cycling of matter.	
4.01	Describe the flow of energy and matter in natural systems: Energy flows through ecosystems in one direction, from the sun through producers to consumers to decomposers. Matter is transferred from one organism to another and between organisms and their environments. Water, nitrogen, carbon dioxide, and oxygen are substances cycled between the living and non-living environments.	Describe the flow of energy and matter in natural systems: <ul style="list-style-type: none"> • Energy flows through ecosystems in one direction, from the sun through producers to consumers to decomposers. • Matter is transferred from one organism to another and between organisms and their environments. • Water, nitrogen, carbon dioxide, and oxygen are substances cycled between the living and non-living environments. 	4
4.02	Evaluate the significant role of decomposers.	Evaluate the significant role of decomposers.	1
4.03	Examine evidence that green plants make food. Photosynthesis is a process carried on by green plants and other organisms containing chlorophyll. During photosynthesis, light energy is converted into stored energy which the plant, in turn, uses to carry out its life processes.	Examine evidence that green plants make food. <ul style="list-style-type: none"> • Photosynthesis is a process carried on by green plants and other organisms containing chlorophyll. • During photosynthesis, light energy is converted into stored energy which the plant, in turn, uses to carry out its life processes. 	2
4.04	Evaluate the significance of photosynthesis to other organisms: The major source of atmospheric oxygen is photosynthesis. Carbon dioxide is removed from the atmosphere and oxygen is released during photosynthesis. Green plants are the producers of food that is used directly or indirectly by consumers.	Evaluate the significance of photosynthesis to other organisms: <ul style="list-style-type: none"> • The major source of atmospheric oxygen is photosynthesis. • Carbon dioxide is removed from the atmosphere and oxygen is released during photosynthesis. • Green plants are the producers of food that is used directly or indirectly by consumers. 	5
4.05	Evaluate designed systems for ability to enable growth of certain plants and animals.	Evaluate designed systems for ability to enable growth of certain plants and animals.	1
TOTAL			13

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5		The learner will build understanding of the Solar System.	
5.01	Analyze the components and cycles of the solar system including: Sun. Planets and moons. Asteroids and meteors. Comets. Phases. Seasons. Day/year. Eclipses.	Analyze the components and cycles of the solar system including: <ul style="list-style-type: none"> • Sun. • Planets and moons. • Asteroids and meteors. • Comets. • Phases. • Seasons. • Day/year. • Eclipses. 	11
5.02	Compare and contrast the Earth to other planets in terms of: Size. Composition. Relative distance from the sun. Ability to support life.	Compare and contrast the Earth to other planets in terms of: <ul style="list-style-type: none"> • Size. • Composition. • Relative distance from the sun. • Ability to support life. 	5
5.03	Relate the influence of the sun and the moon's orbit to the gravitational effects produced on Earth. Solar storms. Tides.	Relate the influence of the sun and the moon's orbit to the gravitational effects produced on Earth. <ul style="list-style-type: none"> • Solar storms. • Tides. 	3
5.04	Describe space explorations and the understandings gained from them including: N.A.S.A. Technologies used to explore space. Historic timeline. Apollo mission to the moon. Space Shuttle. International Space Station. Future goals.	Describe space explorations and the understandings gained from them including: <ul style="list-style-type: none"> • N.A.S.A. • Technologies used to explore space. • Historic timeline. • Apollo mission to the moon. • Space Shuttle. • International Space Station. • Future goals. 	8
5.05	Describe the setting of the solar system in the universe including: Galaxy. Size. The uniqueness of Earth.	Describe the setting of the solar system in the universe including: <ul style="list-style-type: none"> • Galaxy. • Size. • The uniqueness of Earth. 	5

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.06	Analyze the spin-off benefits generated by space exploration technology including: Medical. Materials. Transportation. Processes. Future research.	Analyze the spin-off benefits generated by space exploration technology including: <ul style="list-style-type: none"> • Medical. • Materials. • Transportation. • Processes. • Future research. 	4
TOTAL			36

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6		The learner will conduct investigations and examine models and devices to build an understanding of the characteristics of energy transfer and/or transformation.	
6.01	Determine how convection and radiation transfer energy.	Determine how convection and radiation transfer energy.	3
6.02	Analyze heat flow through materials or across space from warm objects to cooler objects until both objects are at equilibrium.	Analyze heat flow through materials or across space from warm objects to cooler objects until both objects are at equilibrium.	3
6.03	Analyze sound as an example that vibrating materials generate waves that transfer energy. Frequency. Amplitude. Loudness. How sound travels through different material. Form and function of the human ear.	Analyze sound as an example that vibrating materials generate waves that transfer energy. <ul style="list-style-type: none"> • Frequency. • Amplitude. • Loudness. • How sound travels through different material. • Form and function of the human ear. 	7
6.04	Evaluate data for qualitative and quantitative relationships associated with energy transfer and/or transformation.	Evaluate data for qualitative and quantitative relationships associated with energy transfer and/or transformation.	4*
6.05	Analyze the physical interactions of light and matter: Absorption. Scattering. Color perception. Form and function of the human eye.	Analyze the physical interactions of light and matter: <ul style="list-style-type: none"> • Absorption. • Scattering. • Color perception. • Form and function of the human eye. 	6
6.06	Analyze response to heat to determine the suitability of materials for use in Conduction. Expansion. Contraction.	Analyze response to heat to determine the suitability of materials for use in technological design: <ul style="list-style-type: none"> • Conduction. • Expansion. • Contraction. 	1
6.07	Analyze the Law of Conservation of Energy: Conclude that energy cannot be created or destroyed, but only changed from one form into another. Conclude that the amount of energy stays the same, although within the process some energy is always converted to heat. Some systems transform energy with less loss of heat than others	Analyze the Law of Conservation of Energy: <ul style="list-style-type: none"> • Conclude that energy cannot be created or destroyed, but only changed from one form into another. • Conclude that the amount of energy stays the same, although within the process some energy is always converted to heat. • Some systems transform energy with less loss of heat than others. 	6*
TOTAL			30*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 7</i>		The learner will conduct investigations and use technologies and information systems to build an understanding of population dynamics.	
7.01	Describe ways in which organisms interact with each other and with non-living parts of the environment: Coexistence/Cooperation/Competition. Symbiosis. Mutual dependence.	Describe ways in which organisms interact with each other and with non-living parts of the environment: <ul style="list-style-type: none"> • Coexistence/Cooperation/Competition. • Symbiosis. • Mutual dependence. 	2
7.02	Investigate factors that determine the growth and survival of organisms including: Light. Temperature range. Mineral availability. Soil/rock type. Water. Energy.	Investigate factors that determine the growth and survival of organisms including: <ul style="list-style-type: none"> • Light. • Temperature range. • Mineral availability. • Soil/rock type. • Water. • Energy. 	2
7.03	Explain how changes in habitat may affect organisms.	Explain how changes in habitat may affect organisms	1
7.04	Evaluate data related to human population growth, along with problems and solutions: Waste disposal. Food supplies. Resource availability. Transportation. Socio-economic patterns	Evaluate data related to human population growth, along with problems and solutions: <ul style="list-style-type: none"> • Waste disposal. • Food supplies. • Resource availability. • Transportation. • Socio-economic patterns. 	1
7.05	Examine evidence that overpopulation by any species impacts the environment.	Examine evidence that overpopulation by any species impacts the environment.	1
7.06	Investigate processes which, operating over long periods of time, have resulted in the diversity of plant and animal life present today: Natural selection. Adaptation.	Investigate processes which, operating over long periods of time, have resulted in the diversity of plant and animal life present today: <ul style="list-style-type: none"> • Natural selection. • Adaptation. 	2
TOTAL			9

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 1</i>		The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry.	
1.01	Identify and create questions and hypotheses that can be answered through scientific investigations.	Identify and create questions and hypotheses that can be answered through scientific investigations.	1
1.02	Develop appropriate experimental procedures for: Given questions, Student generated questions.	Develop appropriate experimental procedures for: <ul style="list-style-type: none"> • Given questions. • Student generated questions. 	1*
1.03	Apply safety procedures in the laboratory and in field studies: Recognize potential hazards. Manipulate materials and equipment. Conduct appropriate procedures.	Apply safety procedures in the laboratory and in field studies: <ul style="list-style-type: none"> • Recognize potential hazards. • Manipulate materials and equipment. • Conduct appropriate procedures. 	0
1.04	Analyze variables in scientific investigations: Identify dependent and independent. Use of a control. Manipulate. Describe relationships between. Define operationally.	Analyze variables in scientific investigations: <ul style="list-style-type: none"> • Identify dependent and independent. • Use of a control. • Manipulate. • Describe relationships between. • Define operationally. 	2
1.05	Analyze evidence to: Explain observations. Make inferences and predictions. Develop the relationship between evidence and explanation.	Analyze evidence to: <ul style="list-style-type: none"> • Explain observations. • Make inferences and predictions. • Develop the relationship between evidence and explanation. 	0
1.06	Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations: Measurement. Analysis of data. Graphing. Prediction models.	Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations: <ul style="list-style-type: none"> • Measurement. • Analysis of data. • Graphing. • Prediction models. 	3*
1.07	Prepare models and/or computer simulations to: Test hypotheses. Evaluate how data fit.	Prepare models and/or computer simulations to: <ul style="list-style-type: none"> • Test hypotheses. • Evaluate how data fit. 	0
1.08	Use oral and written language to: Communicate findings. Defend conclusions of scientific investigations.	Use oral and written language to: <ul style="list-style-type: none"> • Communicate findings. • Defend conclusions of scientific investigations. 	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.09	Use technologies and information systems to: Research. Gather and analyze data. Visualize data. Disseminate findings to others.	Use technologies and information systems to: <ul style="list-style-type: none"> • Research. • Gather and analyze data. • Visualize data. • Disseminate findings to others. 	1*
1.10	Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing: Scientific text. Articles. Events in the popular press.	Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing: <ul style="list-style-type: none"> • Scientific text. • Articles. • Events in the popular press. 	0
TOTAL			8*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 2</i>		The learner will demonstrate an understanding of technological design.	
2.01	Explore evidence that "technology" has many definitions. Artifact or hardware. Methodology or technique. System of production. Social-technical system.	Explore evidence that "technology" has many definitions. <ul style="list-style-type: none"> • Artifact or hardware. • Methodology or technique. • System of production. • Social-technical system. 	0
2.02	Use information systems to: Identify scientific needs, human needs, or problems that are subject to technological solution. Locate resources to obtain and test ideas.	Use information systems to: <ul style="list-style-type: none"> • Identify scientific needs, human needs, or problems that are subject to technological solution. • Locate resources to obtain and test ideas. 	1
2.03	Evaluate technological designs for Application of scientific principles. Risks and benefits. Constraints of design. Consistent testing protocols.	Evaluate technological designs for: <ul style="list-style-type: none"> • Application of scientific principles. • Risks and benefits. • Constraints of design. • Consistent testing protocols. 	1
2.04	Apply tenets of technological design to make informed consumer decisions about: Products. Processes. Systems.	Apply tenets of technological design to make informed consumer decisions about: <ul style="list-style-type: none"> • Products. • Processes. • Systems. 	0
TOTAL			2

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 3</i>		The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of the atmosphere.	
3.01	Explain the composition, properties and structure of the atmosphere: Mixture of gases. Stratified layers. Each layer has distinct properties. As altitude increases, air pressure decreases. Equilibrium.	Explain the composition, properties and structure of the atmosphere: <ul style="list-style-type: none"> • Mixture of gases. • Stratified layers. • Each layer has distinct properties. • As altitude increases, air pressure decreases. • Equilibrium. 	7
3.02	Describe properties that can be observed and measured to predict air quality: Particulate matter. Ozone.	Describe properties that can be observed and measured to predict air quality: <ul style="list-style-type: none"> • Particulate matter. • Ozone. 	3
3.03	Conclude that the good health of environments and organisms requires: The monitoring of air quality. Taking steps to maintain healthy air quality. Stewardship.	Conclude that the good health of environments and organisms requires: <ul style="list-style-type: none"> • The monitoring of air quality. • Taking steps to maintain healthy air quality. • Stewardship. 	4*
3.04	Evaluate how humans impact air quality including: Air quality standards. Point and non-point sources of air pollution in North Carolina. Financial and economic trade-offs. Local air quality issues.	Evaluate how humans impact air quality including: <ul style="list-style-type: none"> • Air quality standards. • Point and non-point sources of air pollution in North Carolina. • Financial and economic trade-offs. • Local air quality issues. 	6*
3.05	Examine evidence that atmospheric properties can be studied to predict atmospheric conditions and weather hazards: Humidity. Temperature. Wind speed and direction. Air pressure. Precipitation. Tornados. Hurricanes. Floods. Storms.	Examine evidence that atmospheric properties can be studied to predict atmospheric conditions and weather hazards: <ul style="list-style-type: none"> • Humidity. • Temperature. • Wind speed and direction. • Air pressure. • Precipitation. • Tornados. • Hurricanes. • Floods. • Storms. 	13*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
3.06	Assess the use of technology in studying atmospheric phenomena and weather hazards: Satellites. Weather maps. Predicting. Recording. Communicating information about conditions.	Assess the use of technology in studying atmospheric phenomena and weather hazards: <ul style="list-style-type: none"> • Satellites. • Weather maps. • Predicting. • Recording. • Communicating information about conditions. 	9*
TOTAL			42*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 4</i>		The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of the complementary nature of the human body system.	
4.01	Analyze how human body systems interact to provide for the needs of the human organism: Musculoskeletal. Cardiovascular. Endocrine and Nervous. Digestive and Circulatory. Excretory. Reproductive. Respiratory. Immune. Nervous system.	Analyze how human body systems interact to provide for the needs of the human organism: <ul style="list-style-type: none"> • Musculoskeletal. • Cardiovascular. • Endocrine and Nervous. • Digestive and Circulatory. • Excretory. • Reproductive. • Respiratory. • Immune. • Nervous system. 	5*
4.02	Describe how systems within the human body are defined by the functions it performs.	Describe how systems within the human body are defined by the functions it performs.	5*
4.03	Explain how the structure of an organ is adapted to perform specific functions within one or more systems. Liver. Heart. Lung. Brain Stomach. Kidney.	Explain how the structure of an organ is adapted to perform specific functions within one or more systems. <ul style="list-style-type: none"> • Liver. • Heart. • Lung. • Brain • Stomach. • Kidney. 	1
4.04	Evaluate how systems in the human body help regulate the internal environment.	Evaluate how systems in the human body help regulate the internal environment.	3
4.05	Analyze how an imbalance in homeostasis may result from a disruption in any human system.	Analyze how an imbalance in homeostasis may result from a disruption in any human system.	4
4.06	Describe growth and development of the human organism.	Describe growth and development of the human organism.	4
4.07	Explain the effects of environmental influences on human embryo development and human health including: Smoking. Alcohol. Drugs. Diet.	Explain the effects of environmental influences on human embryo development and human health including: <ul style="list-style-type: none"> • Smoking. • Alcohol. • Drugs. • Diet. 	2

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
4.08	Explain how understanding human body systems can help make informed decisions regarding health.	Explain how understanding human body systems can help make informed decisions regarding health.	4
TOTAL			28*

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 5</i>		The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of heredity and genetics.	
5.01	Explain the significance of genes to inherited characteristics: Genes are the units of information. Parents transmit genes to their offspring. Some medical conditions and diseases are genetic	Explain the significance of genes to inherited characteristics: <ul style="list-style-type: none"> • Genes are the units of information. • Parents transmit genes to their offspring. • Some medical conditions and diseases are genetic. 	9
5.02	Explain the significance of reproduction: Sorting and recombination of parents' genetic material. Potential variation among offspring.	Explain the significance of reproduction: <ul style="list-style-type: none"> • Sorting and recombination of parents' genetic material. • Potential variation among offspring. 	5*
5.03	Identify examples and patterns of human genetic traits: Dominant and recessive. Incomplete dominance.	Identify examples and patterns of human genetic traits: <ul style="list-style-type: none"> • Dominant and recessive. • Incomplete dominance. 	5
5.04	Analyze the role of probability in the study of heredity: Role of each parent in transfer of genetic traits. Analysis of pedigrees.	Analyze the role of probability in the study of heredity: <ul style="list-style-type: none"> • Role of each parent in transfer of genetic traits. • Analysis of pedigrees. 	5*
5.05	Summarize the genetic transmittance of disease.	Summarize the genetic transmittance of disease.	4
5.06	Evaluate evidence that human characteristics are a product of: Inheritance. Environmental factors, and Lifestyle choices.	Evaluate evidence that human characteristics are a product of: <ul style="list-style-type: none"> • Inheritance. • Environmental factors, and • Lifestyle choices. 	3
TOTAL			31*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 6</i>		The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of motion and forces.	
6.01	Demonstrate ways that simple machines can change force.	Demonstrate ways that simple machines can change force.	4
6.02	Analyze simple machines for mechanical advantage and efficiency.	Analyze simple machines for mechanical advantage and efficiency.	6
6.03	Evaluate motion in terms of Newton's Laws: The force of friction retards motion. For every action there is an equal and opposite reaction. The greater the force, the greater the change in motion. An object's motion is the result of the combined effect of all forces acting on the object: A moving object that is not subjected to a force will continue to move at a constant speed in a straight line An object at rest will remain at rest.	Evaluate motion in terms of Newton's Laws: <ul style="list-style-type: none"> • The force of friction retards motion. • For every action there is an equal and opposite reaction. • The greater the force, the greater the change in motion. • An object's motion is the result of the combined effect of all forces acting on the object: • A moving object that is not subjected to a force will continue to move at a constant speed in a straight line • An object at rest will remain at rest 	6
6.04	Analyze that an object's motion is always judged relative to some other object or point.	Analyze that an object's motion is always judged relative to some other object or point.	2
6.05	Describe and measure quantities that characterize moving objects and their interactions within a system: Time. Distance. Mass. Force. Velocity. Center of mass. Acceleration.	Describe and measure quantities that characterize moving objects and their interactions within a system: <ul style="list-style-type: none"> • Time. • Distance. • Mass. • Force. • Velocity. • Center of mass. • Acceleration. 	9
6.06	Investigate and analyze the real world interactions of balanced and unbalanced forces: Sports and recreation. Transportation. The human body.	Investigate and analyze the real world interactions of balanced and unbalanced forces: <ul style="list-style-type: none"> • Sports and recreation. • Transportation. • The human body. 	5
TOTAL			32

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOG: 48-52%		The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry.	
1.01	Identify and create questions and hypotheses that can be answered through scientific investigations.	Identify and create questions and hypotheses that can be answered through scientific investigations.	1*
1.02	Develop appropriate experimental procedures for: Given questions, Student generated questions.	Develop appropriate experimental procedures for: <ul style="list-style-type: none"> • Given questions. • Student generated questions. 	2*
1.03	Apply safety procedures in the laboratory and in field studies: Recognize potential hazards. Manipulate materials and equipment. Conduct appropriate procedures.	Apply safety procedures in the laboratory and in field studies: <ul style="list-style-type: none"> • Recognize potential hazards. • Manipulate materials and equipment. • Conduct appropriate procedures. 	0
1.04	Analyze variables in scientific investigations: Identify dependent and independent. Use of a control. Manipulate. Describe relationships between. Define operationally.	Analyze variables in scientific investigations: <ul style="list-style-type: none"> • Identify dependent and independent. • Use of a control. • Manipulate. • Describe relationships between. • Define operationally. 	0
1.05	Analyze evidence to: Explain observations. Make inferences and predictions. Develop the relationship between evidence and explanation.	Analyze evidence to: <ul style="list-style-type: none"> • Explain observations. • Make inferences and predictions. • Develop the relationship between evidence and explanation. 	2*
1.06	Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations: Measurement. Analysis of data. Graphing. Prediction models.	Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations: <ul style="list-style-type: none"> • Measurement. • Analysis of data. • Graphing. • Prediction models. 	1
1.07	Prepare models and/or computer simulations to: Test hypotheses. Evaluate how data fit. Make predictions.	Prepare models and/or computer simulations to: <ul style="list-style-type: none"> • Test hypotheses. • Evaluate how data fit. • Make predictions. 	1

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.08	Use oral and written language to: Communicate findings. Defend conclusions of scientific investigations. Describe strengths and weaknesses of claims, arguments, and/or data.	Use oral and written language to: <ul style="list-style-type: none"> • Communicate findings. • Defend conclusions of scientific investigations. • Describe strengths and weaknesses of claims, arguments, and/or data 	0
1.09	Use technologies and information systems to: Research. Gather and analyze data. Visualize data. Disseminate findings to others.	Use technologies and information systems to: <ul style="list-style-type: none"> • Research. • Gather and analyze data. • Visualize data. • Disseminate findings to others. 	0
1.10	Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing: Scientific text. Articles. Events in the popular press.	Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing: <ul style="list-style-type: none"> • Scientific text. • Articles. • Events in the popular press. 	0
TOTAL			7*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 2</i> Percent Range on EOG: 28-32%		The learner will demonstrate an understanding of technological design.	
2.01	Explore evidence that "technology" has many definitions. Artifact or hardware. Methodology or technique. System of production. Social-technical system.	Explore evidence that "technology" has many definitions. <ul style="list-style-type: none"> • Artifact or hardware. • Methodology or technique. • System of production. • Social-technical system. 	0
2.02	Use information systems to: Identify scientific needs, human needs, or problems that are subject to technological solution. Locate resources to obtain and test ideas.	Use information systems to: <ul style="list-style-type: none"> • Identify scientific needs, human needs, or problems that are subject to technological solution. • Locate resources to obtain and test ideas. 	0
2.03	Evaluate technological designs for: Application of scientific principles. Risks and benefits. Constraints of design. Consistent testing protocols.	Evaluate technological designs for: <ul style="list-style-type: none"> • Application of scientific principles. • Risks and benefits. • Constraints of design. • Consistent testing protocols. 	2
2.04	Apply tenets of technological design to make informed consumer decisions about: Products. Processes. Systems.	Apply tenets of technological design to make informed consumer decisions about: <ul style="list-style-type: none"> • Products. • Processes. • Systems. 	1
TOTAL			3

