Virginia Department of EDUCATION

Grade 4 Reading Item Map: A Resource to Understanding Student Scores

Virginia students participate in grades 3-8 Virginia Growth Assessments and Standards of Learning tests in reading and mathematics. This item map is a resource that provides descriptions and examples of items students were likely to answer correctly based on the vertical scaled score they achieved on their test. A vertical scaled score is a score that allows comparisons between Virginia Growth Assessments and Standards of Learning tests.

The item map shown in the tables below provides examples of test question descriptions at different score points from 950-1920, the vertical scaled score range for Grade 4 