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOG: 28-32%		The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of the hydrosphere.	
3.01	Analyze the unique properties of water including: Universal solvent. Cohesion and adhesion. Polarity. Density and buoyancy. Specific heat.	Analyze the unique properties of water including: <ul style="list-style-type: none"> • Universal solvent. • Cohesion and adhesion. • Polarity. • Density and buoyancy. • Specific heat. 	6
3.02	Explain the structure of the hydrosphere including: Water distribution on earth. Local river basin. Local water availability.	Explain the structure of the hydrosphere including: <ul style="list-style-type: none"> • Water distribution on earth. • Local river basin. • Local water availability. 	4
3.03	Evaluate evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms: Estuaries. Marine ecosystems. Upwelling. Behavior of gases in the marine environment. Value and sustainability of marine resources. Deep ocean technology and understandings gained.	Evaluate evidence that Earth's oceans are a reservoir of nutrients, minerals, dissolved gases, and life forms: <ul style="list-style-type: none"> • Estuaries. • Marine ecosystems. • Upwelling. • Behavior of gases in the marine environment. • Value and sustainability of marine resources. • Deep ocean technology and understandings gained. 	8
3.04	Describe how terrestrial and aquatic food webs are interconnected.	Describe how terrestrial and aquatic food webs are interconnected.	1
3.05	Analyze hydrospheric data over time to predict the health of a water system including: Temperature. Dissolved oxygen. pH. Nitrates. Turbidity. Bio-	Analyze hydrospheric data over time to predict the health of a water system including: <ul style="list-style-type: none"> • Temperature. • Dissolved oxygen. • pH. • Nitrates. • Turbidity. • Bio-indicators. 	3
3.06	Evaluate technologies and information systems used to monitor the hydrosphere	Evaluate technologies and information systems used to monitor the hydrosphere.	4*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
3.07	Describe how humans affect the quality of water: Point and non-point sources of water pollution in North Carolina. Possible effects of excess nutrients in North Carolina waters. Economic trade-offs. Local water issues.	Describe how humans affect the quality of water: <ul style="list-style-type: none"> • Point and non-point sources of water pollution in North Carolina. • Possible effects of excess nutrients in North Carolina waters. • Economic trade-offs. • Local water issues. 	2
3.08	Recognize that the good health of environments and organisms requires: Monitoring of the hydrosphere. Water quality standards. Methods of water treatment. Maintaining safe water quality. Stewardship.	Recognize that the good health of environments and organisms requires: <ul style="list-style-type: none"> • Monitoring of the hydrosphere. • Water quality standards. • Methods of water treatment. • Maintaining safe water quality. • Stewardship. 	2
TOTAL			30*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOG: 25-30%		The learner will conduct investigations and utilize technology and information systems to build an understanding of chemistry.	
4.01	Understand that both naturally occurring and synthetic substances are chemicals.	Understand that both naturally occurring and synthetic substances are chemicals.	1
4.02	Evaluate evidence that elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances	Evaluate evidence that elements combine in a multitude of ways to produce compounds that account for all living and nonliving substances.	2
4.03	Explain how the periodic table is a model for: Classifying elements . Identifying the properties of elements.	Explain how the periodic table is a model for: <ul style="list-style-type: none"> • Classifying elements . • Identifying the properties of elements. 	3
4.04	Describe the suitability of materials for use in technological design: Electrical Conductivity. Density. Magnetism. Solubility. Malleability.	Describe the suitability of materials for use in technological design: <ul style="list-style-type: none"> • Electrical Conductivity. • Density. • Magnetism. • Solubility. • Malleability. 	5
4.05	Identify substances based on characteristic physical properties: Density. Boiling/Melting points. Solubility. Chemical reactivity. Specific heat.	Identify substances based on characteristic physical properties: <ul style="list-style-type: none"> • Density. • Boiling/Melting points. • Solubility. • Chemical reactivity. • Specific heat. 	8
4.06	Describe and measure quantities related to chemical/physical changes within a system: Temperature. Volume. Mass. Precipitate. Gas production.	Describe and measure quantities related to chemical/physical changes within a system: <ul style="list-style-type: none"> • Temperature. • Volume. • Mass. • Precipitate. • Gas production. 	3

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
4.07	Identify evidence supporting the law of conservation of matter. During an ordinary chemical reaction matter cannot be created or destroyed. In a chemical reaction, the total mass of the reactants equals the total mass of the products mass of the products.	Identify evidence supporting the law of conservation of matter. <ul style="list-style-type: none"> • During an ordinary chemical reaction matter cannot be created or destroyed. • In a chemical reaction, the total mass of the reactants equals the total mass of the products mass of the products. 	2
4.08	Identify evidence that some chemicals may contribute to human health conditions including: Cancer. Autoimmune disease. Birth defects. Heart disease. Diabetes. Learning and behavioral disorders. Kidney disease. Asthma.	Identify evidence that some chemicals may contribute to human health conditions including: <ul style="list-style-type: none"> • Cancer. • Autoimmune disease. • Birth defects. • Heart disease. • Diabetes. • Learning and behavioral disorders. • Kidney disease. • Asthma. 	2
4.09	Describe factors that determine the effects a chemical has on a living organism including: Exposure. Potency. Dose and the resultant concentration of chemical in the organism. Individual susceptibility. Possible means to eliminate or reduce effects.	Describe factors that determine the effects a chemical has on a living organism including: <ul style="list-style-type: none"> • Exposure. • Potency. • Dose and the resultant concentration of chemical in the organism. • Individual susceptibility. • Possible means to eliminate or reduce effects. 	5
4.10	Describe risks and benefits of chemicals including: Medicines. Food preservatives. Crop yield. Sanitation.	Describe risks and benefits of chemicals including: <ul style="list-style-type: none"> • Medicines. • Food preservatives. • Crop yield. • Sanitation. 	3
TOTAL			34

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5 Percent Range on EOG: 20-25%		The learner will conduct investigations and utilize appropriate technologies and information systems to build an understanding of evidence of evolution in organisms and landforms.	
5.01	Interpret ways in which rocks, fossils, and ice cores record Earth's geologic history and the evolution of life including: Geologic Time Scale. Index Fossils. Law of Superposition. Unconformity. Evidence for climate change. Extinction of species. Catastrophic events.	Interpret ways in which rocks, fossils, and ice cores record Earth's geologic history and the evolution of life including: <ul style="list-style-type: none"> • Geologic Time Scale. • Index Fossils. • Law of Superposition. • Unconformity. • Evidence for climate change. • Extinction of species. • Catastrophic events. 	13
5.02	Correlate evolutionary theories and processes: Biological. Geological. Technological.	Correlate evolutionary theories and processes: <ul style="list-style-type: none"> • Biological. • Geological. • Technological. 	4
5.03	Examine evidence that the geologic evolution has had significant global impact including: Distribution of living things. Major geological events. Mechanical and chemical weathering.	Examine evidence that the geologic evolution has had significant global impact including: <ul style="list-style-type: none"> • Distribution of living things. • Major geological events. • Mechanical and chemical weathering. 	2
5.04	Analyze satellite imagery as a method to monitor Earth from space: Spectral analysis. Reflectance curves	Analyze satellite imagery as a method to monitor Earth from space: <ul style="list-style-type: none"> • Spectral analysis. • Reflectance curves. 	1
5.05	Use maps, ground truthing and remote sensing to make predictions regarding: Changes over time. Land use. Urban sprawl. Resource management.	Use maps, ground truthing and remote sensing to make predictions regarding: <ul style="list-style-type: none"> • Changes over time. • Land use. • Urban sprawl. • Resource management. 	1
TOTAL			21

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6 Percent Range on EOG: 8-12%		The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of cell theory.	
6.01	Describe cell theory: All living things are composed of cells. Cells provide structure and carry on major functions to sustain life. Some organisms are single cell; other organisms, including humans, are multi-cellular. Cell function is similar in all living things.	Describe cell theory: <ul style="list-style-type: none"> • All living things are composed of cells. • Cells provide structure and carry on major functions to sustain life. • Some organisms are single cell; other organisms, including humans, are multi-cellular. • Cell function is similar in all living things. 	5
6.02	Analyze structures, functions, and processes within animal cells for: Capture and release of energy. Feedback information. Dispose of wastes. Reproduction. Movement. Specialized needs	Analyze structures, functions, and processes within animal cells for: <ul style="list-style-type: none"> • Capture and release of energy. • Feedback information. • Dispose of wastes. • Reproduction. • Movement. • Specialized needs 	8*
6.03	Compare life functions of protists: Euglena. Amoeba. Paramecium. Volvox.	Compare life functions of protists: <ul style="list-style-type: none"> • Euglena. • Amoeba. • Paramecium. • Volvox. 	2
6.04	Conclude that animal cells carry on complex chemical processes to balance the needs of the organism. Cells grow and divide to produce more cells. Cells take in nutrients to make the energy for the work cells do. Cells take in materials that a cell or an organism needs.	Conclude that animal cells carry on complex chemical processes to balance the needs of the organism. <ul style="list-style-type: none"> • Cells grow and divide to produce more cells. • Cells take in nutrients to make the energy for the work cells do. • Cells take in materials that a cell or an organism needs. 	4*
TOTAL			19*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Science

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 7 Percent Range on EOG: 8-12%		The learner will conduct investigations, use models, simulations, and appropriate technologies and information systems to build an understanding of microbiology.	
7.01	Compare and contrast microbes: Size, shape, structure. Whether they are living cells.	Compare and contrast microbes: <ul style="list-style-type: none"> • Size, shape, structure. • Whether they are living cells. 	4
7.02	Describe diseases caused by microscopic biological hazards including: Viruses. Bacteria. Parasites. Contagions. Mutagens.	Describe diseases caused by microscopic biological hazards including: <ul style="list-style-type: none"> • Viruses. • Bacteria. • Parasites. • Contagions. • Mutagens. 	3*
7.03	Analyze data to determine trends or patterns to determine how an infectious disease may spread including: Carriers. Vectors. Conditions conducive to disease. Calculate reproductive potential of bacteria.	Analyze data to determine trends or patterns to determine how an infectious disease may spread including: <ul style="list-style-type: none"> • Carriers. • Vectors. • Conditions conducive to disease. • Calculate reproductive potential of bacteria. 	4*
7.04	Evaluate the human attempt to reduce the risk of and treatments for microbial infections including: Solutions with anti-microbial properties. Antibiotic treatment. Research.	Evaluate the human attempt to reduce the risk of and treatments for microbial infections including: <ul style="list-style-type: none"> • Solutions with anti-microbial properties. • Antibiotic treatment. • Research. 	4*
7.05	Investigate aspects of biotechnology including: Specific genetic information available. Careers. Economic benefits to North Carolina. Ethical issues. Impact for agriculture.	Investigate aspects of biotechnology including: <ul style="list-style-type: none"> • Specific genetic information available. • Careers. • Economic benefits to North Carolina. • Ethical issues. • Impact for agriculture. 	4
TOTAL			19*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOC: 28-32%		The learner will develop abilities necessary to do and understand scientific inquiry.	
1.01	Identify biological questions and problems that can be answered through scientific investigations.	Identify biological questions and problems that can be answered through scientific investigations.	0
1.02	Design and conduct scientific investigations to answer biological questions. a) Create testable hypotheses. b) Identify variables. c) Use a control or comparison group when appropriate. d) Select and use appropriate measurement tools. e) Collect and record data. f) Organize data into charts and graphs. g) Analyze and interpret data. h) Communicate findings.	Design and conduct scientific investigations to answer biological questions. <ul style="list-style-type: none"> • Create testable hypotheses • Identify variables. • Use a control or comparison group when appropriate. • Select and use appropriate measurement tools. • Collect and record data. • Organize data into charts and graphs. • Analyze and interpret data. • Communicate findings. 	1*
<i>1.02a</i>	Design and conduct scientific investigations to answer biological questions. a) Create testable hypotheses	See DPI Objective 1.02	0
<i>1.02b</i>	Design and conduct scientific investigations to answer biological questions. b) Identify variables.	See DPI Objective 1.02	0
<i>1.02c</i>	Design and conduct scientific investigations to answer biological questions. c) Use a control or comparison group when appropriate.	See DPI Objective 1.02	0
<i>1.02d</i>	Design and conduct scientific investigations to answer biological questions. d) Select and use appropriate measurement tools.	See DPI Objective 1.02	0
<i>1.02e</i>	Design and conduct scientific investigations to answer biological questions. e) Collect and record data.	See DPI Objective 1.02	0
<i>1.02f</i>	Design and conduct scientific investigations to answer biological questions. f) Organize data into charts and graphs.	See DPI Objective 1.02	0
<i>1.02g</i>	Design and conduct scientific investigations to answer biological questions. g) Analyze and interpret data.	See DPI Objective 1.02	1*
<i>1.02h</i>	Design and conduct scientific investigations to answer biological questions. h) Communicate findings.	See DPI Objective 1.02	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.03	Formulate and revise scientific explanations and models of biological phenomena using logic and evidence to a) explain observations b) make inferences and prediction, c) explain the relationship between evidence and explanation.	Formulate and revise scientific explanations and models of biological phenomena using logic and evidence to: <ul style="list-style-type: none"> • Explain observations. • Make inferences and predictions. • Explain the relationship between evidence and explanation. 	1*
<i>1.03a</i>	Formulate and revise scientific explanations and models of biological phenomena using logic and evidence to: a) Explain observations.	See DPI Objective 1.03	0
<i>1.03b</i>	Formulate and revise scientific explanations and models of biological phenomena using logic and evidence to: b) Make inferences and predictions.	See DPI Objective 1.03	1*
<i>1.03c</i>	Formulate and revise scientific explanations and models of biological phenomena using logic and evidence to: c) Explain the relationship between evidence and explanation.	See DPI Objective 1.03	0
1.04	See sub-objectives: <ul style="list-style-type: none"> ▪ 1.04a ▪ 1.04b 	Apply safety procedures in the laboratory and in field studies: <ul style="list-style-type: none"> • Recognize and avoid potential hazards. • Safely manipulate materials and equipment needed for scientific investigations. 	1*
<i>1.04a</i>	Apply safety procedures in the laboratory and in field studies: a) Recognize and avoid potential hazards.	See DPI Objective 1.04	1*
<i>1.04b</i>	Apply safety procedures in the laboratory and in field studies: b) Safely manipulate materials and equipment needed for scientific investigations.	See DPI Objective 1.04	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
1.05	See sub-objectives: <ul style="list-style-type: none"> ▪ 1.05a ▪ 1.05b ▪ 1.05c ▪ 1.05d 	Analyze reports of scientific investigations from an informed, scientifically literate viewpoint including considerations of: <ul style="list-style-type: none"> • Appropriate sample. • Adequacy of experimental controls. • Replication of findings. • Alternative interpretations of the data. 	0
<i>1.05a</i>	Analyze reports of scientific investigations from an informed, scientifically literate viewpoint including considerations of: a) Appropriate sample.	See DPI Objective 1.05	0
<i>1.05b</i>	Analyze reports of scientific investigations from an informed, scientifically literate viewpoint including considerations of: b) Adequacy of experimental controls.	See DPI Objective 1.05	0
<i>1.05c</i>	Analyze reports of scientific investigations from an informed, scientifically literate viewpoint including considerations of: c) Replication of findings.	See DPI Objective 1.05	0
<i>1.05d</i>	Analyze reports of scientific investigations from an informed, scientifically literate viewpoint including considerations of: d) Alternative interpretations of the data.	See DPI Objective 1.05	0
TOTAL			3*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOC: 25-30%		The learner will develop an understanding of the physical, chemical and cellular basis of life.	
2.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.01a ▪ 2.01b ▪ 2.01c ▪ 2.01d 	Compare and contrast the structure and functions of the following organic molecules: <ul style="list-style-type: none"> • Carbohydrates. • Proteins. • Lipids. • Nucleic acids. 	15*
2.01a	Compare and contrast the structure and functions of the following organic molecules: a) Carbohydrates.	See DPI Objective 2.01	4*
2.01b	Compare and contrast the structure and functions of the following organic molecules: b) Proteins.	See DPI Objective 2.01	7*
2.01c	Compare and contrast the structure and functions of the following organic molecules: c) Lipids.	See DPI Objective 2.01	8*
2.01d	Compare and contrast the structure and functions of the following organic molecules: d) Nucleic acids.	See DPI Objective 2.01	5*
2.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.02a ▪ 2.02b ▪ 2.02c 	Investigate and describe the structure and functions of cells including: <ul style="list-style-type: none"> • Cell organelles. • Cell specialization. • Communication among cells within an organism. 	15*
2.02a	Investigate and describe the structure and functions of cells including: a) Cell organelles.	See DPI Objective 2.02	13*
2.02b	Investigate and describe the structure and functions of cells including: b) Cell specialization.	See DPI Objective 2.02	4*
2.02c	Investigate and describe the structure and functions of cells including: c) Communication among cells within an organism.	See DPI Objective 2.02	2*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.03a ▪ 2.03b ▪ 2.03c 	Investigate and analyze the cell as a living system including: <ul style="list-style-type: none"> • Maintenance of homeostasis. • Movement of materials into and out of cells. • Energy use and release in biochemical reactions. 	5*
<i>2.03a</i>	Investigate and analyze the cell as a living system including: a) Maintenance of homeostasis.	See DPI Objective 2.03	2*
<i>2.03b</i>	Investigate and analyze the cell as a living system including: b) Movement of materials into and out of cells.	See DPI Objective 2.03	4*
<i>2.03c</i>	Investigate and analyze the cell as a living system including: c) Energy use and release in biochemical reactions.	See DPI Objective 2.03	2*
2.04	Investigate and describe the structure and function of enzymes and explain their importance in biological systems.	Investigate and describe the structure and function of enzymes and explain their importance in biological systems.	3
2.05	See sub-objectives: <ul style="list-style-type: none"> ▪ 2.05a ▪ 2.05b ▪ 2.05c 	Investigate and analyze the bioenergetic reactions: <ul style="list-style-type: none"> • Aerobic Respiration. • Anaerobic Respiration. • Photosynthesis. 	6
<i>2.05a</i>	Investigate and analyze the bioenergetic reactions: a) Aerobic Respiration.	See DPI Objective 2.05	3
<i>2.05b</i>	Investigate and analyze the bioenergetic reactions: b) Anaerobic Respiration.	See DPI Objective 2.05	2
<i>2.05c</i>	Investigate and analyze the bioenergetic reactions: c) Photosynthesis.	See DPI Objective 2.05	1
TOTAL			44*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOC: 30-35%		The learner will develop an understanding of the continuity of life and the changes of organisms over time.	
3.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.01a ▪ 3.01b ▪ 3.01c 	Analyze the molecular basis of heredity including: <ul style="list-style-type: none"> • DNA replication. • Protein synthesis (transcription, translation). • Gene regulation. 	58*
<i>3.01a</i>	Analyze the molecular basis of heredity including: a) DNA replication.	See DPI Objective 3.01	27*
<i>3.01b</i>	Analyze the molecular basis of heredity including: b) Protein synthesis (transcription, translation).	See DPI Objective 3.01	40*
<i>3.01c</i>	Analyze the molecular basis of heredity including: c) Gene regulation.	See DPI Objective 3.01	13*
3.02	Compare and contrast the characteristics of asexual and sexual reproduction.	Compare and contrast the characteristics of asexual and sexual reproduction.	28*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
3.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.03a ▪ 3.03b ▪ 3.03c ▪ 3.03d ▪ 3.03e ▪ 3.03f ▪ 3.03g ▪ 3.03h 	Interpret and predict patterns of inheritance. <ul style="list-style-type: none"> • Dominant, recessive and intermediate traits. • Multiple alleles. • Polygenic inheritance. • Sex-linked traits. • Independent assortment. • Test cross. • Pedigrees. • Punnett squares. 	28*
<i>3.03a</i>	Interpret and predict patterns of inheritance. a) Dominant, recessive and intermediate traits.	See DPI Objective 3.03	23*
<i>3.03b</i>	Interpret and predict patterns of inheritance. b) Multiple alleles.	See DPI Objective 3.03	19*
<i>3.03c</i>	Interpret and predict patterns of inheritance. c) Polygenic inheritance.	See DPI Objective 3.03	20*
<i>3.03d</i>	Interpret and predict patterns of inheritance. d) Sex-linked traits.	See DPI Objective 3.03	20*
<i>3.03e</i>	Interpret and predict patterns of inheritance. e) Independent assortment.	See DPI Objective 3.03	19*
<i>3.03f</i>	Interpret and predict patterns of inheritance. f) Test cross.	See DPI Objective 3.03	21*
<i>3.03g</i>	Interpret and predict patterns of inheritance. g) Pedigrees.	See DPI Objective 3.03	19*
<i>3.03h</i>	Interpret and predict patterns of inheritance. h) Punnett squares.	See DPI Objective 3.03	20*
3.04	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.04a ▪ 3.04b 	Assess the impact of advances in genomics on individuals and society. <ul style="list-style-type: none"> • Human genome project. • Applications of biotechnology. 	23*
<i>3.04a</i>	Assess the impact of advances in genomics on individuals and society. a) Human genome project.	See DPI Objective 3.04	13*
<i>3.04b</i>	Assess the impact of advances in genomics on individuals and society. b) Applications of biotechnology.	See DPI Objective 3.04	21*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
3.05	See sub-objectives: <ul style="list-style-type: none"> ▪ 3.05a ▪ 3.05b ▪ 3.05c ▪ 3.05d ▪ 3.05e 	Examine the development of the theory of evolution by natural selection including: <ul style="list-style-type: none"> • Development of the theory. • The origin and history of life. • Fossil and biochemical evidence. • Mechanisms of evolution. • Applications (pesticide and antibiotic resistance). 	54*
<i>3.05a</i>	Examine the development of the theory of evolution by natural selection including: a) Development of the theory.	See DPI Objective 3.05	15*
<i>3.05b</i>	Examine the development of the theory of evolution by natural selection including: b) The origin and history of life.	See DPI Objective 3.05	11*
<i>3.05c</i>	Examine the development of the theory of evolution by natural selection including: c) Fossil and biochemical evidence.	See DPI Objective 3.05	19*
<i>3.05d</i>	Examine the development of the theory of evolution by natural selection including: d) Mechanisms of evolution.	See DPI Objective 3.05	19*
<i>3.05e</i>	Examine the development of the theory of evolution by natural selection including: e) Applications (pesticide and antibiotic resistance).	See DPI Objective 3.05	8*
TOTAL			191*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOC: 25-30%		The learner will develop an understanding of the unity and diversity of life.	
4.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 4.01a ▪ 4.01b ▪ 4.01c ▪ 4.01d 	Analyze the classification of organisms according to their evolutionary relationships. <ul style="list-style-type: none"> • The historical development and changing nature of classification systems. • Similarities and differences between eukaryotic and prokaryotic organisms. • Similarities and differences among the eukaryotic kingdoms: Protists, Fungi, Plants, Animals. • Classify organisms using keys. 	43*
<i>4.01a</i>	Analyze the classification of organisms according to their evolutionary relationships. A) The historical development and changing nature of classification systems.	See DPI Objective 4.01	18*
<i>4.01b</i>	Analyze the classification of organisms according to their evolutionary relationships. B) Similarities and differences between eukaryotic and prokaryotic organisms.	See DPI Objective 4.01	15*
<i>4.01c</i>	Analyze the classification of organisms according to their evolutionary relationships. C) Similarities and differences among the eukaryotic kingdoms: Protists, Fungi, Plants, Animals.	See DPI Objective 4.01	18*
<i>4.01d</i>	Analyze the classification of organisms according to their evolutionary relationships. D) Classify organisms using keys.	See DPI Objective 4.01	16*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
4.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 4.02a ▪ 4.02b 	Analyze the processes by which organisms representative of the following groups accomplish essential life functions including: <ul style="list-style-type: none"> • Unicellular protists, annelid worms, insects, amphibians, mammals, non vascular plants, gymnosperms and angiosperms. • Transport, excretion, respiration, regulation, nutrition, synthesis, reproduction, and growth and development. 	40*
4.02a	Analyze the processes by which organisms representative of the following groups accomplish essential life functions including: a) Unicellular protists, annelid worms, insects, amphibians, mammals, non vascular plants, gymnosperms and angiosperms.	See DPI Objective 4.02	34*
4.02b	Analyze the processes by which organisms representative of the following groups accomplish essential life functions including: b) Transport, excretion, respiration, regulation, nutrition, synthesis, reproduction, and growth and development.	See DPI Objective 4.02	26*
4.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 4.03a ▪ 4.03b ▪ 4.03c 	Assess, describe and explain adaptations affecting survival and reproductive success. <ul style="list-style-type: none"> • Structural adaptations in plants and animals (form to function). • Disease-causing viruses and microorganisms. • Co-evolution. 	39
4.03a	Assess, describe and explain adaptations affecting survival and reproductive success. a) Structural adaptations in plants and animals (form to function).	See DPI Objective 4.03	27*
4.03b	Assess, describe and explain adaptations affecting survival and reproductive success. b) Disease-causing viruses and microorganisms.	See DPI Objective 4.03	14*
4.03c	Assess, describe and explain adaptations affecting survival and reproductive success. c) Co-evolution.	See DPI Objective 4.03	17*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
4.04	See sub-objectives: <ul style="list-style-type: none"> ▪ 4.04a ▪ 4.04b ▪ 4.04c ▪ 4.04d ▪ 4.04e 	Analyze and explain the interactive role of internal and external factors in health and disease: <ul style="list-style-type: none"> • Genetics. • Immune response. • Nutrition. • Parasites. • Toxins. 	41*
4.04a	Analyze and explain the interactive role of internal and external factors in health and disease: a) Genetics.	See DPI Objective 4.04	10*
4.04b	Analyze and explain the interactive role of internal and external factors in health and disease: b) Immune response.	See DPI Objective 4.04	17*
4.04c	Analyze and explain the interactive role of internal and external factors in health and disease: c) Nutrition.	See DPI Objective 4.04	21*
4.04d	Analyze and explain the interactive role of internal and external factors in health and disease: d) Parasites.	See DPI Objective 4.04	9*
4.04e	Analyze and explain the interactive role of internal and external factors in health and disease: e) Toxins.	See DPI Objective 4.04	8*
4.05	See sub-objectives: <ul style="list-style-type: none"> ▪ 4.05a ▪ 4.05b ▪ 4.05c 	Analyze the broad patterns of animal behavior as adaptations to the environment. <ul style="list-style-type: none"> • Innate behavior. • Learned behavior. • Social behavior. 	22*
4.05a	Analyze the broad patterns of animal behavior as adaptations to the environment. a) Innate behavior.	See DPI Objective 4.05	18*
4.05b	Analyze the broad patterns of animal behavior as adaptations to the environment. b) Learned behavior.	See DPI Objective 4.05	11*
4.05c	Analyze the broad patterns of animal behavior as adaptations to the environment. c) Social behavior.	See DPI Objective 4.05	12*
TOTAL			185*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5 Percent Range on EOC: 15-20%		The learner will develop an understanding of the ecological relationships among organisms.	
5.01	See sub-objectives: <ul style="list-style-type: none"> ▪ 5.01a ▪ 5.01b ▪ 5.01c 	Investigate and analyze the interrelationships among organisms, populations, communities, and ecosystems. <ul style="list-style-type: none"> • Techniques of field ecology. • Abiotic and biotic factors. • Carrying capacity. 	90*
5.01a	Investigate and analyze the interrelationships among organisms, populations, communities, and ecosystems. a) Techniques of field ecology.	See DPI Objective 5.01	56*
5.01b	Investigate and analyze the interrelationships among organisms, populations, communities, and ecosystems. b) Abiotic and biotic factors.	See DPI Objective 5.01	88*
5.01c	Investigate and analyze the interrelationships among organisms, populations, communities, and ecosystems. c) Carrying capacity.	See DPI Objective 5.01	73*
5.02	See sub-objectives: <ul style="list-style-type: none"> ▪ 5.02a ▪ 5.02b 	Analyze the flow of energy and the cycling of matter in the ecosystem <ul style="list-style-type: none"> • Relationship of the carbon cycle to photosynthesis and respiration. • Trophic levels - direction and efficiency of energy transfer. 	54*
5.02a	Analyze the flow of energy and the cycling of matter in the ecosystem a) Relationship of the carbon cycle to photosynthesis and respiration.	See DPI Objective 5.02	40*
5.02b	Analyze the flow of energy and the cycling of matter in the ecosystem b) Trophic levels - direction and efficiency of energy transfer.	See DPI Objective 5.02	53*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Biology

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.03	See sub-objectives: <ul style="list-style-type: none"> ▪ 5.03a ▪ 5.03b ▪ 5.03c ▪ 5.03d ▪ 5.03e 	Assess human population and its impact on local ecosystems and global environments: <ul style="list-style-type: none"> • Historic and potential changes in population. • Factors associated with those changes. • Climate change. • Resource use. • Sustainable practices/stewardship. 	16
<i>5.03a</i>	Assess human population and its impact on local ecosystems and global environments: a) Historic and potential changes in population.	See DPI Objective 5.03	1*
<i>5.03b</i>	Assess human population and its impact on local ecosystems and global environments: b) Factors associated with those changes.	See DPI Objective 5.03	2*
<i>5.03c</i>	Assess human population and its impact on local ecosystems and global environments: c) Climate change.	See DPI Objective 5.03	1*
<i>5.03d</i>	Assess human population and its impact on local ecosystems and global environments: d) Resource use.	See DPI Objective 5.03	4*
<i>5.03e</i>	Assess human population and its impact on local ecosystems and global environments: e) Sustainable practices/stewardship.	See DPI Objective 5.03	10
TOTAL			160*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Social Studies

Objective	Description - DPI	Number of Items in Pool
Goal 1	The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.	
1.01	Assess the impact of geography on the settlement and developing economy of the Carolina colony.	3
1.02	Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.	3
1.03	Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.	5
1.04	Evaluate the impact of the Columbian Exchange on the cultures of American Indians, Europeans, and Africans.	4
1.05	Describe the factors that led to the founding and settlement of the American colonies including religious persecution, economic opportunity, adventure, and forced migration.	3
1.06	Identify geographic and political reasons for the creation of a distinct North Carolina colony and evaluate the effects on the government and economics of the colony.	3
1.07	Describe the roles and contributions of diverse groups, such as American Indians, African Americans, European immigrants, landed gentry, tradesmen, and small farmers to everyday life in colonial North Carolina, and compare them to the other colonies.	5
Total		26

Objective	Description - DPI	Number of Items in Pool
Goal 2	The learner will trace the causes and effects of the Revolutionary War, and assess the impact of major events, problems, and personalities during the Constitutional Period in North Carolina and the new nation.	
2.01	Trace the events leading up to the Revolutionary War and evaluate their relative significance in the onset of hostilities.	4
2.02	Describe the contributions of key North Carolina and national personalities from the Revolutionary War era and assess their influence on the outcome of the war.	6
2.03	Examine the role of North Carolina in the Revolutionary War.	3
2.04	Examine the reasons for the colonists' victory over the British, and evaluate the impact of military successes and failures, the role of foreign interventions, and on-going political and economic domestic issues.	2
2.05	Describe the impact of documents such as the Mecklenburg Resolves, the Halifax Resolves, the Albany Plan of Union, the Declaration of Independence, the State Constitution of 1776, the Articles of Confederation, the United States Constitution, and the Bill of Rights on the formation of the state and national governments.	10
Total		25

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Social Studies

Objective	Description - DPI	Number of Items in Pool
Goal 3	The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19th century.	
3.01	Describe the causes of the War of 1812 and analyze the impact of the war on North Carolina and the nation.	4
3.02	Investigate the conditions that led to North Carolina's economic, political, and social decline during this period and assess the implications for the future development of the state.	4
3.03	Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their programs.	5
3.04	Describe the development of the institution of slavery in the State and nation, and assess its impact on the economic, social, and political conditions.	5
3.05	Compare and contrast different perspectives among North Carolinians on the national policy of Removal and Resettlement of American Indian populations.	4
3.06	Describe and evaluate the geographic, economic, and social implications of the North Carolina Gold Rush.	3
3.07	Explain the reasons for the creation of a new State Constitution in 1835, and describe its impact on religious groups, African Americans, and American Indians.	6
3.08	Examine the impact of national events such as the Louisiana Purchase, the Lewis and Clark Expedition, the War with Mexico, and the California Gold Rush, and technological advances on North Carolina.	5
Total		36

Objective	Description - DPI	Number of Items in Pool
Goal 4	The learner will examine the causes, course, and character of the Civil War and Reconstruction, and their impact on North Carolina and the nation.	
4.01	Identify and analyze the significance of the causes of secession from the Union, and compare reactions in North Carolina to reactions in other regions of the nation.	4
4.02	Describe the political and military developments of the Civil War and analyze their effect on the outcome of the war.	4
4.03	Assess North Carolina's role in the Civil War and analyze the social and economic impact of the war on the state.	4
4.04	Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.	4
4.05	Analyze the political, economic, and social impact of Reconstruction on the state and identify the reasons why Reconstruction came to an end.	5
Total		21

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Social Studies

Objective	Description - DPI	Number of Items in Pool
<i>Goal 5</i>	The learner will evaluate the impact of political, economic, social, and technological changes on life in North Carolina from 1870 to 1930.	
5.01	Identify the role played by the agriculture, textile, tobacco, and furniture industries in North Carolina, and analyze their importance in the economic development of the state.	4
5.02	Examine the changing role of educational, religious, and social institutions in the state and analyze their impact.	4
5.03	Describe the social, economic, and political impact of migration on North Carolina.	3
5.04	Identify technological advances, and evaluate their influence on the quality of life in North Carolina.	3
5.05	Assess the influence of the political, legal, and social movements on the political system and life in North Carolina.	4
5.06	Describe North Carolina's reaction to the increasing United States involvement in world affairs including participation in World War I, and evaluate the impact on the state's economy.	5
Total		23

Objective	Description - DPI	Number of Items in Pool
<i>Goal 6</i>	The learner will analyze the immediate and long-term effects of the Great Depression and World War II on North Carolina.	
6.01	Identify the causes and effects of the Great Depression and analyze the impact of New Deal policies on Depression Era life in North Carolina.	6
6.02	Describe the significance of major events and military engagements associated with World War II and evaluate the impact of the war on North Carolina.	5
6.03	Examine the significance of key ideas and individuals associated with World War II.	4
6.04	Assess the impact of World War II on the economic, political, social, and military roles of different groups in North Carolina including women and minorities.	6
Total		21

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Social Studies

Objective	Description - DPI	Number of Items in Pool
Goal 7	The learner will analyze changes in North Carolina during the postwar period to the 1970's.	
7.01	Analyze the extent and significance of economic changes in North Carolina.	3
7.02	Evaluate the importance of social changes to different groups in North Carolina.	6
7.03	Assess the influence of technological advances on economic development and daily life.	3
7.04	Compare and contrast the various political viewpoints surrounding issues of the post World War II era.	5
7.05	Evaluate the major changes and events that have effected the roles of local, state, and national governments.	4
Total		21

Objective	Description - DPI	Number of Items in Pool
Goal 8	The learner will evaluate the impact of demographic, economic, technological, social, and political developments in North Carolina since the 1970's.	
8.01	Describe the changing demographics in North Carolina and analyze their significance for North Carolina's society and economy.	4
8.02	List economic and technological advances occurring in North Carolina since 1970, and assess their influence on North Carolina's role in the nation and the world.	4
8.03	Describe the impact of state and national issues on the political climate of North Carolina.	4
8.04	Assess the importance of regional diversity on the development of economic, social, and political institutions in North Carolina	4
Total		16

Objective	Description - DPI	Number of Items in Pool
Goal 9	The learner will explore examples of and opportunities for active citizenship, past and present, at the local and state levels.	
9.01	Describe contemporary political, economic, and social issues at the state and local levels and evaluate their impact on the community.	8
9.02	Identify past and present state and local leaders from diverse cultural backgrounds and assess their influence in affecting change.	8
9.03	Describe opportunities for and benefits of civic participation.	3
Total		19

Appendix A: WCPSS Assessment Item Bank Summary for US History

Objective	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOC: 5-10%	The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.	
1.01	Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.	9
1.02	Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.	5
1.03	Assess commercial and diplomatic relationships with Britain, France, and other nations.	9
Total		23

Objective	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOC: 5-10%	Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.	
2.01	Analyze the effects of territorial expansion and the admission of new states to the Union.	3
2.02	Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.	5
2.03	Distinguish between the economic and social issues that led to sectionalism and nationalism.	5
2.04	Assess political events, issues, and personalities that contributed to sectionalism and nationalism.	5
2.05	Identify the major reform movements and evaluate their effectiveness.	5
2.06	Evaluate the role of religion in the debate over slavery and other social movements and issues.	5
Total		28

Objective	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOC: 5-10%	Crisis, Civil War, and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.	
3.01	Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.	6
3.02	Analyze and assess the causes of the Civil War.	6
3.03	Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict	6
3.04	Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.	6
3.05	Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government	5
Total		29

Appendix A: WCPSS Assessment Item Bank Summary for US History

Objective	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOC: 5-10%	The Great West and the Rise of the Debtor (1860s-1896) - The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.	
4.01	Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.	6
4.02	Evaluate the impact that settlement in the West had upon different groups of people and the environment.	7
4.03	Describe the causes and effects of the financial difficulties that plagued the American farmer and trace the rise and decline of Populism.	5
4.04	Describe innovations in agricultural technology and business practices and assess their impact on the West.	9
Total		27

Objective	Description - DPI	Number of Items in Pool
Goal 5 Percent Range on EOC: 5-10%	Becoming an Industrial Society (1877-1900) - The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.	
5.01	Evaluate the influence of immigration and rapid industrialization on urban life.	6
5.02	Explain how business and industrial leaders accumulated wealth and wielded political and economic power.	6
5.03	Assess the impact of labor unions on industry and the lives of workers.	7
5.04	Describe the changing role of government in economic and political affairs.	6
Total		25

Objective	Description - DPI	Number of Items in Pool
Goal 6 Percent Range on EOC: 5-10%	The emergence of the United States in World Affairs (1890-1914) - The learner will analyze causes and effects of the United States emergence as a world power.	
6.01	Examine the factors that led to the United States taking an increasingly active role in world affairs.	7
6.02	Identify the areas of United States military, economic, and political involvement and influence.	8
6.03	Describe how the policies and actions of the United States government impacted the affairs of other countries.	7
Total		22

Appendix A: WCPSS Assessment Item Bank Summary for US History

Objective	Description - DPI	Number of Items in Pool
Goal 7 Percent Range on EOC: 5-10%	The Progressive Movement in the United States (1890-1914) - The learner will analyze the economic, political, and social reforms of the Progressive Period.	
7.01	Explain the conditions that led to the rise of Progressivism.	6
7.02	Analyze how different groups of Americans made economic and political gains in the Progressive Period.	8
7.03	Evaluate the effects of racial segregation on different regions and segments of the United States' society.	7
7.04	Examine the impact of technological changes on economic, social, and cultural life in the United States.	7
Total		28

Objective	Description - DPI	Number of Items in Pool
Goal 8 Percent Range on EOC: 4-8%	The Great War and Its Aftermath (1914-1930) - The learner will analyze United States involvement in World War I and the war's influence on international affairs during the 1920's.	
8.01	Examine the reasons why the United States remained neutral at the beginning of World War I but later became involved.	9
8.02	Identify political and military turning points of the war and determine their significance to the outcome of the conflict.	9
8.03	Assess the political, economic, social, and cultural effects of the war on the United States and other nations.	10
Total		28

Objective	Description - DPI	Number of Items in Pool
Goal 9 Percent Range on EOC: 8-12%	Prosperity and Depression (1919-1939) - The learner will appraise the economic, social, and political changes of the decades of "The Twenties" and "The Thirties."	
9.01	Elaborate on the cycle of economic boom and bust in the 1920's and 1930's.	9
9.02	Analyze the extent of prosperity for different segments of society during this period.	6
9.03	Analyze the significance of social, intellectual, and technological changes of lifestyles in the United States.	5
9.04	Describe challenges to traditional practices in religion, race, and gender.	5
9.05	Assess the impact of New Deal reforms in enlarging the role of the federal government in American life.	7
Total		32

Appendix A: WCPSS Assessment Item Bank Summary for US History

Objective	Description - DPI	Number of Items in Pool
Goal 10 Percent Range on EOC: 8-12%	World War II and the Beginning of the Cold War (1930s-1963) - The learner will analyze United States involvement in World War II and the war's influence on international affairs in following decades.	
10.01	Elaborate on the causes of World War II and reasons for United States entry into the war.	8
10.02	Identify military, political, and diplomatic turning points of the war and determine their significance to the outcome and aftermath of the conflict.	9
10.03	Describe and analyze the effects of the war on American economic, social, political, and cultural life.	5
10.04	Elaborate on changes in the direction of foreign policy related to the beginnings of the Cold War.	5
10.05	Assess the role of organizations established to maintain peace and examine their continuing effectiveness.	6
Total		33

Objective	Description - DPI	Number of Items in Pool
Goal 11 Percent Range on EOC: 8-12%	Recovery, Prosperity, and Turmoil (1945-1980) - The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.	
11.01	Describe the effects of the Cold War on economic, political, and social life in America.	7
11.02	Trace major events of the Civil Rights Movement and evaluate its impact.	6
11.03	Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements on the United States' society.	3
11.04	Identify the causes of United States' involvement in Vietnam and examine how this involvement affected society.	5
11.05	Examine the impact of technological innovations that have impacted American life.	4
11.06	Identify political events and the actions and reactions of the government officials and citizens, and assess the social and political consequences.	6
Total		31

Appendix A: WCPSS Assessment Item Bank Summary for US History

Objective	Description - DPI	Number of Items in Pool
Goal 12 Percent Range on EOC: 5-10%	The United States since the Vietnam War (1973-present) - The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.	
12.01	Summarize significant events in foreign policy since the Vietnam War.	6
12.02	Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States' citizens.	7
12.03	Identify and assess the impact of economic, technological, and environmental changes in the United States.	5
12.04	Identify and assess the impact of social, political, and cultural changes in the United States.	4
12.05	Assess the impact of growing racial and ethnic diversity in American society.	5
12.06	Assess the impact of twenty-first century terrorist activity on American society.	5
Total		32

Appendix A: WCPSS Assessment Item Bank Summary for Civics and Economics

Objective	Description - DPI	Number of Items in Pool
Goal 1 Percent Range on EOC: 10-15%	The learner will investigate the foundations of the American political system and explore basic values and principles of American democracy.	
1.01	Describe how geographic diversity influenced economic, social, and political life in colonial North America.	13
1.02	Trace and analyze the development of ideas about self-government in British North America.	10
1.03	Examine the causes of the American Revolution.	11
1.04	Elaborate on the emergence of an American identity.	3
1.05	Identify the major domestic problems of the nation under the Articles of Confederation and assess the extent to which they were resolved by the new Constitution.	8
1.06	Compare viewpoints about government in the Federalist and the Anti-Federalist Papers.	6
1.07	Evaluate the extent to which the Bill of Rights extended the Constitution.	8
1.08	Compare the American system of government to other forms of government.	7
Total		66

Objective	Description - DPI	Number of Items in Pool
Goal 2 Percent Range on EOC: 10-15%	The learner will analyze how the government established by the United States Constitution embodies the purposes, values, and principles of American democracy.	
2.01	Identify principles in the United States Constitution.	7
2.02	Explain how the United States Constitution defines the framework, organization and structure of the three branches of government at the national level.	7
2.03	Explain how the United States Constitution grants and limits the authority of public officials and government agencies.	5
2.04	Describe how the United States Constitution may be changed and analyze the impact of specific changes.	11
2.05	Analyze court cases that illustrate that the United States Constitution is the supreme law of the land.	4
2.06	Analyze court cases that demonstrate how the United States Constitution and the Bill of Rights protect the rights of individuals.	7
2.07	Identify modern controversies related to powers of the federal government that are similar to the debates between Federalists and Anti-Federalists over ratification of the United States Constitution.	5
2.08	Examine taxation and other revenue sources at the national level of government.	1
2.09	Describe the services provided by selected government agencies and how funding is provided.	6
Total		53

Appendix A: WCPSS Assessment Item Bank Summary for Civics and Economics

Objective	Description - DPI	Number of Items in Pool
Goal 3 Percent Range on EOC: 5-8%	The learner will analyze how state and local government is established by the North Carolina Constitution.	
3.01	Identify the principles in the North Carolina Constitution and local charters.	4
3.02	Explain how the North Carolina Constitution and local charters define the framework, organization, and structure of government at the state and local level.	6
3.03	Explain how the state constitution grants and limits the authority of public officials and government agencies.	3
3.04	Describe how the state constitution and local charters may be changed, and analyze the impact of specific changes.	3
3.05	Analyze court cases that illustrate that the North Carolina Constitution is the law of the state.	3
3.06	Analyze how the Fourteenth Amendment extends the Bill of Rights' protection to citizens of a state.	2
3.07	Identify modern controversies related to powers of the state government.	3
3.08	Examine taxation and other revenue sources at the state and local level.	3
3.09	Describe the services provided by state and local government agencies and how funding is provided.	3
Total		30

Objective	Description - DPI	Number of Items in Pool
Goal 4 Percent Range on EOC: 5-8%	The learner will explore active roles as a citizen at the local, state, and national levels of government.	
4.01	Examine the structure and organization of political parties	5
4.02	Describe the election process and the qualifications and procedures for voting.	3
4.03	Analyze information on political issues and candidates seeking political office.	4
4.04	Demonstrate active methods of promoting and inhibiting change through political action.	5
4.05	Analyze consequences of compliance or noncompliance with laws governing society.	3
4.06	Describe the benefits of civic participation.	4
4.07	Analyze costs and benefits of jury service, voting, seeking office, and civic action at the local, state, and national level.	3
4.08	Participate in civic life, politics, and /or government.	1
4.09	Utilize various methods of resolving conflicts.	2
Total		30

Appendix A: WCPSS Assessment Item Bank Summary for Civics and Economics

Objective	Description - DPI	Number of Items in Pool
Goal 5 Percent Range on EOC: 10-15%	The learner will explain how the political and legal systems provide a means to balance competing interests and resolve conflicts.	
5.01	Evaluate the role of debate, consensus, compromise, and negotiation in resolving conflicts.	4
5.02	Identify the jurisdiction of state and federal courts.	3
5.03	Describe the adversarial nature of the judicial process.	8
5.04	Evaluate the role of debate and compromise in the legislative process.	4
5.05	Explain how local government agencies balance interest and resolve conflicts.	5
5.06	Analyze roles of individual citizens, political parties, the media, and other interest groups in public policy decisions, dispute resolution, and government action.	6
Total		30

Objective	Description - DPI	Number of Items in Pool
Goal 6 Percent Range on EOC: 10-15%	The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels.	
6.01	Trace the development of law in American society.	7
6.02	Cite examples of common, criminal, civil, constitutional, administrative, and statutory law.	5
6.03	Identify the various procedures in the enactment, implementation, and enforcement of law.	3
6.04	Identify ways citizens can be informed about the laws.	4
6.05	Investigate the role and responsibility of government to inform the citizenry.	4
6.06	Analyze the role of lobby groups and special interest groups in the enactment of legislation.	5
6.07	Compare responsibilities, jurisdictions, and methods of law enforcement agencies.	5
6.08	Evaluate methods used by society to address criminal and anti-social behaviors.	5
Total		38

Appendix A: WCPSS Assessment Item Bank Summary for Civics and Economics

Objective	Description - DPI	Number of Items in Pool
Goal 7 Percent Range on EOC: 10-15%	The learner will investigate how and why individuals and groups make economic choices.	
7.01	Describe the basic factors of production such as land, labor, capital, and entrepreneurial skills and their impact on economic activities.	4
7.02	Explain how scarcity influences producers and consumers to make choices.	4
7.03	Compare examples of tradeoffs and opportunity costs of economic choices.	6
7.04	Analyze the impact on economic activities of specialization, division of labor, consumption and production increases.	3
7.05	Explain the impact of investment on human, capital, productive, and natural resources.	5
7.06	Compare and contrast how different economic systems address key economic factors.	9
Total		31

Objective	Description - DPI	Number of Items in Pool
Goal 8 Percent Range on EOC: 10-15%	The learner will analyze features of the economic system of the United States.	
8.01	Compare characteristics of command, market, traditional, and mixed economies.	3
8.02	Describe how the free enterprise system encourages private ownership of property and promote individual initiative.	3
8.03	Explain the circular flow of economic activities and how interactions determine the prices of goods and services.	2
8.04	Illustrate how supply and demand affects prices.	4
8.05	Predict how prices change when there is either a shortage or surplus.	5
8.06	Explain how changes in the level of competition can affect price and output levels.	4
8.07	Identify and describe the roles and functions of various economic institutions and business organizations.	6
8.08	Evaluate the investment decisions made by individuals, businesses, and the government.	3
8.09	Describe the role of money in trading, borrowing, and investing.	3
Total		33

Appendix A: WCPSS Assessment Item Bank Summary for Civics and Economics

Objective	Description - DPI	Number of Items in Pool
Goal 9 Percent Range on EOC: 10-15%	The learner will analyze factors influencing the United States economy.	
9.01	Identify phases of the business cycle and the economic indicators used to measure economic activities and trends.	3
9.02	Describe the impact of government regulation on specific economic activities.	5
9.03	Explain the impact of the movement of human and capital resources on the United States economy.	4
9.04	Assess how current events impact decisions made by consumers, producers, and government policy makers.	3
9.05	Explain the impact on the United States economy of international trade and global products.	9
9.06	Investigate the ways that domestic and international economies are interdependent.	4
9.07	Analyze the short- and long-term effects of fiscal and monetary policy on the United States economy.	6
9.08	Analyze the influence of environmental factors, economic conditions, and policy decisions on individual economic activities.	6
Total		40

Objective	Description - DPI	Number of Items in Pool
Goal 10 Percent Range on EOC: 5-8%	The learner will develop, defend, and evaluate positions on issues regarding the personal responsibilities of citizens in the American constitutional democracy.	
10.01	Explain the distinction between personal and civic responsibilities and the tensions that may arise between them.	9
10.02	Develop, defend, and evaluate positions on issues regarding diversity in American life.	4
10.03	Evaluate the importance of supporting, nurturing, and educating oneself in the United States society.	3
10.04	Demonstrate characteristics of effective citizenship.	3
10.05	Describe examples of recurring public problems and issues.	2
10.06	Discuss the consequences and/or benefits of the freedom of economic, legal, and political choices.	2
Total		23

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School French I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 1:		The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.		
1.01	Interact with teachers and others using standard greetings	Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.	0	0
1.02	Use basic words and short learned phrases during interactions orally and in writing.	Use basic words and short learned phrases during interactions orally and in writing	0	0
1.03	Ask and answer questions about feelings using learned material orally and in writing.	Ask and answer questions about feelings using learned material orally and in writing.	0	0
1.04	Share likes and dislikes	Share likes and dislikes, feelings and emotions with each other orally and in writing.	0	0
1.05	Engage in oral and written conversation (e.g.	Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics.	0	0
1.06	Use culturally acceptable vocabulary	Use culturally acceptable vocabulary, idiomatic expressions, and gestures.	0	0
<i>IAL</i>	Students will use culturally and regionally appropriate greetings	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	7*
<i>IAR</i>	Students will use culturally and regionally appropriate greetings	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	8*
<i>IBL</i>	Students will ask and give age	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	8*
<i>IBR</i>	Students will ask and give age	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	4*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School French I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
<i>ICL</i>	Students will express likes	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	5*
<i>ICR</i>	Students will express likes	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	4*
<i>IDL</i>	Students will describe school schedules	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	6*
<i>IDR</i>	Students will describe school schedules	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	10*
<i>IEL</i>	Students will discuss hobbies and activities and when and how frequently they do them.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	4*
<i>IER</i>	Students will discuss hobbies and activities and when and how frequently they do them.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	5*
<i>IFL</i>	Students will describe weather in different seasons and months of the year.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	5*
<i>IFR</i>	Students will describe weather in different seasons and months of the year.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	5*
<i>IGL</i>	Students will describe themselves and others.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	5*
<i>IGR</i>	Students will describe themselves and others.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	5*
<i>IHL</i>	Students will order at a French café and identify foods for meals.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	5*
<i>IHR</i>	Students will order at a French café and identify foods for meals.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	5*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School French I

<i>1IL</i>	Students will relate where they are going—now and in the near future.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	5*
<i>1IR</i>	Students will relate where they are going—now and in the near future.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	7*
<i>1JL</i>	Students will identify family relationships and discuss household responsibilities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	6*
<i>1JR</i>	Students will identify family relationships and discuss household responsibilities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	5*
TOTAL			0	114*

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 2:		The learner will understand and interpret written and spoken language on a variety of topics in the target language.		
2.01	Demonstrate understanding of words	Demonstrate understanding of words, phrases, and sentences from simple oral and written texts dealing with basic personal and social needs.	0	104*
2.02	Demonstrate understanding of oral and written questions about familiar topics.	Demonstrate understanding of oral and written questions about familiar topics.	0	28*
2.03	Follow oral and written directions	Follow oral and written directions, commands, and requests.	0	0
2.04	Identify key words or main idea(s) from oral or written passages.	Identify key words or main idea(s) from oral or written passages.	0	108*
2.05	Make inferences from simple oral and/or written passages (e.g.	Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	0	83*
2.06	Interpret phrases presented with accompanying gestures	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	0	0
TOTAL			0	323*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School French I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 3:		The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.		
3.01	concepts	Give short oral or written presentations about people, places, things, and events using everyday words and phrases.	0	0
3.02	concepts	Dramatize songs, simple skits, or poetry dealing with familiar topics.	0	0
3.03	concepts	Retell a story orally or in writing.	0	0
TOTAL			0	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School French I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 4:		The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.		
4.01	products	Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.	0	0
4.02	products	Learn and discuss patterns of behavior or interaction among the target cultures.	0	0
4.03	products	Participate in activities and celebrations and discuss their impact on the culture.	0	0
4.04	products	Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.	0	0
4.05	products	Identify important individuals from the past and present and their contributions to the target cultures.	0	0
4.06	products	Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	0	0
4.07	products	Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.	0	0
TOTAL			0	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School French I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 5:		The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.		
5.01	Identify the sound patterns of the target language and compare them to his/her own language(s).	Identify the sound patterns of the target language and compare them to his/her own language(s).	0	11
5.02	Identify similarities and differences in the structural patterns in the target language and his/her own language(s).	Identify similarities and differences in the structural patterns in the target language and his/her own language(s).	0	5*
5.03	Recognize similarities and differences in the ways languages are written (e.g.	Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).	0	0
5.04	Recognize that there are words	Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.	0	0
5.05	Identify connections among languages by recognizing cognates and loan words.	Identify connections among languages by recognizing cognates and loan words	0	0
5.06	Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.	Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.	0	0
5.07	Identify similarities and differences of tangible and intangible products (e.g.	Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).	0	0
5.08	Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.	Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.	0	0
5.09	Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family	Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play.	0	0
5.10	Identify the mutual contributions of the target cultures and his/her own culture(s).	Identify the mutual contributions of the target cultures and his/her own culture(s).	0	0
TOTAL			0	16*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School French I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 6:		The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.		
6.01	reinforce	Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.	0	0
6.02	reinforce	Transfer information acquired in the foreign language class for use in other disciplines.	0	0
6.03	reinforce	Recognize and apply learning strategies and processes from other disciplines.	0	0
6.04	reinforce	Develop learning strategies in the target language which can be used in other disciplines.	0	0
TOTAL			0	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School French I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 7:		The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.		
7.01	educational	Perform and/or participate in a school or community celebration or competition.	0	0
7.02	educational	Share knowledge of the target language and cultures with others.	0	0
7.03	educational	Interact with people of other cultures in the target language about familiar topics.	0	0
7.04	educational	Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.	0	0
7.05	educational	Identify occupations within the community and beyond that require proficiency in the target language.	0	0
7.06	educational	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	0	0
TOTAL			0	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for French II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1:		The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.	
1.01	Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.	Communicate present and past information by recombining basic vocabulary and structures orally and in writing.	0
1.02	Use basic words and short learned phrases during interactions orally and in writing.	Exchange information by asking and answering original questions orally and in writing.	0
1.03	Ask and answer questions about feelings using learned material orally and in writing.	Share likes and dislikes, feelings and emotions giving supporting information orally and in writing. *Identified in WCPSS Assessment Item Bank as 1.04	0
1.04	Share likes and dislikes, feelings and emotions with each other orally and in writing. *See DPI objective 1.03	Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings of simple sentences. *Identified in WCPSS Assessment Item Bank as 1.05	0
1.05	Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics. *See DPI objective 1.04	Use culturally acceptable vocabulary, idiomatic expressions or gestures. *Identified in WCPSS Assessment Item Bank as 1.06	0
1.06	Use culturally acceptable vocabulary, idiomatic expressions, and gestures. *See DPI objective 1.05	Not listed as a DPI objective	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for French II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2:		The learner will understand and interpret written and spoken language on a variety of topics in the target language.	
2.01	Demonstrate understanding of words , phrases, and sentences from simple oral and written texts dealing with basic personal and social needs .	Demonstrate understanding of some oral and written idiomatic expressions , phrases, sentences and passages .	0
2.02	Demonstrate understanding of oral and written questions about familiar topics.	Demonstrate understanding of increasingly complex oral and written questions relating to familiar topics.	0
2.03	Follow oral and written directions, commands, and requests.	Understand and follow oral and written directions, commands, and requests from a variety of sources including selected authentic materials .	0
2.04	Identify key words or main idea(s) from oral or written passages.	Identify main idea(s) and some details from simple oral and written passages about familiar topics .	0
2.05	Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	Make inferences and draw conclusions from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	0
2.06	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	0
<i>2AL</i>	Students will describe compare and contrast people and things.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2AR</i>	Students will describe compare and contrast people and things.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	4
<i>2BL</i>	Students will describe and discuss their home and furnishings.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2BR</i>	Students will describe and discuss their home and furnishings.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2CL</i>	Students will ask for and give directions.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	3
<i>2CR</i>	Students will ask for and give directions.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2DL</i>	Students will discuss shopping and dining in the francophone world.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	4

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for French II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>2DR</i>	Students will discuss shopping and dining in the francophone world.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2EL</i>	Students will discuss daily routine in the present and in the past.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	4
<i>2ER</i>	Students will discuss daily routine in the present and in the past.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2FL</i>	Students will relate past events and activities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	3
<i>2FR</i>	Students will relate past events and activities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	4
<i>2GL</i>	Students will discuss health and well being of self and others.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	4
<i>2GR</i>	Students will discuss health and well being of self and others.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	4
<i>2HL</i>	Students will describe their childhood days.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	3
<i>2HR</i>	Students will describe their childhood days.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	3
<i>2IL</i>	Students will read and create stories in the past.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	4
<i>2IR</i>	Students will read and create stories in the past.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	3
<i>2JL</i>	Students will relate past events.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0
<i>2JR</i>	Students will relate past events.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0
TOTAL			73

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for French II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3:		The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.	
3.01	Give short oral or written presentations about people, places, things, and events using everyday words and phrases .	Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs in present and past time .	0
3.02	Dramatize songs, simple skits, or poetry dealing with familiar topics.	Dramatize songs, short plays and skits, or poetry on familiar topics.	0
3.03	Retell a story orally or in writing.	Tell or retell a story orally and in writing.	0
3.04	Not listed as an objective in WCPSS Assessment Item Bank	Recombine known language to produce personalized statements.	0
3.05	Not listed as an objective in WCPSS Assessment Item Bank	Give detailed instructions orally and in writing.	0
3.06	Not listed as an objective in WCPSS Assessment Item Bank	Compose paragraphs related to personal experience.	0
3.07	Not listed as an objective in WCPSS Assessment Item Bank	Summarize orally and in writing main idea(s) from selected material.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for French II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4:		The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.	
4.01	Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.	Recognize and use cultural practices and expressions in daily activities.	0
4.02	Learn and discuss patterns of behavior or interaction among the target cultures.	Identify and explain patterns of behavior or interaction among the target cultures.	0
4.03	Participate in activities and celebrations and discuss their impact on the culture.	Participate in activities and experience customs and traditions of the target cultures.	0
4.04	Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.	Identify major geographical features, cities, and regions of the target countries where the language is spoken and show their relationship to the culture.	0
4.05	Identify important individuals from the past and present and their contributions to the target cultures.	Identify important people, events, and achievements of the target countries and show their contribution to their own and other cultures.	0
4.06	Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	0
4.07	Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.	Identify differences in cultural products, practices, and perspectives which lead to generalizations or stereotyping among cultures with the same language.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for French II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5:		The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.	
5.01	Identify the sound patterns of the target language and compare them to his/her own language(s).	Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).	0
5.02	Identify similarities and differences in the structural patterns in the target language and his/her own language(s).	Compare and contrast structural patterns in the target language and his/her own language.	0
5.03	Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).	Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.	0
5.04	Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.	Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.	0
5.05	Identify connections among languages by recognizing cognates and loan words.	Recognize the changing nature of language.	0
5.06	Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.	Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.	0
5.07	Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).	Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.	0
5.08	Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them. *See DPI Objective 5.09	Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to their own.	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for French II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.09	Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play. *See DPI Objective 5.10	Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them. *Identified in WCPSS Assessment Item Bank as 5.08	0
5.10	Identify the mutual contributions of the target cultures and his/her own culture(s). * See DPI objective 5.11	Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life. *Identified in WCPSS Assessment Item Bank as 5.09	0
5.11	No objective listed in WCPSS Assessment Item Bank	Demonstrate an understanding of the mutual impact of the target cultures and his/her own culture. *Identified in WCPSS Assessment Item Bank as 5.10	0
TOTAL			0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6:		The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.	
6.01	Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.	Identify and process information and skills that are common to the foreign language class and other disciplines.	0
6.02	Transfer information acquired in the foreign language class for use in other disciplines. * See DPI objective 6.03	Communicate information in the foreign language class which is common to other disciplines.	0
6.03	Recognize and apply learning strategies and processes from other disciplines. * See DPI objective 6.04	Transfer information acquired in the foreign language class for use in other disciplines. *Identified in WCPSS Assessment Item Bank as 6.02	0
6.04	Develop learning strategies in the target language which can be used in other disciplines. * See DPI objective 6.05	Recognize and apply learning strategies, processes from other disciplines. *Identified in WCPSS Assessment Item Bank as 6.03	0
6.05	No objective listed in WCPSS Assessment Item Bank	Develop learning strategies in the target language which can be used in other disciplines. *Identified in WCPSS Assessment Item Bank as 6.04	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for French II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 7:		The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.	
7.01	Perform and/or participate in a school or community celebration or competition.	Perform and/or participate in a school or community celebration or competition.	0
7.02	Share knowledge of the target language and cultures with others.	Share knowledge of the target language and cultures with others.	0
7.03	Interact with people of other cultures in the target language about familiar topics.	Interact with people of other cultures in the target language about familiar topics.	0
7.04	Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.	Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.	0
7.05	Identify occupations within the community and beyond that require proficiency in the target language.	Identify occupations within the community and beyond that require proficiency in the target language.	0
7.06	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School Spanish I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 1:		The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.		
1.01	Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.	Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.	3*	3*
1.02	Use basic words and short learned phrases during interactions orally and in writing.	Use basic words and short learned phrases during interactions orally and in writing	0	0
1.03	Ask and answer questions about feelings using learned material orally and in writing.	Ask and answer questions about feelings using learned material orally and in writing.	0	0
1.04	Share likes and dislikes, feelings and emotions with each other orally and in writing.	Share likes and dislikes, feelings and emotions with each other orally and in writing.	7*	7*
1.05	Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics.	Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics.	1*	1*
1.06	Use culturally acceptable vocabulary, idiomatic expressions, and gestures.	Use culturally acceptable vocabulary, idiomatic expressions, and gestures.	0	0
<i>IAL</i>	Students will use culturally and regionally appropriate greetings, farewells, introductions, and expressions of courtesy.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	10	10
<i>IAR</i>	Students will use culturally and regionally appropriate greetings, farewells, introductions, and expressions of courtesy.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	13*	13*
<i>IBL</i>	Students will describe their activities throughout the year and how frequently they do them.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	3*	3*
<i>IBR</i>	Students will describe their activities throughout the year and how frequently they do them.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	10*	10*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School Spanish I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
<i>1CL</i>	Students will express their likes, dislikes, and preferences for things and activities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5*	5*
<i>1CR</i>	Students will express their likes, dislikes, and preferences for things and activities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	10*	10*
<i>1DL</i>	Students will describe themselves and others.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	4*	4*
<i>1DR</i>	Students will describe themselves and others.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5*	5*
<i>1EL</i>	Students will identify and describe family relationships.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6	6
<i>1ER</i>	Students will identify and describe family relationships.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5*	5*
<i>1FL</i>	Students will share information about school schedules and activities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>1FR</i>	Students will share information about school schedules and activities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	4*	4*
<i>1GL</i>	Students will identify and request foods for a variety of meals.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	9*	9*
<i>1GR</i>	Students will identify and request foods for a variety of meals.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	14*	14*
<i>1HL</i>	Students will compare and contrast people, things, and activities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5*	5*
<i>1HR</i>	Students will compare and contrast people, things, and activities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6*	6*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School Spanish I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
<i>1IL</i>	Students will describe where they live and household chores.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5*	5*
<i>1IR</i>	Students will describe where they live and household chores.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5*	10*
<i>1JL</i>	Students will plan activities, invite family and friends, respond to invitations, and share event information.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	8*	8*
<i>1JR</i>	Students will plan activities, invite family and friends, respond to invitations, and share event information.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	10*	10*
TOTAL			153*	158*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School Spanish I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 2:		The learner will understand and interpret written and spoken language on a variety of topics in the target language.		
2.01	Demonstrate understanding of words, phrases, and sentences from simple oral and written texts dealing with basic personal and social needs.	Demonstrate understanding of words, phrases, and sentences from simple oral and written texts dealing with basic personal and social needs.	85*	90*
2.02	Demonstrate understanding of oral and written questions about familiar topics.	Demonstrate understanding of oral and written questions about familiar topics.	49*	54*
2.03	Follow oral and written directions, commands, and requests.	Follow oral and written directions, commands, and requests.	0	0
2.04	Identify key words or main idea(s) from oral or written passages.	Identify key words or main idea(s) from oral or written passages.	54*	54*
2.05	Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	61*	61*
2.06	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	0	0
TOTAL			249*	259*

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 3:		The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.		
3.01	Give short oral or written presentations about people, places, things, and events using everyday words and phrases.	Give short oral or written presentations about people, places, things, and events using everyday words and phrases.	3*	3*
3.02	Dramatize songs, simple skits, or poetry dealing with familiar topics.	Dramatize songs, simple skits, or poetry dealing with familiar topics.	0	0
3.03	Retell a story orally or in writing.	Retell a story orally or in writing.	0	0
TOTAL			3*	3*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School Spanish I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 4:		The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.		
4.01	Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.	Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.	0	0
4.02	Learn and discuss patterns of behavior or interaction among the target cultures.	Learn and discuss patterns of behavior or interaction among the target cultures.	0	0
4.03	Participate in activities and celebrations and discuss their impact on the culture.	Participate in activities and celebrations and discuss their impact on the culture.	0	0
4.04	Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.	Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.	0	0
4.05	Identify important individuals from the past and present and their contributions to the target cultures.	Identify important individuals from the past and present and their contributions to the target cultures.	0	0
4.06	Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	0	0
4.07	Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.	Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.	0	0
TOTAL			0*	0*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School Spanish I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 5:		The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.		
5.01	Identify the sound patterns of the target language and compare them to his/her own language(s).	Identify the sound patterns of the target language and compare them to his/her own language(s).	0	0
5.02	Identify similarities and differences in the structural patterns in the target language and his/her own language(s).	Identify similarities and differences in the structural patterns in the target language and his/her own language(s).	0	0
5.03	Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).	Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).	0	0
5.04	Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.	Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.	0	0
5.05	Identify connections among languages by recognizing cognates and loan words.	Identify connections among languages by recognizing cognates and loan words	44*	49*
5.06	Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.	Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.	0	0
5.07	Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).	Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).	0	0
5.08	Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.	Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.	0	0
5.09	Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play.	Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play.	0	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School Spanish I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
5.10	Identify the mutual contributions of the target cultures and his/her own culture(s).	Identify the mutual contributions of the target cultures and his/her own culture(s).	0	0
TOTAL			44*	49*

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 6:		The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.		
6.01	Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.	Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.	0	0
6.02	Transfer information acquired in the foreign language class for use in other disciplines.	Transfer information acquired in the foreign language class for use in other disciplines.	0	0
6.03	Recognize and apply learning strategies and processes from other disciplines.	Recognize and apply learning strategies and processes from other disciplines.	0	0
6.04	Develop learning strategies in the target language which can be used in other disciplines.	Develop learning strategies in the target language which can be used in other disciplines.	0	0
TOTAL			0*	0*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School Spanish I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 7:		The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.		
7.01	Perform and/or participate in a school or community celebration or competition.	Perform and/or participate in a school or community celebration or competition.	0	0
7.02	Share knowledge of the target language and cultures with others.	Share knowledge of the target language and cultures with others.	0	0
7.03	Interact with people of other cultures in the target language about familiar topics.	Interact with people of other cultures in the target language about familiar topics.	0	0
7.04	Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.	Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.	0	0
7.05	Identify occupations within the community and beyond that require proficiency in the target language.	Identify occupations within the community and beyond that require proficiency in the target language.	0	0
7.06	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	0	0
TOTAL			0*	0*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Spanish II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1:		The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.	
1.01	Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.	Communicate present and past information by recombining basic vocabulary and structures orally and in writing.	0
1.02	Use basic words and short learned phrases during interactions orally and in writing.	Exchange information by asking and answering original questions orally and in writing.	0
1.03	Ask and answer questions about feelings using learned material orally and in writing.	Share likes and dislikes, feelings and emotions giving supporting information orally and in writing. *Identified in WCPSS Assessment Item Bank as 1.04	0
1.04	Share likes and dislikes, feelings and emotions with each other orally and in writing. *See DPI objective 1.03	Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings of simple sentences. *Identified in WCPSS Assessment Item Bank as 1.05	0
1.05	Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics. *See DPI objective 1.04	Use culturally acceptable vocabulary, idiomatic expressions or gestures. *Identified in WCPSS Assessment Item Bank as 1.06	0
1.06	Use culturally acceptable vocabulary, idiomatic expressions, and gestures. *See DPI objective 1.05	Not listed as a DPI objective	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Spanish II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2:		The learner will understand and interpret written and spoken language on a variety of topics in the target language.	
2.01	Demonstrate understanding of words , phrases, and sentences from simple oral and written texts dealing with basic personal and social needs .	Demonstrate understanding of some oral and written idiomatic expressions , phrases, sentences and passages .	82*
2.02	Demonstrate understanding of oral and written questions about familiar topics.	Demonstrate understanding of increasingly complex oral and written questions relating to familiar topics.	76*
2.03	Follow oral and written directions, commands, and requests.	Understand and follow oral and written directions, commands, and requests from a variety of sources including selected authentic materials .	12*
2.04	Identify key words or main idea(s) from oral or written passages.	Identify main idea(s) and some details from simple oral and written passages about familiar topics .	44*
2.05	Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	Make inferences and draw conclusions from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	27*
2.06	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	0
2AL	Students will describe their daily routines and activities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5*
2AR	Students will describe their daily routines and activities.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6*
2BL	Students will identify and describe clothing for specific events.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	8*
2BR	Students will identify and describe clothing for specific events.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5*
2CL	Students will demonstrate knowledge of shopping and making purchases in stores and markets.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5*
2CR	Students will demonstrate knowledge of shopping and making purchases in stores and markets.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6*
2DL	Students will give directions and identify places in the community.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Spanish II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>2DR</i>	Students will give directions and identify places in the community.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	7*
<i>2EL</i>	Students will narrate a past event.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5*
<i>2ER</i>	Students will narrate a past event.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6*
<i>2FL</i>	Students will identify parts of the body and communicate health needs.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6*
<i>2FR</i>	Students will identify parts of the body and communicate health needs.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	7*
<i>2GL</i>	Students will describe foods and food preparation.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6*
<i>2GR</i>	Students will describe foods and food preparation.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6*
TOTAL			325*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Spanish II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3		The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.	
3.01	Give short oral or written presentations about people, places, things, and events using everyday words and phrases .	Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs in present and past time .	0
3.02	Dramatize songs, simple skits, or poetry dealing with familiar topics.	Dramatize songs, short plays and skits, or poetry on familiar topics.	0
3.03	Retell a story orally or in writing.	Tell or retell a story orally and in writing.	0
3.04	Not listed as an objective in WCPSS Assessment Item Bank	Recombine known language to produce personalized statements.	0
3.05	Not listed as an objective in WCPSS Assessment Item Bank	Give detailed instructions orally and in writing.	0
3.06	Not listed as an objective in WCPSS Assessment Item Bank	Compose paragraphs related to personal experience.	0
3.07	Not listed as an objective in WCPSS Assessment Item Bank	Summarize orally and in writing main idea(s) from selected material.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Spanish II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4:		The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.	
4.01	Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.	Recognize and use cultural practices and expressions in daily activities.	0
4.02	Learn and discuss patterns of behavior or interaction among the target cultures.	Identify and explain patterns of behavior or interaction among the target cultures.	0
4.03	Participate in activities and celebrations and discuss their impact on the culture.	Participate in activities and experience customs and traditions of the target cultures.	0
4.04	Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.	Identify major geographical features, cities, and regions of the target countries where the language is spoken and show their relationship to the culture.	0
4.05	Identify important individuals from the past and present and their contributions to the target cultures.	Identify important people, events, and achievements of the target countries and show their contribution to their own and other cultures.	0
4.06	Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	0
4.07	Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.	Identify differences in cultural products, practices, and perspectives which lead to generalizations or stereotyping among cultures with the same language.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Spanish II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5:		The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.	
5.01	Identify the sound patterns of the target language and compare them to his/her own language(s).	Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).	0
5.02	Identify similarities and differences in the structural patterns in the target language and his/her own language(s).	Compare and contrast structural patterns in the target language and his/her own language.	0
5.03	Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).	Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.	0
5.04	Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.	Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.	0
5.05	Identify connections among languages by recognizing cognates and loan words.	Recognize the changing nature of language.	0
5.06	Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.	Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.	0
5.07	Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).	Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.	0
5.08	Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them. *See DPI Objective 5.09	Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to their own.	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Spanish II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.09	Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play. *See DPI Objective 5.10	Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them. *Identified in WCPSS Assessment Item Bank as 5.08	0
5.10	Identify the mutual contributions of the target cultures and his/her own culture(s). * See DPI objective 5.11	Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life. *Identified in WCPSS Assessment Item Bank as 5.09	0
5.11	No objective listed in WCPSS Assessment Item Bank	Demonstrate an understanding of the mutual impact of the target cultures and his/her own culture. *Identified in WCPSS Assessment Item Bank as 5.10	0
TOTAL			0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6:		The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.	
6.01	Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.	Identify and process information and skills that are common to the foreign language class and other disciplines.	0
6.02	Transfer information acquired in the foreign language class for use in other disciplines. * See DPI objective 6.03	Communicate information in the foreign language class which is common to other disciplines.	0
6.03	Recognize and apply learning strategies and processes from other disciplines. * See DPI objective 6.04	Transfer information acquired in the foreign language class for use in other disciplines. *Identified in WCPSS Assessment Item Bank as 6.02	0
6.04	Develop learning strategies in the target language which can be used in other disciplines. * See DPI objective 6.05	Recognize and apply learning strategies, processes from other disciplines. *Identified in WCPSS Assessment Item Bank as 6.03	0
6.05	No objective listed in WCPSS Assessment Item Bank	Develop learning strategies in the target language which can be used in other disciplines. *Identified in WCPSS Assessment Item Bank as 6.04	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Spanish II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 7:		The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.	
7.01	Perform and/or participate in a school or community celebration or competition.	Perform and/or participate in a school or community celebration or competition.	0
7.02	Share knowledge of the target language and cultures with others.	Share knowledge of the target language and cultures with others.	0
7.03	Interact with people of other cultures in the target language about familiar topics.	Interact with people of other cultures in the target language about familiar topics.	0
7.04	Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.	Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.	0
7.05	Identify occupations within the community and beyond that require proficiency in the target language.	Identify occupations within the community and beyond that require proficiency in the target language.	0
7.06	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School German I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 1:		The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.		
1.01	Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.	Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.	0	0
1.02	Use basic words and short learned phrases during interactions orally and in writing.	Use basic words and short learned phrases during interactions orally and in writing	0	0
1.03	Ask and answer questions about feelings using learned material orally and in writing.	Ask and answer questions about feelings using learned material orally and in writing.	1*	1*
1.04	Share likes and dislikes, feelings and emotions with each other orally and in writing.	Share likes and dislikes, feelings and emotions with each other orally and in writing.	0	0
1.05	Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics.	Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics.	0	0
1.06	Use culturally acceptable vocabulary, idiomatic expressions, and gestures.	Use culturally acceptable vocabulary, idiomatic expressions, and gestures.	0	0
<i>IAL</i>	Students will use culturally and regionally appropriate greetings, farewells, introductions, and expressions of courtesy with knowledge of regional differences.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6	6
<i>IAR</i>	Students will use culturally and regionally appropriate greetings, farewells, introductions, and expressions of courtesy with knowledge of regional differences.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>IBL</i>	Students will describe themselves, family members, and others.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>IBR</i>	Students will describe themselves, family members, and others.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	10	10

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School German I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
<i>1CL</i>	Students will express activities they like to do or do not like to do.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6*	6*
<i>1CR</i>	Students will express activities they like to do or do not like to do.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>1DL</i>	Students will describe their school schedule and grades.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	8	8
<i>1DR</i>	Students will describe their school schedule and grades.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	10	10
<i>1EL</i>	Students will describe what school supplies they need for different classes.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>1ER</i>	Students will describe what school supplies they need for different classes.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	10	10
<i>1FL</i>	Students will discuss the weather and the different seasons.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>1FR</i>	Students will discuss the weather and the different seasons.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>1GL</i>	Students will demonstrate ability to function in a German restaurant.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	6
<i>1GR</i>	Students will demonstrate ability to function in a German restaurant.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>1HL</i>	Students will describe household routines and chores.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>1HR</i>	Students will describe household routines and chores.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School German I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
<i>1IL</i>	Students will plan activities, invite family and friends, and share event information.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>1IR</i>	Students will plan activities, invite family and friends, and share event information.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>1JL2</i>	Students will interact with and produce culturally appropriate e-mails and letters.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	0	N/A
<i>1JR 2</i>	Students will interact with and produce culturally appropriate e-mails and letters.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	3	N/A
<i>1JL</i>	Students will describe clothing items. *This objective is not in the list of curriculum objectives; however there are items that are designated this objective with this objective description.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5	5
<i>1JR</i>	Students will describe clothing items. *This objective is not in the list of curriculum objectives; however there are items that are designated this objective with this objective description.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	1	5*
TOTAL			120*	122*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School German I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 2:		The learner will understand and interpret written and spoken language on a variety of topics in the target language.		
2.01	Demonstrate understanding of words, phrases, and sentences from simple oral and written texts dealing with basic personal and social needs.	Demonstrate understanding of words, phrases, and sentences from simple oral and written texts dealing with basic personal and social needs.	0	1*
2.02	Demonstrate understanding of oral and written questions about familiar topics.	Demonstrate understanding of oral and written questions about familiar topics.	0	1*
2.03	Follow oral and written directions, commands, and requests.	Follow oral and written directions, commands, and requests.	0	0
2.04	Identify key words or main idea(s) from oral or written passages.	Identify key words or main idea(s) from oral or written passages.	0	0
2.05	Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	0	0
2.06	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	0	0
TOTAL			0	2*

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 3:		The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.		
3.01	Give short oral or written presentations about people, places, things, and events using everyday words and phrases.	Give short oral or written presentations about people, places, things, and events using everyday words and phrases.	0	0
3.02	Dramatize songs, simple skits, or poetry dealing with familiar topics.	Dramatize songs, simple skits, or poetry dealing with familiar topics.	0	0
3.03	Retell a story orally or in writing.	Retell a story orally or in writing.	0	0
TOTAL			0	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School German I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 4:		The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.		
4.01	Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.	Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.	0	0
4.02	Learn and discuss patterns of behavior or interaction among the target cultures.	Learn and discuss patterns of behavior or interaction among the target cultures.	0	0
4.03	Participate in activities and celebrations and discuss their impact on the culture.	Participate in activities and celebrations and discuss their impact on the culture.	0	0
4.04	Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.	Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.	0	0
4.05	Identify important individuals from the past and present and their contributions to the target cultures.	Identify important individuals from the past and present and their contributions to the target cultures.	0	0
4.06	Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	0	0
4.07	Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.	Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.	0	0
TOTAL			0	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School German I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 5:		The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.		
5.01	Identify the sound patterns of the target language and compare them to his/her own language(s).	Identify the sound patterns of the target language and compare them to his/her own language(s).	0	0
5.02	Identify similarities and differences in the structural patterns in the target language and his/her own language(s).	Identify similarities and differences in the structural patterns in the target language and his/her own language(s).	0	0
5.03	Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).	Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).	0	0
5.04	Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.	Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.	0	0
5.05	Identify connections among languages by recognizing cognates and loan words.	Identify connections among languages by recognizing cognates and loan words	0	0
5.06	Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.	Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.	0	0
5.07	Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).	Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).	0	0
5.08	Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.	Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.	0	0
5.09	Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play.	Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play.	0	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School German I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
5.10	Identify the mutual contributions of the target cultures and his/her own culture(s).	Identify the mutual contributions of the target cultures and his/her own culture(s).	0	0
TOTAL			0	0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 6:		The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.		
6.01	Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.	Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.	0	0
6.02	Transfer information acquired in the foreign language class for use in other disciplines.	Transfer information acquired in the foreign language class for use in other disciplines.	0	0
6.03	Recognize and apply learning strategies and processes from other disciplines.	Recognize and apply learning strategies and processes from other disciplines.	0	0
6.04	Develop learning strategies in the target language which can be used in other disciplines.	Develop learning strategies in the target language which can be used in other disciplines.	0	0
TOTAL			0	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Middle School and High School German I

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool MS	Number of Items in Pool HS
Goal 7:		The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.		
7.01	Perform and/or participate in a school or community celebration or competition.	Perform and/or participate in a school or community celebration or competition.	0	0
7.02	Share knowledge of the target language and cultures with others.	Share knowledge of the target language and cultures with others.	0	0
7.03	Interact with people of other cultures in the target language about familiar topics.	Interact with people of other cultures in the target language about familiar topics.	0	0
7.04	Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.	Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.	0	0
7.05	Identify occupations within the community and beyond that require proficiency in the target language.	Identify occupations within the community and beyond that require proficiency in the target language.	0	0
7.06	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	0	0
TOTAL			0	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for German II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1:		The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.	
1.01	Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.	Communicate present and past information by recombining basic vocabulary and structures orally and in writing.	0
1.02	Use basic words and short learned phrases during interactions orally and in writing.	Exchange information by asking and answering original questions orally and in writing.	0
1.03	Ask and answer questions about feelings using learned material orally and in writing.	Share likes and dislikes, feelings and emotions giving supporting information orally and in writing. *Identified in WCPSS Assessment Item Bank as 1.04	1*
1.04	Share likes and dislikes, feelings and emotions with each other orally and in writing. *See DPI objective 1.03	Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings of simple sentences. *Identified in WCPSS Assessment Item Bank as 1.05	1*
1.05	Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics. *See DPI objective 1.04	Use culturally acceptable vocabulary, idiomatic expressions or gestures. *Identified in WCPSS Assessment Item Bank as 1.06	0
1.06	Use culturally acceptable vocabulary, idiomatic expressions, and gestures. *See DPI objective 1.05	Not listed as a DPI objective	0
TOTAL			2*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for German II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2:		The learner will understand and interpret written and spoken language on a variety of topics in the target language.	
2.01	Demonstrate understanding of words , phrases, and sentences from simple oral and written texts dealing with basic personal and social needs .	Demonstrate understanding of some oral and written idiomatic expressions , phrases, sentences and passages .	0
2.02	Demonstrate understanding of oral and written questions about familiar topics.	Demonstrate understanding of increasingly complex oral and written questions relating to familiar topics.	0
2.03	Follow oral and written directions, commands, and requests.	Understand and follow oral and written directions, commands, and requests from a variety of sources including selected authentic materials .	0
2.04	Identify key words or main idea(s) from oral or written passages.	Identify main idea(s) and some details from simple oral and written passages about familiar topics .	0
2.05	Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	Make inferences and draw conclusions from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.	0
2.06	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.	0
<i>2AL</i>	Students will demonstrate familiarity with basic German geography and ask for and follow directions.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	8
<i>2AR</i>	Students will demonstrate familiarity with basic German geography and ask for and follow directions.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6
<i>2BL</i>	Students will discuss a previous vacation and how it went.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2BR</i>	Students will discuss a previous vacation and how it went.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2CL</i>	Students will describe their daily routines to prepare for the day and discuss feelings emotions and health/ailments.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2CR</i>	Students will describe their daily routines to prepare for the day and discuss feelings emotions and health/ailments.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	6*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for German II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>2DL</i>	Students will narrate a fairy tale or childhood event.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2DR</i>	Students will narrate a fairy tale or childhood event.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2EL</i>	Students will plan a birthday party and discuss gift ideas for people.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2ER</i>	Students will plan a birthday party and discuss gift ideas for people.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2FL</i>	Students will buy food items in various shopping venues.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2FR</i>	Students will buy food items in various shopping venues.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2GL</i>	Students will identify cultural celebrations and holidays.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2GR</i>	Students will identify cultural celebrations and holidays.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2HL</i>	Students will describe their house and where things are placed and located.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2HR</i>	Students will describe their house and where things are placed and located.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2IL</i>	Students will relate their future professional goals.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
<i>2IR</i>	Students will relate their future professional goals.	Connects to DPI objective but used as a Benchmark breakdown in WCPSS Assessment Item Bank	5
TOTAL			95*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for German II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3		The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.	
3.01	Give short oral or written presentations about people, places, things, and events using everyday words and phrases .	Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs in present and past time .	0
3.02	Dramatize songs, simple skits, or poetry dealing with familiar topics.	Dramatize songs, short plays and skits, or poetry on familiar topics.	0
3.03	Retell a story orally or in writing.	Tell or retell a story orally and in writing.	0
3.04	Not listed as an objective in WCPSS Assessment Item Bank	Recombine known language to produce personalized statements.	0
3.05	Not listed as an objective in WCPSS Assessment Item Bank	Give detailed instructions orally and in writing.	0
3.06	Not listed as an objective in WCPSS Assessment Item Bank	Compose paragraphs related to personal experience.	0
3.07	Not listed as an objective in WCPSS Assessment Item Bank	Summarize orally and in writing main idea(s) from selected material.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for German II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4:		The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.	
4.01	Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.	Recognize and use cultural practices and expressions in daily activities.	0
4.02	Learn and discuss patterns of behavior or interaction among the target cultures.	Identify and explain patterns of behavior or interaction among the target cultures.	0
4.03	Participate in activities and celebrations and discuss their impact on the culture.	Participate in activities and experience customs and traditions of the target cultures.	0
4.04	Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.	Identify major geographical features, cities, and regions of the target countries where the language is spoken and show their relationship to the culture.	0
4.05	Identify important individuals from the past and present and their contributions to the target cultures.	Identify important people, events, and achievements of the target countries and show their contribution to their own and other cultures.	0
4.06	Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.	0
4.07	Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.	Identify differences in cultural products, practices, and perspectives which lead to generalizations or stereotyping among cultures with the same language.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for German II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5:		The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.	
5.01	Identify the sound patterns of the target language and compare them to his/her own language(s).	Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).	0
5.02	Identify similarities and differences in the structural patterns in the target language and his/her own language(s).	Compare and contrast structural patterns in the target language and his/her own language.	0
5.03	Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).	Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.	0
5.04	Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.	Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.	0
5.05	Identify connections among languages by recognizing cognates and loan words.	Recognize the changing nature of language.	0
5.06	Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.	Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.	0
5.07	Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).	Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.	0
5.08	Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them. *See DPI Objective 5.09	Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to their own.	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for German II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
5.09	Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play. *See DPI Objective 5.10	Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them. *Identified in WCPSS Assessment Item Bank as 5.08	0
5.10	Identify the mutual contributions of the target cultures and his/her own culture(s). * See DPI objective 5.11	Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life. *Identified in WCPSS Assessment Item Bank as 5.09	0
5.11	No objective listed in WCPSS Assessment Item Bank	Demonstrate an understanding of the mutual impact of the target cultures and his/her own culture. *Identified in WCPSS Assessment Item Bank as 5.10	0
TOTAL			0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6:		The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.	
6.01	Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.	Identify and process information and skills that are common to the foreign language class and other disciplines.	0
6.02	Transfer information acquired in the foreign language class for use in other disciplines. * See DPI objective 6.03	Communicate information in the foreign language class which is common to other disciplines.	0
6.03	Recognize and apply learning strategies and processes from other disciplines. * See DPI objective 6.04	Transfer information acquired in the foreign language class for use in other disciplines. *Identified in WCPSS Assessment Item Bank as 6.02	0
6.04	Develop learning strategies in the target language which can be used in other disciplines. * See DPI objective 6.05	Recognize and apply learning strategies, processes from other disciplines. *Identified in WCPSS Assessment Item Bank as 6.03	0
6.05	No objective listed in WCPSS Assessment Item Bank	Develop learning strategies in the target language which can be used in other disciplines. *Identified in WCPSS Assessment Item Bank as 6.04	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for German II

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 7:		The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.	
7.01	Perform and/or participate in a school or community celebration or competition.	Perform and/or participate in a school or community celebration or competition.	0
7.02	Share knowledge of the target language and cultures with others.	Share knowledge of the target language and cultures with others.	0
7.03	Interact with people of other cultures in the target language about familiar topics.	Interact with people of other cultures in the target language about familiar topics.	0
7.04	Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.	Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.	0
7.05	Identify occupations within the community and beyond that require proficiency in the target language.	Identify occupations within the community and beyond that require proficiency in the target language.	0
7.06	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 1</i>		The learner will develop knowledge and skills to enhance mental and emotional well-being.	
1.01	Use a structured thinking process to make decisions and solve problems.	Use a structured thinking process to make decisions and solve problems	4
1.02	Identify various types of stressors and analyze the causes and effects of stress.	Identify various types of stressors and analyze the causes and effects of stress.	3
1.03	Compare and contrast positive and negative methods of dealing with stress.	Compare and contrast positive and negative methods of dealing with stress.	4
1.04	Recognize that failure is a part of learning and growing and demonstrate the ability to cope with failure appropriately.	Recognize that failure is a part of learning and growing	3
TOTAL			14

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 2</i>		The learner will develop knowledge and skills to enhance personal and consumer health.	
2.01	Differentiate between communicable and chronic diseases.	Differentiate between communicable and chronic diseases.	2
2.02	Identify the modes of transmission and methods for reducing the transmission of common communicable diseases.	Identify the modes of transmission and methods for reducing the transmission of common communicable diseases.	2
2.03	Advocate for appropriate measures to protect vision and hearing.	Advocate for appropriate measures to protect vision and hearing.	2
2.04	Identify the components and basic functions of the respiratory system.	Identify the components and basic functions of the respiratory system.	2
2.05	Identify and describe the symptoms associated with asthma.	Identify and describe the symptoms associated with asthma.	2
2.06	Summarize methods by which asthma can be controlled.	Summarize methods by which asthma can be controlled.	3
2.07	Summarize the relationship between conception and the menstrual cycle.	Summarize the relationship between conception and the menstrual cycle.	3
2.08	Investigate and analyze the responsibilities of parenthood through observation and discussion with parents/caregivers or trusted adults.	Investigate and analyze the responsibilities of parenthood through observation and discussion with parents/caregivers or trusted adults.	2
2.09	Evaluate claims made for health products and services for accuracy and credibility.	Evaluate claims made for health products and services for accuracy and credibility.	2
2.10	Analyze the increase in incidence and mortality of skin cancer over the last several decades and identify methods of prevention.	Analyze the increase in incidence and mortality of skin cancer over the last several decades and identify methods of prevention.	2
2.11	Predict how individual behaviors can harm or help the health of the environment	Predict how individual behaviors can harm or help the health of the environment.	2
TOTAL			24

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 3</i>		The learner will develop healthy and effective interpersonal communication and relationship skills.	
3.01	Identify and classify behaviors as either conducive or counterproductive to group functioning.	Identify and classify behaviors as either conducive or counterproductive to group functioning.	2
3.02	Demonstrate effective verbal and non verbal communication skills.	Demonstrate effective verbal and non verbal communication skills.	2
3.03	Demonstrate ways to communicate care, consideration, and respect of self and others.	Demonstrate ways to communicate care, consideration, and respect of self and others.	2
3.04	Identify transitions and challenges of social relationships during puberty and adolescence.	Identify transitions and challenges of social relationships during puberty and adolescence.	2
3.05	Predict situations that could lead to violence and demonstrate skills and strategies to avoid violence	Predict situations that could lead to violence and demonstrate skills and strategies to avoid violence.	2
3.06	Evaluate the importance of understanding the perspectives of others in resolving conflicts.	Evaluate the importance of understanding the perspectives of others in resolving conflicts.	2
3.07	Demonstrate effective refusal and negotiation skills.	Demonstrate effective refusal and negotiation skills.	2
3.08	Differentiate between positive and negative effects of peer pressure.	Differentiate between positive and negative effects of peer pressure. <i>*labeled as 3.09 at DPI (DPI missing 3.08 in their numbering)</i>	2
3.09	Identify signs of abusive relationships and demonstrate the ability to access resources for help.	Identify signs of abusive relationships and demonstrate the ability to access resources for help. <i>*labeled as 3.10 at DPI (DPI missing 3.08 in their numbering)</i>	5
TOTAL			21

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 4</i>		The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.	
4.01	Define common terms on food labels and terms used in advertising food.	Define common terms on food labels and terms used in advertising food.	3
4.02	Evaluate health claims on food labels for accuracy and validity.	Evaluate health claims on food labels for accuracy and validity.	2
4.03	Justify why obesity is classified as a disease and explain how it can be a risk factor for other diseases.	Justify why obesity is classified as a disease and explain how it can be a risk factor for other diseases.	2
4.04	Compare and contrast different food options, including ethnic and vegetarian choices using My Pyramid.	Compare and contrast different food options, including ethnic and vegetarian choices using My Pyramid.	2
4.05	Summarize the Dietary Guidelines for Americans and explain the implications on eating behavior.	Summarize the Dietary Guidelines for Americans and explain the implications on eating behavior.	2
4.06	Predict the short and long term benefits of healthy eating.	Predict the short and long term benefits of healthy eating.	2
4.07	Differentiate between nutritious and non nutritious beverages.	Differentiate between nutritious and non nutritious beverages.	3
4.08	Identify foods high in fiber, including whole grains, fruits, and vegetables.	Identify foods high in fiber, including whole grains, fruits, and vegetables.	2
4.09	Analyze the relationships between food consumption, physical activity levels, and body weight.	Analyze the relationships between food consumption, physical activity levels, and body weight.	2
4.10	Identify physical activities that contribute to maintaining or improving the components of health related fitness (strength, endurance, flexibility).	Identify physical activities that contribute to maintaining or improving the components of health related fitness (strength, endurance, flexibility).	2
TOTAL			22

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 5</i>		The learner will choose not to participate in substance abuse.	
5.01	Evaluate advertising for tobacco and alcohol and predict reasons for possible influences on behavior.	Evaluate advertising for tobacco and alcohol and predict reasons for possible influences on behavior.	3
5.02	Identify short term and long-term benefits of resistance to substance abuse.	Identify short term and long-term benefits of resistance to substance abuse.	3
5.03	Describe the immediate social and physical consequences of tobacco use, including spit tobacco, and other drug abuse.	Describe the immediate social and physical consequences of tobacco use, including spit tobacco, and other drug abuse.	3
5.04	Describe the short and long-term effects of being exposed to others' tobacco use.	Describe the short and long-term effects of being exposed to others' tobacco use.	3
5.05	Demonstrate effective assertive refusal skills in refusing alcohol and other drugs.	Demonstrate effective assertive refusal skills in refusing alcohol and other drugs.	3
TOTAL			15

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 6</i>		The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities.	
6.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate square, folk, and rhythmic movement skills.	0
6.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Create short movement compositions.	0
6.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Create routines that focus on rolling combinations with variations of positions.	0
6.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate beginning strategies through small-sided games for net and invasion games.	0
6.05	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate increasing competence in more advanced specialized skills.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 7</i>		Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).	
7.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Use information from a variety of sources to improve performance such as feedback from a peer and published documents.	0
7.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Explore personal wellness by gathering information, considering alternatives and consequences that accompany such choices.	0
7.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Recognize the general characteristics of movement that can be applied to specific settings such as moving to open space or speeding up or slow down to intercept an object.	0
7.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.	0
TOTAL			0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 8</i>		The learner will exhibit a physically active lifestyle (NASPE Standard 3).	
8.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Identify opportunities in the school and community for regular participation in physical activity.	0
8.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Participate daily for a minimum of 60 minutes in some form of healthenhancing physical activity. <ul style="list-style-type: none"> • Journal • Contract • Pedometers • Heart rate monitors 	0
8.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Sets realistic physical activity goals and strive to attain them through participation in physical activity of his or her choosing.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 6 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 9</i>		The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).	
9.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart	0
9.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate proper stretching exercises	0
9.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate the ability to perform self-paced aerobic activity.	0
TOTAL			0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
<i>Goal 10</i>		Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).	
10.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Appreciates the aesthetic and creative aspects of skilled performance in others and self.	0
10.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Make conscious decisions about playing within the rules, procedures, and etiquette of a game or activity.	0
10.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Utilize time effectively to complete assigned tasks.	0
10.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.	0
10.05	Performance based objective – not listed in WCPSS Assessment Item Bank	Resolves interpersonal conflicts with sensitivity to the rights and feelings of others	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1		The learner will develop knowledge and skills to enhance mental and emotional well-being.	
1.01	Recognize the signs and symptoms of people who are in danger of hurting themselves or others.	Recognize the signs and symptoms of people who are in danger of hurting themselves or others.	3
1.02	Summarize feelings and emotions associated with loss and grief and identify positive coping mechanisms and resources for help.	Summarize feelings and emotions associated with loss and grief and identify positive coping mechanisms and resources for help.	3
1.03	Distinguish how and explain why emotions can change during adolescence.	Distinguish how and explain why emotions can change during adolescence.	2
1.04	Analyze impulsive behaviors and identify strategies for controlling them.	Analyze impulsive behaviors and identify strategies for controlling them.	2
1.05	Demonstrate methods for minimizing exposure to stressors and managing stress.	Demonstrate methods for minimizing exposure to stressors and managing stress.	6
TOTAL			16

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2		The learner will develop knowledge and skills to enhance personal and consumer health.	
2.01	Analyze messages in the media targeting teens.	Analyze messages in the media targeting teens.	2
2.02	Define and provide examples of health and medical quackery and explain how to identify this information as quackery.	Define and provide examples of health and medical quackery and explain how to identify this information as quackery.	2
2.03	Predict the health consequences of inadequate rest and sleep.	Predict the health consequences of inadequate rest and sleep.	3
2.04	Analyze how the interaction of individual behaviors, the environment, and other factors cause or prevent injuries.	Analyze how the interaction of individual behaviors, the environment, and other factors cause or prevent injuries.	2
2.05	Demonstrate techniques for basic first aid and procedures for treating injuries and other emergencies.	Demonstrate techniques for basic first aid and procedures for treating injuries and other emergencies.	4
2.06	Identify measures to reduce the risk of fire related injuries.	Identify measures to reduce risk of injuries in case of fire.	3
2.07	Identify measures to reduce the risk of water related injuries.	Identify measures to reduce risk of injuries around water.	2
2.08	Evaluate environmental, psychological, and social factors that might affect excessive sun exposure and describe how these factors contribute to the development of skin cancer.	Evaluate environmental, psychological, and social factors that might affect excessive sun exposure and describe how these factors contribute to the development of skin cancer.	2
TOTAL			20

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3		The learner will develop healthy and effective interpersonal communication and relationship skills.	
3.01	Predict short- and long-term negative consequences of violence to perpetrators, victims, and bystanders.	Predict short- and long-term negative consequences of violence to perpetrators, victims, and bystanders.	2
3.02	Discern the role of bystanders in preventing and stopping bullying and violence.	Discern the role of bystanders in preventing and stopping bullying and violence.	3
3.03	Identify a variety of non-violent ways to respond when angry or upset.	Identify a variety of non-violent ways to respond when angry or upset.	4
3.04	Define tolerance and advocate to others the importance of tolerance in a healthy society respectful of differences and diversity.	Define tolerance and advocate to others the importance of tolerance in a healthy society respectful of differences and diversity.	3
3.05	Compare and contrast healthy vs. unhealthy relationships.	Compare and contrast a healthy vs. unhealthy relationship.	3
3.06	Define abstinence as voluntarily refraining from intimate sexual contact that could result in unintended pregnancy or disease and analyze the benefits of abstinence from sexual activity until marriage.	Define abstinence as voluntarily refraining from intimate sexual contact that could result in unintended pregnancy or disease and analyze the benefits of abstinence from sexual activity until marriage.	3
3.07	Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.	Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.	3
3.08	Analyze the effectiveness and failure rates of condoms as a means of preventing sexually transmitted diseases, including HIV/AIDS.	Analyze the effectiveness and failure rates of condoms as a means of preventing sexually transmitted diseases, including HIV/AIDS.	2
3.09	Analyze the risks of premarital sexual activity.	Analyze the risks of premarital sexual activity.	3
3.10	Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.	Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.	3
3.11	Analyze the effects of culture, media, and family values (by discussing information with parents/caregivers or trusted adults) on decisions related to becoming or remaining abstinent.	Analyze the effects of culture, media, and family values (by discussing information with parents/caregivers or trusted adults) on decisions related to becoming or remaining abstinent.	2
TOTAL			31

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4		The learner will apply knowledge and behavior selfmanagement skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.	
4.01	Demonstrate the ability to successfully select healthy food choices and plan meals that emphasize the principles of the Dietary Guidelines for Americans.	Demonstrate the ability to successfully select healthy food choices and plan meals that emphasize the principles of the Dietary Guidelines for Americans.	4
4.02	Identify appropriate serving sizes for foods and beverages in each food group and explain how to plan for proper portions in a healthy eating plan.	Identify appropriate serving sizes for foods and beverages in each food group and explain how to plan for proper portions in a healthy eating plan.	5
4.03	Summarize the benefits of drinking sufficient amounts of water.	Summarize the benefits of drinking sufficient amounts of water.	4
4.04	Compare and contrast the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.	Compare and contrast the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.	4
4.05	Differentiate between positive and negative body image, and describe the importance of a positive body image.	Differentiate between positive and negative body image, and describe the importance of a positive body image.	3
4.06	Compare and contrast healthy and risky approaches to weight management.	Compare and contrast healthy and risky approaches to weight management.	3
4.07	Summarize the recommended amounts and types of physical activity for adolescents and adults.	Summarize the recommended amounts and types of physical activity for adolescents and adults.	4
4.08	Identify ways to increase daily physical activity and decrease inactivity.	Identify ways to increase daily physical activity and decrease inactivity.	2
TOTAL			29

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5		The learner will choose not to participate in substance abuse.	
5.01	Explain the variety of health risks associated with injection drug use.	Explain the variety of health risks associated with injection drug use.	4
5.02	Assess the addictive nature of tobacco, predict the consequences of prolonged usage, and identify resources for quitting.	Assess the addictive nature of tobacco, and predict the consequences of prolonged usage, and resources for quitting.	5
5.03	Evaluate the social, economic, and cosmetic consequences of using alcohol, tobacco, or other drugs.	Evaluate the social, economic, and cosmetic consequences of using alcohol, tobacco, or other drugs.	4
5.04	Differentiate proper use from abuse of over the counter medications and predict the consequences of abuse.	Differentiate proper use from abuse of over the counter medications and predict the consequences of abuse.	4
5.05	Summarize drug dependence and addiction and the dangers associated with each.	Summarize drug dependence and addiction and the dangers associated with each.	3
5.06	Delineate the sequence of substance abuse that can lead to serious health risks.	Delineate the sequence of substance abuse that can lead to serious health risks.	4
TOTAL			24

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6		The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).	
6.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate country western dance and social dance forms.	0
6.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Create dances that use the various elements of time, space, force, and flow.	0
6.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Create a short movement sequence routine.	0
6.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate strategies in a variety of games and sports.	0
6.05	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate competence in skills needed for team sports through small-sided games.	0
6.06	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate competence in skills needed for individual physical activity.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 7		Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).	
7.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Apply advanced movement and game strategies.	0
7.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Identify critical elements of advanced movement skills such as “give and go” or “pick and roll.”	0
7.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Identify characteristics of skilled performance in a few movement forms.	0
7.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Determine the link between physical activity and weight control.	0
TOTAL			0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 8		The learner will exhibit a physically active lifestyle (NASPE Standard 3).	
8.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Identify resources in the community that can be accessed to maintain a physically active lifestyle.	0
8.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Regulates physical activity behavior by using personal cues and movement principles.	0
8.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Establish personal physical activity goals to accumulate a recommended number of minutes of moderate to vigorous physical activity outside of the physical education class on 5 or more days during the week.	0
8.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate the importance and value of regular physical activity.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 9		The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).	
9.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Complete a valid and reliable pre and post health-enhancing fitness assessment, examine the data and develop a plan to show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.	0
9.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate knowledge of the terms aerobic and anaerobic, body composition, cardiovascular endurance, flexibility, muscular strength and endurance.	0
9.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Develop a strategy to improve personal level of fitness within each of the five components.	0
TOTAL			0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 10		Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).	
10.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Invites all students, regardless of ability, race, gender etc., to participate in physical activity and displays sensitivity to the needs and feelings of others during physical activities.	0
10.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Develop strategies to communicate ideas and feelings. <ul style="list-style-type: none"> • body language • gestures • body movements 	0
10.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Recognizes physical activity as a positive opportunity for social and group interaction to promote a safe school environment.	0
10.04	Performance based objective – not listed in WCPSS Assessment	Engage in fair play and show self-control by accepting a	0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 7 Healthful Living

	Item Bank	controversial decision	
10.05	Performance based objective – not listed in WCPSS Assessment Item Bank	Seeks out participants with and shows respect for a peer with varying skill ability	0
TOTAL			0

* Denotes items may be labeled at multiple objectives
Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1		The learner will develop knowledge and skills to enhance mental and emotional well-being.	
1.01	Analyze defense mechanisms and distinguish between the healthy and harmful utilization of each.	Analyze defense mechanisms and distinguish between the healthy and harmful utilization of each.	6
1.02	Identify the causes, signs, and effects of depression and resources for help.	Identify the causes, signs, and effects of depression and resources for help.	4
1.03	Identify the warning signs of suicide and develop a plan for seeking help.	Identify the warning signs of suicide and develop a plan for seeking help.	4
1.04	Summarize the characteristics of a mentally and emotionally healthy person.	Summarize the characteristics of a mentally and emotionally healthy person.	4
1.05	Use a variety of structured thinking processes to solve problems and make decisions. (not listed in the objective search)	Use a variety of structured thinking processes to solve problems and make decisions.	2
TOTAL			20

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2		The learner will develop knowledge and skills to enhance personal and consumer health.	
2.01	Infer the behavioral and environmental factors associated with the leading actual causes of death in the United States.	Infer the behavioral and environmental factors associated with the leading actual causes of death in the United States.	2
2.02	Identify the behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common childhood chronic diseases or conditions (asthma, allergies, diabetes, and epilepsy).	Identify the behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common childhood chronic diseases or conditions (asthma, allergies, diabetes, and epilepsy). Focus Areas <ul style="list-style-type: none"> • Fads affect on health • Heimlich maneuver and CPR • Media literacy • Signs and symptoms of depression • Balancing caloric intake with expenditure • Eating disorders • Performance enhancing drugs • Effects of drugs and alcohol • Student’s workout at a vigorous exercise rate for 60 minutes daily. • Utilize technology to research personal wellness. • Advanced skill in team, individual, or dual activities including dance. • Knowledge for a safe environment to participate in physical activity. 	2
2.03	Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin, and pass a Red Cross or American Heart Association approved test of CPR skills.	Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin, and pass a Red Cross or American Heart Association approved test of CPR skills.	4
2.04	Evaluate the accuracy and significance of media reports on health and medical research.	Evaluate the accuracy and significance of media reports on health and medical research	2
2.05	Determine how certain fads affect health (e.g. body piercing, tattooing, and artificial fingernails).	Determine how certain fads affect health (e.g. body piercing, tattooing, and artificial fingernails).	2
2.06	Advocate for the importance of early detection and demonstrate the ability to recognize early warning signs of skin cancer.	Advocate for the importance of early detection and demonstrate the ability to recognize early warning signs of skin cancer.	2
2.07	Appraise personal health status.	Appraise personal health status.	2
2.08	Predict the potential personal health consequences of global environmental problems.	Predict the potential personal health consequences of global environmental problems.	3

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
2.09	Evaluate how personal behaviors contribute to environmental improvement and destruction. <i>(not listed in the objective search)</i>	Evaluate how personal behaviors contribute to environmental improvement and destruction.	2
TOTAL			21

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3		The learner will develop healthy and effective interpersonal communication and relationship skills.	
3.01	Analyze factors contributing to violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and identify resources for seeking help.	Analyze factors contributing to violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and identify resources for seeking help.	2*
3.02	Predict how intolerance affects others and demonstrate strategies for promoting tolerance.	Predict how intolerance affects others and demonstrate strategies for promoting tolerance.	2
3.03	Demonstrate communication skills to build and maintain healthy relationships.	Demonstrate communication skills to build and maintain healthy relationships.	2
3.04	Demonstrate strategies and skills in responding to approaches by unknown people (via internet, telephone, or face to face).	Demonstrate strategies and skills in responding to approaches by unknown people (via internet, telephone, or face to face).	4*
3.05	Critique how the behavior of family and peers affects interpersonal communication.	Critique how the behavior of family and peers affects interpersonal communication.	2
3.06	Identify signs of an unhealthy relationship and demonstrate the ability to access resources (family, schools, community) for help.	Identify signs of an unhealthy relationship and demonstrate the ability to access resources (family, schools, community) for help.	2
3.07	Summarize how sexually transmitted diseases, including HIV, are transmitted and demonstrate skills and strategies for remaining or becoming abstinent from sexual activity to avoid sexually transmitted diseases and unintended pregnancy. Encourage students to discuss selected skills and strategies with their parents, caregivers, or a trusted adult.	Summarize how sexually transmitted diseases, including HIV, are transmitted and demonstrate skills and strategies for remaining or becoming abstinent from sexual activity to avoid sexually transmitted diseases and unintended pregnancy. Encourage students to discuss selected skills and strategies with their parents, caregivers, or a trusted adult.	2
3.08	Compare and contrast methods of contraception, their effectiveness and failure rates, and the risks associated with different methods of contraception, as a means of preventing sexually transmitted diseases, including HIV/AIDS.	Compare and contrast methods of contraception, their effectiveness and failure rates, and the risks associated with different methods of contraception, as a means of preventing sexually transmitted diseases, including HIV/AIDS.	4
3.09	Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.	Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.	2
TOTAL			22*

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4		The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.	
4.01	Identify food preparation techniques that add less fat and sugar to foods.	Identify food preparation techniques that add less fat and sugar to foods.	3
4.02	Analyze barriers to personal healthful eating patterns and describe strategies for overcoming these barriers.	Analyze barriers to personal healthful eating patterns and describe strategies for overcoming these barriers.	3
4.03	Evaluate the benefit of consuming adequate amounts of Vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water and a variety of foods that contain high amounts of each nutrient.	Evaluate the benefit of consuming adequate amounts of Vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water and a variety of foods that contain high amounts of each nutrient.	2
4.04	Demonstrate the ability to develop a healthful personal eating plan that incorporates food choices inside and outside of the home setting.	Demonstrate the ability to develop a healthful personal eating plan that incorporates food choices inside and outside of the home setting. <i>(listed as 4.05 by DPI – misnumbered)</i>	2
4.05	Differentiate between body composition and body weight, and compare and contrast the strengths and weaknesses of using a variety of methods for assessing body composition.	Differentiate between body composition and body weight, and compare and contrast the strengths and weaknesses of using a variety of methods for assessing body composition. <i>(listed as 4.06 by DPI – misnumbered)</i>	2
4.06	Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.	Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. <i>(listed as 4.07 by DPI – misnumbered)</i>	2
4.07	Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.	Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking. <i>(listed as 4.08 by DPI – misnumbered)</i>	2
4.08	Recognize and describe signs, symptoms, and consequences of common eating disorders and identify resources for help.	Recognize and describe signs, symptoms, and consequences of common eating disorders and identify resources for help. <i>(listed as 4.09 by DPI – misnumbered)</i>	2
4.09	Demonstrate how to calculate a Body Mass Index and explain the purpose, limitations, and possible uses of BMI scores.	Demonstrate how to calculate a Body Mass Index and explain the purpose, limitations, and possible uses of BMI scores. <i>(listed as 4.10 by DPI – misnumbered)</i>	2

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
4.10	Analyze and explain the benefits of physical activity (physical, social, and emotional).	Analyze and explain the benefits of physical activity (physical, social, and emotional). <i>(listed as 4.11 by DPI – misnumbered)</i>	2
TOTAL			22

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5		The learner will choose not to participate in substance abuse.	
5.01	Determine the relationship between alcohol and other drug use and other health risks (including violent behaviors, unintentional injuries, sexual risk behaviors, and suicide).	Determine the relationship between alcohol and other drug use and other health risks (including violent behaviors, unintentional injuries, sexual risk behaviors, and suicide).	2
5.02	Describe the health risks associated with using performance-enhancing drugs.	Describe the health risks associated with using performance-enhancing drugs.	2
5.03	Analyze the purpose and benefit of policies and laws related to the sale and use of tobacco products (federal, state, local, and school).	Analyze the purpose and benefit of policies and laws related to the sale and use of tobacco products (federal, state, local, and school).	2
5.04	Determine positive alternatives to using alcohol and other drugs.	Determine positive alternatives to using alcohol and other drugs.	2
5.05	Describe methods of encouraging others not to use illegal substances.	Describe methods of encouraging others not to use illegal substances.	2
5.06	Analyze anti-cigarette and anti-spit tobacco advertisements.	Analyze anti-cigarette and anti-spit tobacco advertisements.	2
5.07	Describe the risks associated with alcohol and other drug use and driving.	Describe the risks associated with alcohol and other drug use and driving.	2
TOTAL			14

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6		The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).	
6.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Successfully perform a variety of contemporary and popular dances.	0
6.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate square, folk, and social dance skills.	0
6.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Create and perform routines that use a variety of biomechanical and motor skill patterns.	0
6.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate competence in advanced skills needed for team or dual games and sports.	0
6.05	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate competence in advanced skills needed for individual physical activity such as creating open space on offence or defensive strategies in a variety of activities	0
6.06	Performance based objective – not listed in WCPSS Assessment Item Bank	Create and perform sequential movement routines	
TOTAL			0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 7		Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).	
7.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Understand and apply offensive and defensive strategies in relation to physical activities.	0
7.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate knowledge for effective timing and sequencing for skill performance.	0
7.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Know and apply rules and safe practices in a variety of physical activities.	0
7.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate competence in biomechanical concepts and motor skill development.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 8		The learner will exhibit a physically active lifestyle (NASPE Standard 3).	
8.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Evaluate the benefits and value of various physical activities for personal fitness programs.	0
8.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Establish and implement personal physical activity goals and evaluate progress toward goals.	0
8.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Participate in a variety of vigorous physical activities to achieve personal fitness program goals within the school or community setting.	0
TOTAL			0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 9		The learner will show evidence of an acceptable level of healthrelated fitness and be familiar with factors that benefit performance (NASPE Standard 4).	
9.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Explain the importance and implications of the principles of cardiovascular and strength training.	0
9.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Complete a valid and reliable pre and post health-enhancing fitness assessment and show personal improvement toward achievement of fitness scores at an acceptable level, including monitoring of the heart.	0
9.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Monitor the physiological effects (e.g. respiratory rate, resting and recovery heart rates) of a variety of activities on the body.	0
9.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for Grade 8 Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 10		Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).	
10.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Willingly join others of diverse culture, ethnicity, and gender during physical activity.	0
10.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Work cooperatively with peers of differing skill to promote a safe school environment.	0
10.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Recognize causes and then demonstration potential solutions to issues as related to a safe school environment and the physical activity setting. <ul style="list-style-type: none"> • Controversial decisions • Safe areas of play 	0
10.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.	0
10.05	Performance based objective – not listed in WCPSS Assessment Item Bank	Display empathy to the feelings of others during physical activities.	0
10.06	Performance based objective – not listed in WCPSS Assessment Item Bank	Recognize the diversity and/or different cultures differences in participation in physical activity.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for High School Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 1		The learner will develop knowledge and skills to enhance mental and emotional well-being.	
1.01	Analyze the factors contributing to depression and identify various treatment options.	Analyze the factors contributing to depression and identify various treatment options.	10
1.02	Identify symptoms of mental disorders and resources for seeking professional assistance.	Identify symptoms of mental disorders and resources for seeking professional assistance.	13
1.03	Depict the body’s physical and psychological responses to stressful situations and identify positive coping methods.	Depict the body’s physical and psychological responses to stressful situations and identify positive coping methods.	9
1.04	Analyze the causes, symptoms, and effects of anxiety.	Analyze the causes, symptoms, and effects of anxiety.	9
TOTAL			41

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for High School Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 2		The learner will develop knowledge and skills to enhance personal and consumer health.	
2.01	Determine individual control over own risks.	Determine individual control over own risks.	6
2.02	Describe the procedures for organ donation, local and state resources and benefits to society.	Describe the procedures for organ donation, local and state resources and benefits to society.	3
2.03	Analyze the benefits of health screenings, checkups, and early detection (including medical examination and self-examination) and explain the procedures used for early detection.	Analyze the benefits of health screenings, checkups, and early detection (including medical examination and self-examination) and explain the procedures used for early detection. Focus Areas <ul style="list-style-type: none"> • Mental disorders • Organ donation • Healthy relationships • Importance of rest and sleep • Media literacy • Conflict resolution, negotiation, and collaboration skills • Evaluation of popular weight loss plans • Personal weight management (healthy eating and physical activity) planning • Technology to research personal wellness. • Importance of vigorous physical activity for 60 minutes throughout the entire day. • Biomechanical, psychological, and physiological concepts. 	6
2.04	Analyze behavioral and environmental factors that contribute to chronic diseases.	Analyze behavioral and environmental factors that contribute to chronic diseases	6
2.05	Summarize the benefits of rest and sleep for personal health.	Summarize the benefits of rest and sleep for personal health.	6
2.06	Predict the potential health and social consequences of popular fads or trends (e.g. body piercing, tattooing).	Predict the potential health and social consequences of popular fads or trends (e.g. body piercing, tattooing).	4
2.07	Evaluate the risks associated with operating ATVs and motorcycles.	Evaluate the risks associated with operating ATVs and motorcycles.	4
2.08	Compare and contrast how positive and negative health behaviors can have life long effects.	Compare and contrast how positive and negative health behaviors can have life long effects.	4
2.09	Deconstruct how media and popular culture affect normative beliefs that contradict scientific research on health and well-being.	Deconstruct how media and popular culture affect normative beliefs that contradict scientific research on health and well-being.	6
TOTAL			45

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for High School Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 3		The learner will develop healthy and effective interpersonal communication and relationship skills.	
3.01	Demonstrate the ability to respond to others with empathy.	Demonstrate the ability to respond to others with empathy.	7
3.02	Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.	Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.	8
3.03	Demonstrate strategies for solving interpersonal conflict without harming self or others	Demonstrate strategies for solving interpersonal conflict without harming self or others.	10
3.04	Analyze how power and control in relationships can contribute to aggression and violence	Analyze how power and control in relationships can contribute to aggression and violence.	3
3.05	Formulate principles for healthy dating.	Formulate principles for healthy dating.	6
3.06	Not listed in WCPSS Assessment Item Bank	Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.	0
3.07	Not listed in WCPSS Assessment Item Bank	Demonstrate and refine skills and strategies for becoming or remaining abstinent from sexual activity, which is the most certain means of avoiding unintended pregnancy and sexually transmitted diseases, including HIV/AIDS.	0
3.08	Not listed in WCPSS Assessment Item Bank	Analyze causes, consequences, and prevention of major health risks behaviors for own age group, including the transmission of HIV.	0
3.09	Not listed in WCPSS Assessment Item Bank	Predict situations that could lead to pressures for sex and create alternatives or ways to avoid these situations, include feedback from parents/caregivers or trusted adults.	0
TOTAL			34

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for High School Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 4		The learner will apply knowledge and behavior selfmanagement skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.	
4.01	Delineate how healthy eating and physical activity can reduce the risk for chronic diseases (e.g. obesity, heart disease, cancer, diabetes, hypertension, and osteoporosis).	Delineate how healthy eating and physical activity can reduce the risk for chronic diseases (e.g. obesity, heart disease, cancer, diabetes, hypertension, and osteoporosis)	12
4.02	Identify the number of servings of food and beverages from each food group a person needs each day and explain the value of each and relationships between the groups to provide balanced nutrition.	Identify the number of servings of food and beverages from each food group a person needs each day and explain the value of each and relationships between the groups to provide balanced nutrition.	7
4.03	Develop specific eating plans to meet nutritional requirements for special dietary needs (e.g. athletic training, pregnancy and food allergies, diabetes).	Develop specific eating plans to meet nutritional requirements for special dietary needs (e.g. athletic training, pregnancy and food allergies, diabetes).	8
4.04	Analyze the benefits of nutrients such as folic acid.	Analyze the benefits of nutrients such as folic acid.	8
4.05	Evaluate specific diet plans found in popular magazines, books, internet sites, and infomercials for health benefit and consequences.	Evaluate specific diet plans found in popular magazines, books, internet sites, and infomercials for health benefit and consequences.	7
4.06	Evaluate specific exercise routines/programs and consumer issues found in popular magazines, books, internet sites, and infomercials for health benefit and consequences.	Evaluate specific exercise routines/programs and consumer issues found in popular magazines, books, internet sites, and infomercials for health benefit and consequences	3
4.07	Design a personal weight management (healthy eating and physical activity) plan based on personal health and nutrient needs.	Design a personal weight management (healthy eating and physical activity) plan based on personal health and nutrient needs.	6
4.08	Differentiate between healthful and harmful food and beverage consumption habits.	Differentiate between healthful and harmful food and beverage consumption habits.	5
4.09	Demonstrate how to develop a healthy and well-balanced vegetarian eating plan.	Demonstrate how to develop a healthy and well-balanced vegetarian eating plan.	4
4.10	Predict the short and long-term effects of eating disorders on healthy growth and development, and identify resources for seeking help for people with eating disorders.	Predict the short and long-term effects of eating disorders on healthy growth and development, and identify resources for seeking help for people with eating disorders.	11
4.11	Summarize the effects of hydration and dehydration on physical and mental performance, the risks of dehydration, and how to maintain hydration.	Summarize the effects of hydration and dehydration on physical and mental performance, the risks of dehydration, and how to maintain hydration.	10
4.12	Determine appropriate methods for avoiding and responding to climate related physical conditions during physical activity.	Determine appropriate methods for avoiding and responding to climate related physical conditions during physical activity.	13
TOTAL			94

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for High School Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 5		The learner will choose not to participate in substance abuse.	
5.01	Analyze the dangers, legal, and ethical issues related to using performance enhancing drugs (including anabolic steroids).	Analyze the dangers, legal, and ethical issues related to using performance enhancing drugs (including anabolic steroids).	7
5.02	Analyze the risks associated with using alcohol or other drugs and driving (motor vehicle, ATV, water recreational vehicle) or riding with someone under the influence.	Analyze the risks associated with using alcohol or other drugs and driving (motor vehicle, ATV, water recreational vehicle) or riding with someone under the influence.	11
5.03	Evaluate the relationship between intravenous drug use and transmission of blood borne diseases (HIV, tuberculosis, and hepatitis).	Evaluate the relationship between intravenous drug use and transmission of blood borne diseases (HIV, tuberculosis, and hepatitis).	6
5.04	Advocate to others the harmful effects of binge drinking.	Advocate to others the harmful effects of binge drinking.	5
5.05	Predict potential effects of an individual’s substance abuse on others <i>(entered as 5.50 in WCPSS Assessment Item Bank)</i>	Predict potential effects of an individual’s substance abuse on others.	4
5.06	Define “Fetal Alcohol Syndrome”, explain its effects, and describe how it is prevented.	Define “Fetal Alcohol Syndrome”, explain its effects, and describe how it is prevented.	4
5.07	Infer the effects of tobacco and other drugs on unborn children	Infer the effects of tobacco and other drugs on unborn children.	6
TOTAL			43

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for High School Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 6		The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).	
6.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Participate at a competent level in at least one team sport through small-sided games or experiences while demonstrating conceptual knowledge of biomechanical, physiological, and sports psychology principles.	0
6.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Participate at a competent level in at least one individual or dual sport through small-sided games or experiences utilizing biomechanical, psychological, and physiological concepts.	0
6.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Participate at a competent level in at least one other movement form utilizing biomechanical, psychological, and physiological concepts: <ul style="list-style-type: none"> • Dance • Gymnastics • Aquatics • Outdoor pursuits or • Other non-traditional activities 	0
6.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Engage in various duties as they pertain to games and sport such as but not limited to the sport education model (official, team coach, and equipment manager).	0
6.05	Performance based objective – not listed in WCPSS Assessment Item Bank	Apply physiological principles, (e.g., warm-up/cool-down, overload, frequency, intensity, specificity, and progression) and biomechanical principles (e.g., force, leverage, and type of contraction) related to exercise and training	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for High School Healthful Living

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 7		Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).	
7.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate knowledge of officiating, judging, or refereeing concepts in three different activities.	0
7.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate competence in basic offensive and defensive strategies or tactics in traditional and non-traditional team, individual, and dual activities.	0
7.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Apply rules, biomechanical principles, problem solving and concepts to traditional and non-traditional movement settings.	0
7.04	Performance based objective – not listed in WCPSS Assessment Item Bank	Analyze and apply information and statistical data about personal and group performance to the improvement of personal fitness and game play, such as fitness scores or statistics from game play to improve offense and defense.	0
7.05	Performance based objective – not listed in WCPSS Assessment Item Bank	Investigate positive and negative attitudes towards exercise and physical activities.	
7.06	Performance based objective – not listed in WCPSS Assessment Item Bank	Identify the physical fitness requirements of an occupational choice.	
TOTAL			0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 8		The learner will exhibit a physically active lifestyle (NASPE Standard 3).	
8.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Identify and utilize resources in the community that can be accessed to maintain regular physical activity.	0
8.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Participate regularly in health-enhancing and personally rewarding physical activity outside the physical education class setting.	0
TOTAL			0

* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

Appendix A: WCPSS Assessment Item Bank Summary for High School Healthful Living

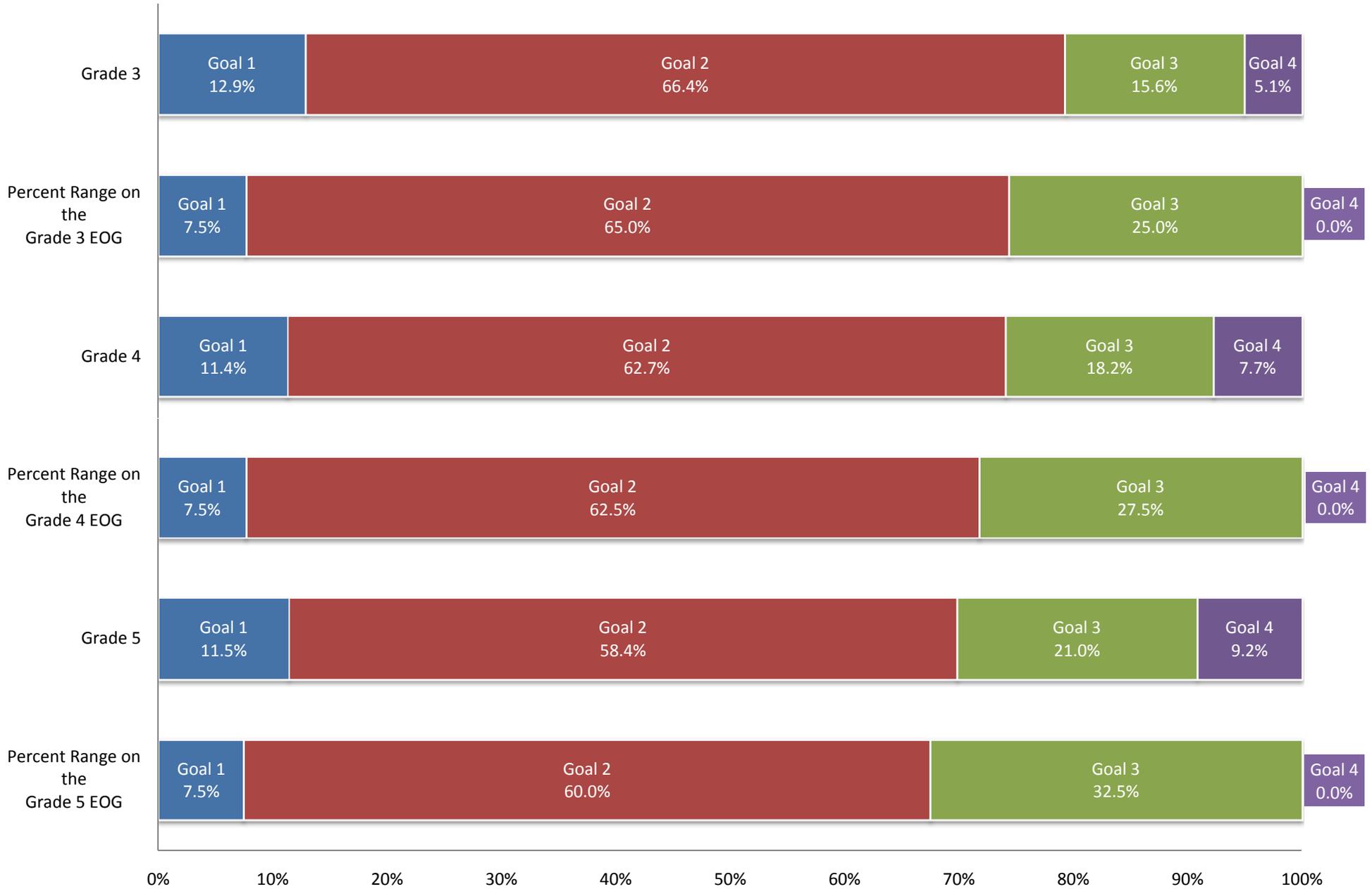
Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 9		The learner will show evidence of an acceptable level of healthrelated fitness and be familiar with factors that benefit performance (NASPE Standard 4).	
9.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Recognize and apply current safety techniques and best practices as related to fitness and nutrition.	0
9.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Identify and evaluate the health-related components of fitness: <ul style="list-style-type: none"> • cardiovascular endurance, • muscular strength and endurance, • flexibility and • body composition. 	0
9.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Identify and evaluate the six skill related components of fitness: <ul style="list-style-type: none"> • agility, • balance, • coordination, • power, • reaction time, and • speed. 	0
TOTAL			0

Objective	Description – WCPSS Assessment Item Bank	Description - DPI	Number of Items in Pool
Goal 10		Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).	
10.01	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate respect for individual differences in physical activity settings utilizing character education and sportsmanship.	0
10.02	Performance based objective – not listed in WCPSS Assessment Item Bank	Develop group strategies and personal goals for including persons of diverse backgrounds and abilities in physical activity settings.	0
10.03	Performance based objective – not listed in WCPSS Assessment Item Bank	Demonstrate collaboration as a group and individually contribute to the group’s success through a variety of noncompetitive duties.	0
TOTAL			0

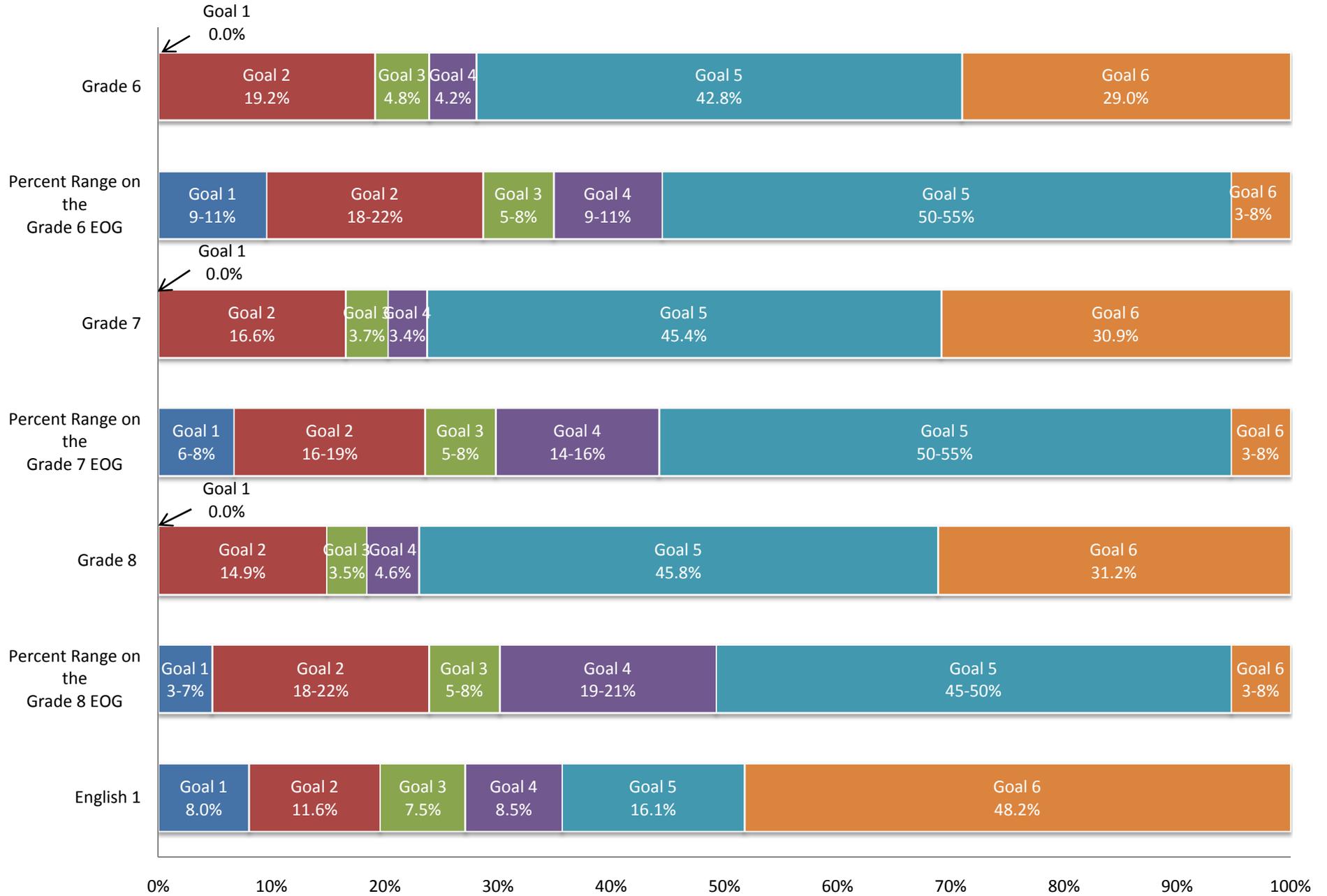
* Denotes items may be labeled at multiple objectives

Text in red font shows a difference between DPI and WCPSS Assessment Item Bank objectives

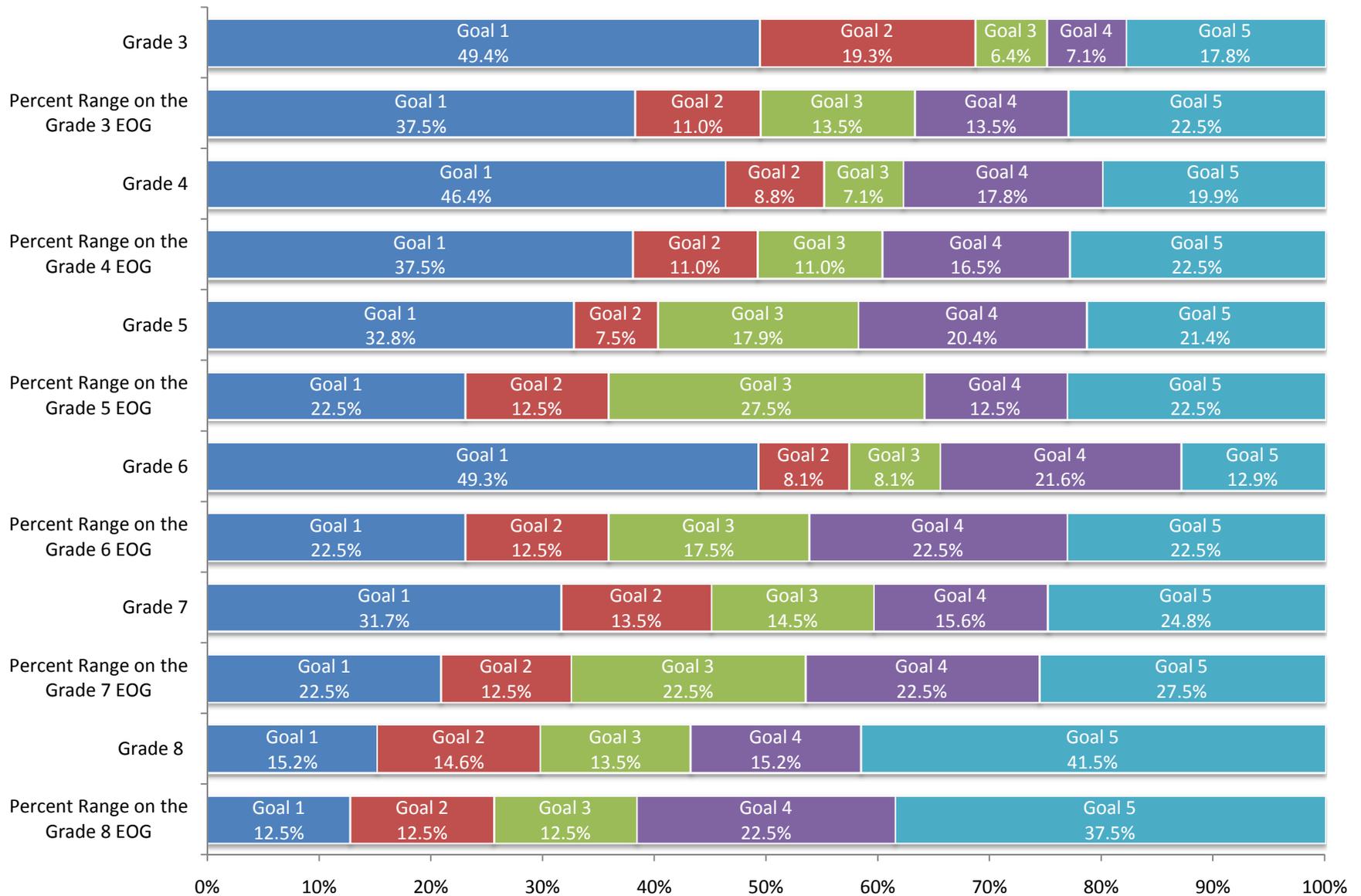
Appendix B: WCPSS Item Bank Summary for Reading by Goal



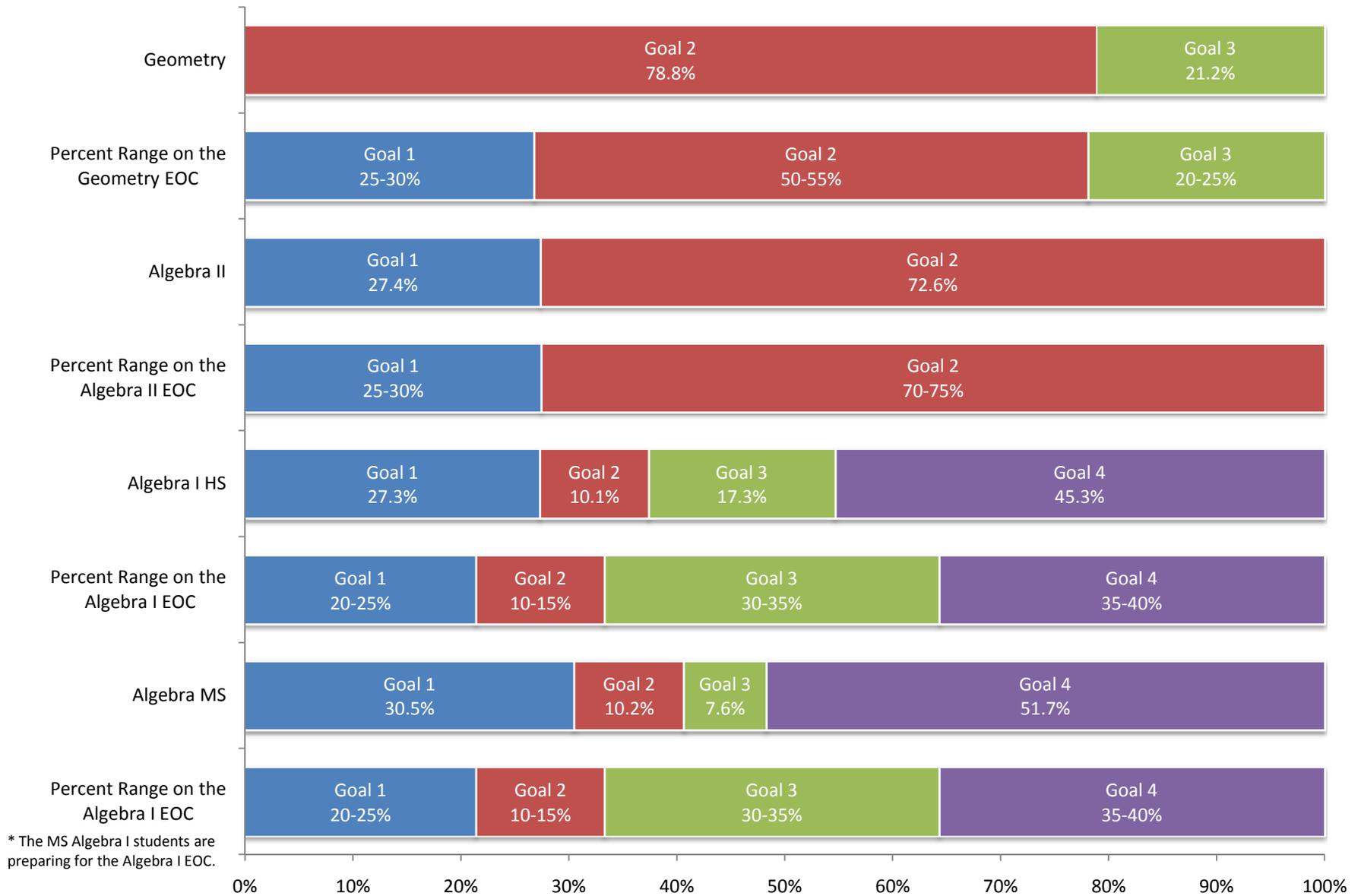
Appendix B: WCPSS Item Bank Summary for Reading by Goal



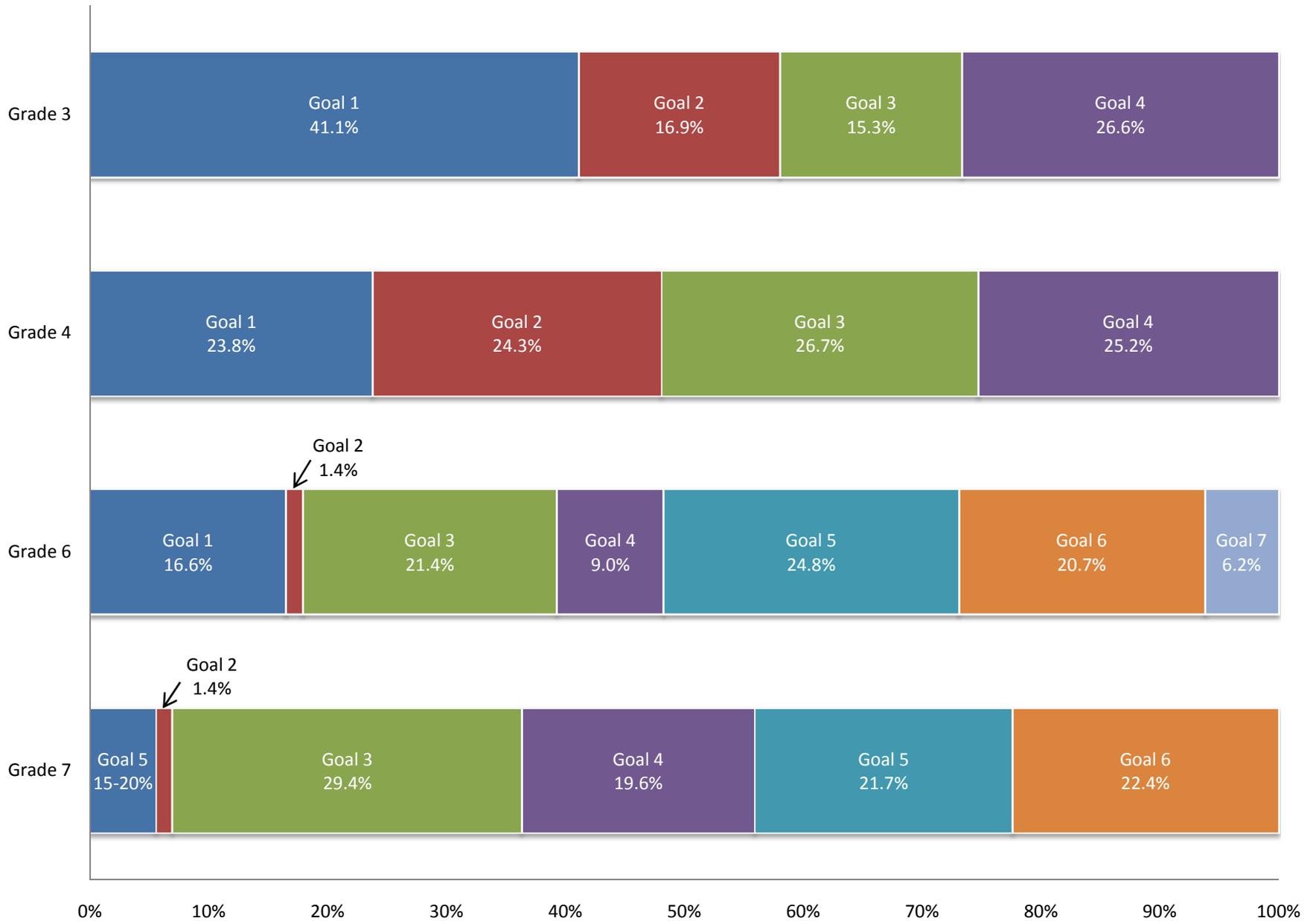
Appendix B: WCPSS Item Bank Summary for Math 3-8 by Goal



Appendix B: WCPSS Item Bank Summary for EOC Math by Goal

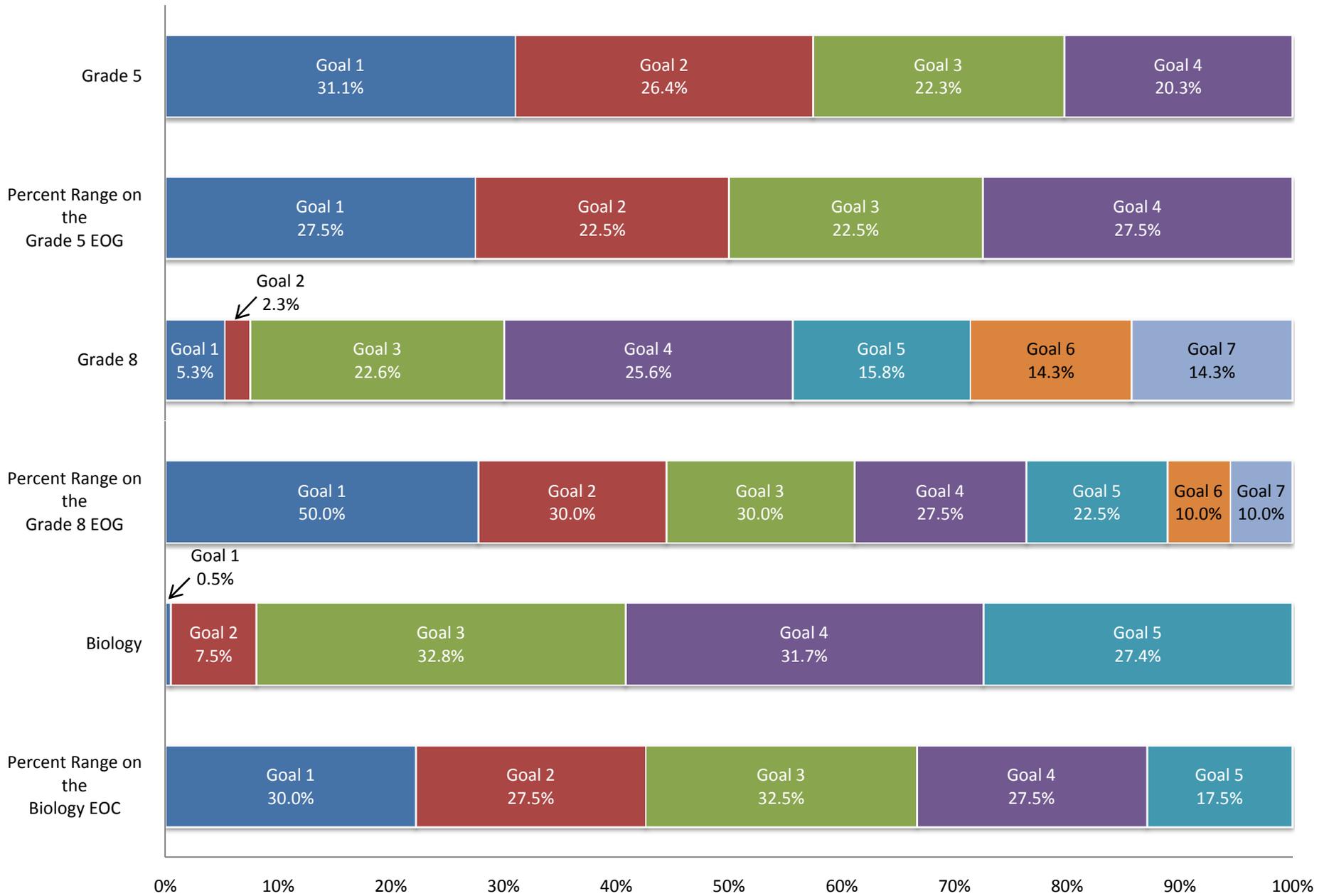


Appendix B: WCPSS Item Bank Summary for Science by Goal

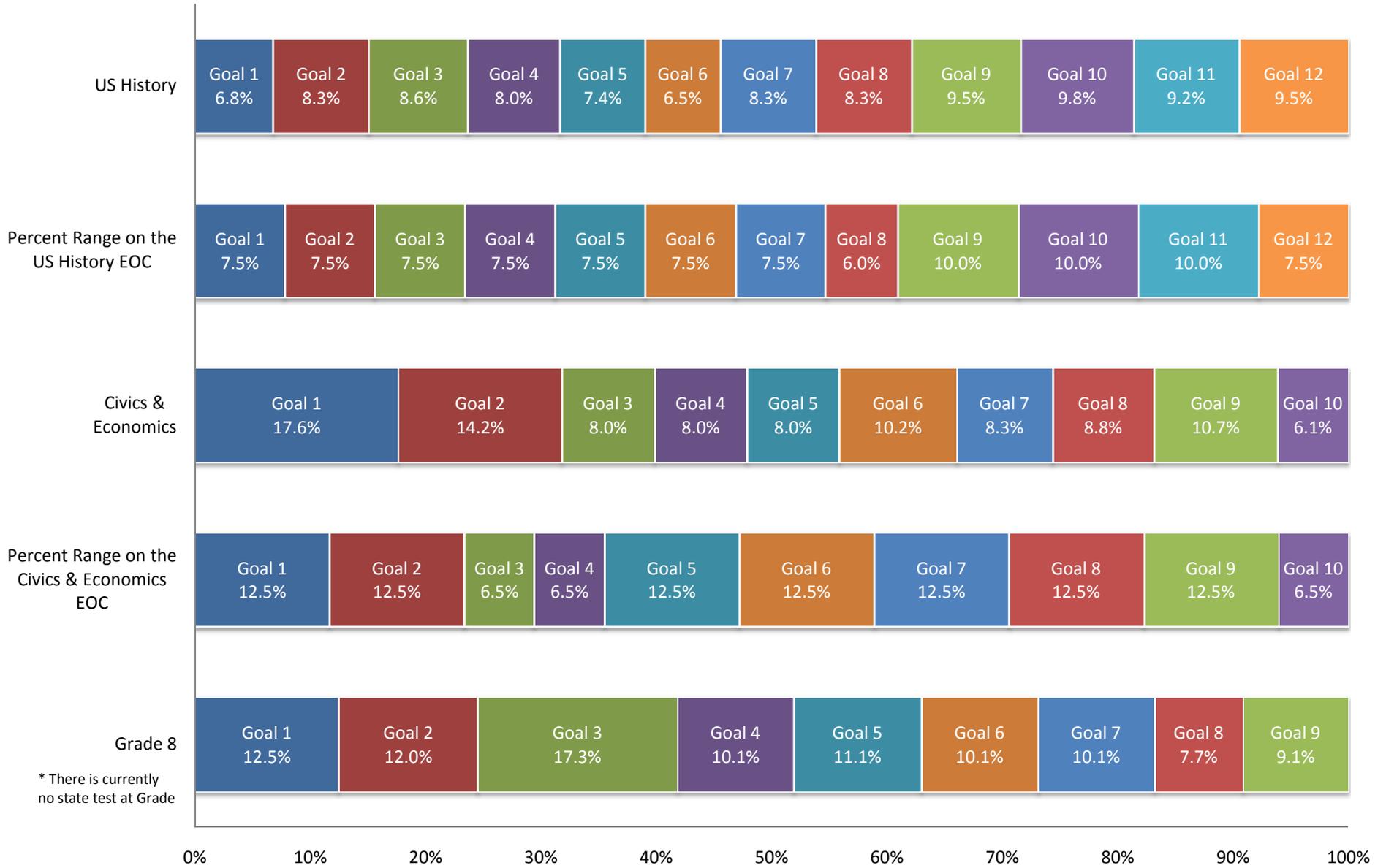


Note: These grades are not currently assessed at the state level.

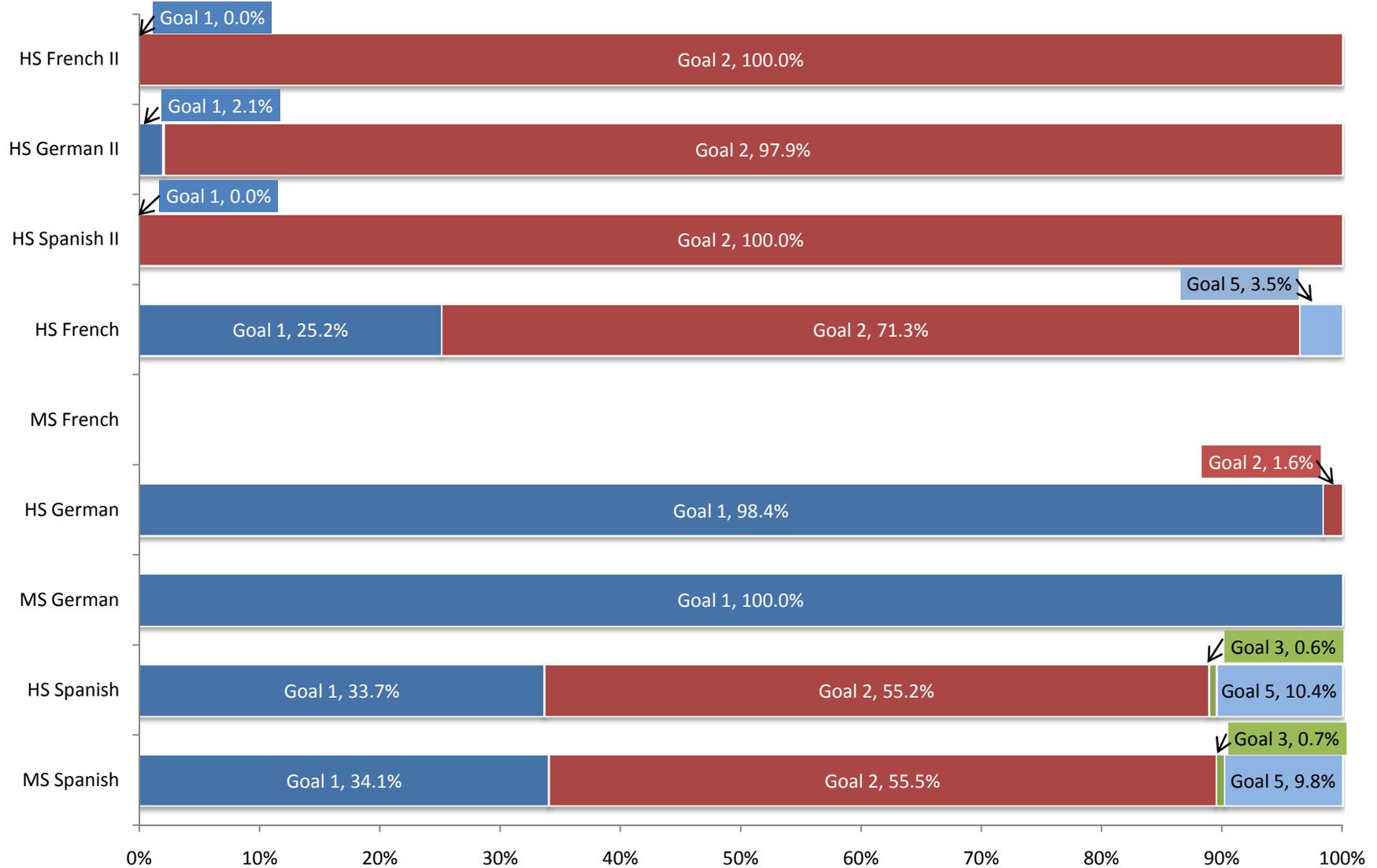
Appendix B: WCPSS Item Bank Summary for Science by Goal



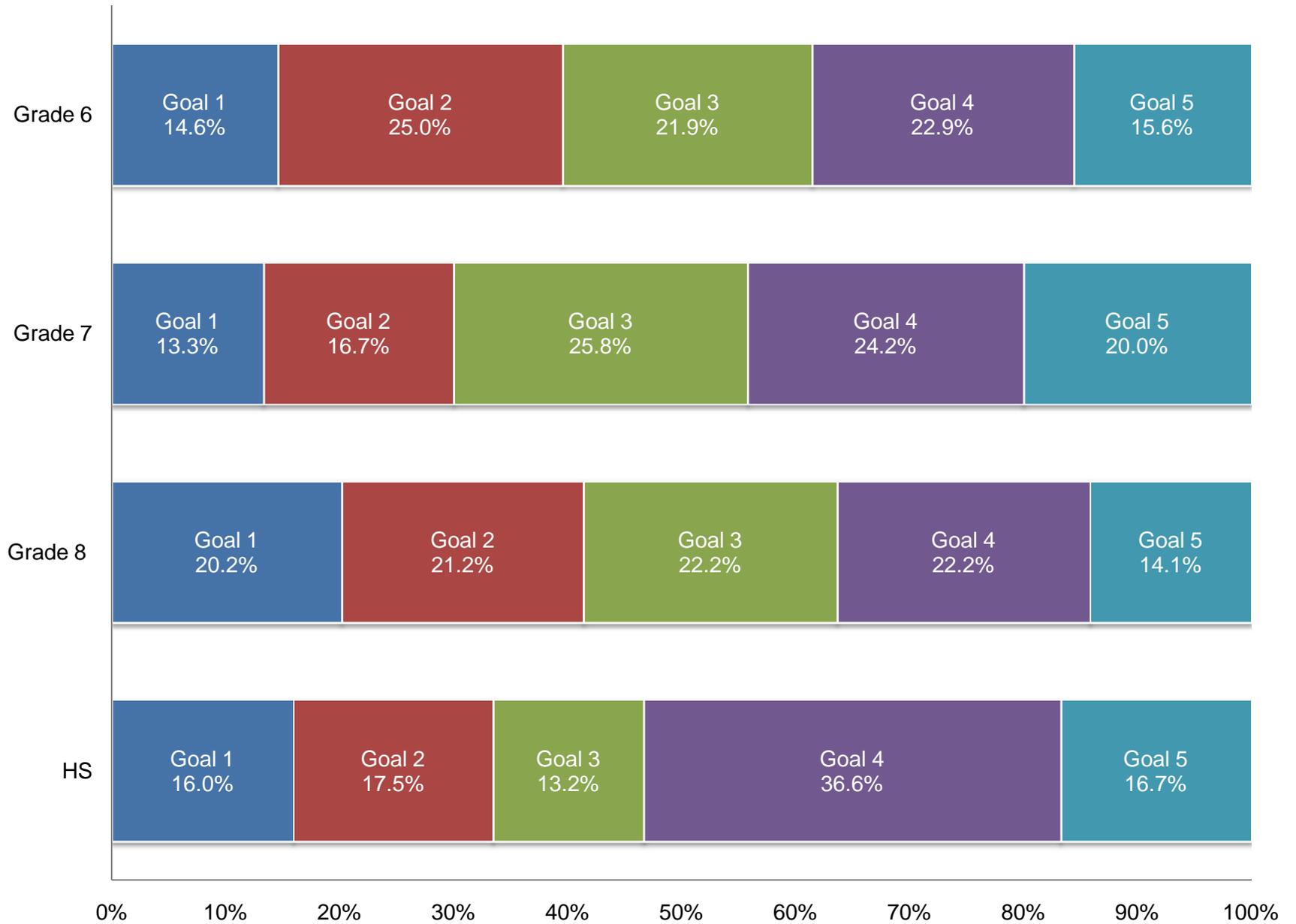
Appendix B: WCPSS Item Bank Summary for Social Studies by Goal



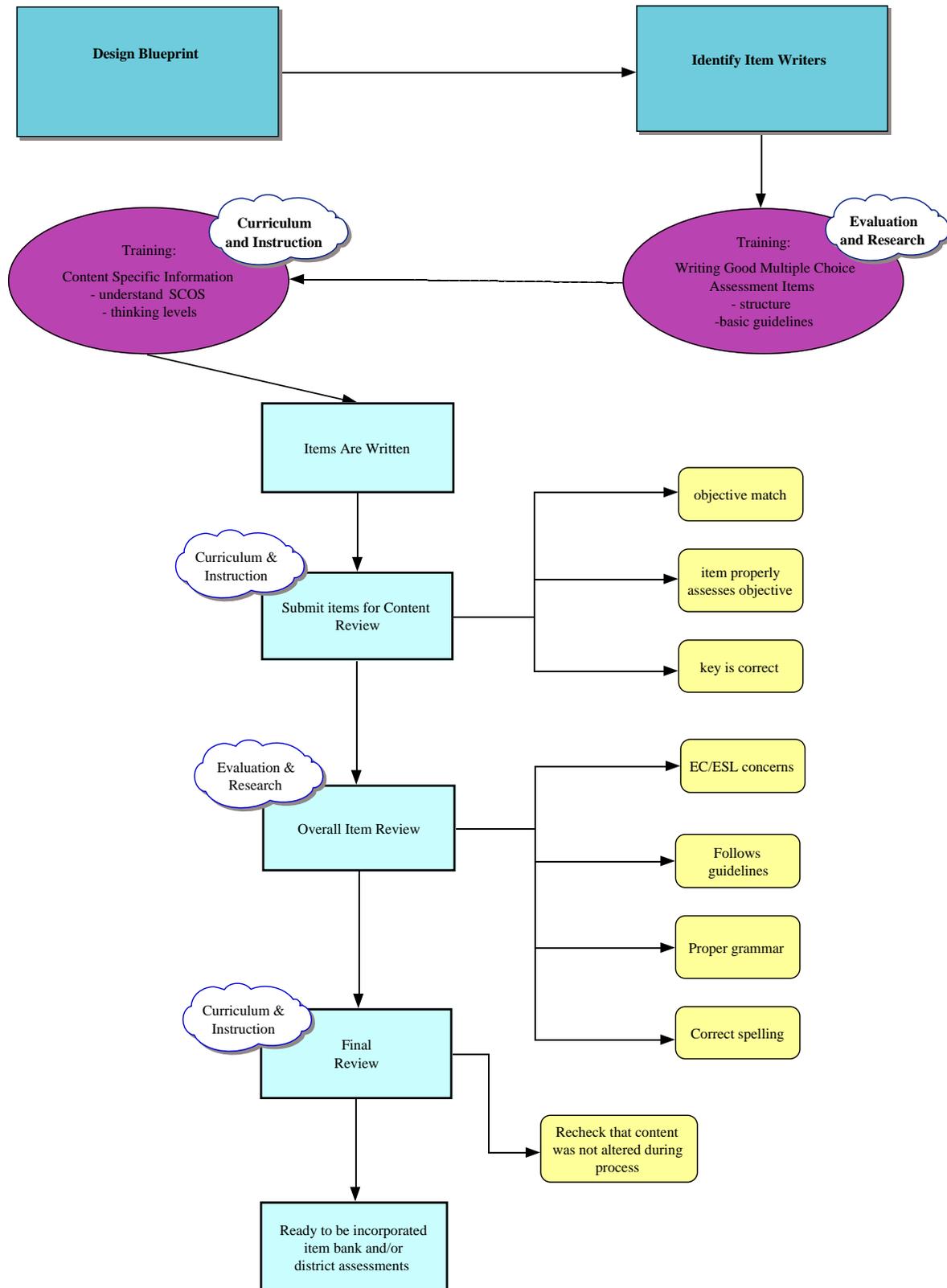
Appendix B: WCPSS Item Bank Summary for Foreign Language by Goal



Appendix B: WCPSS Item Bank Summary for Healthful Living by Goal



Appendix C: WCPSS Assessment Item Bank Item Development and Review Process



Appendix C: WCPSS Assessment Item Bank Development Post-Administration Review Process

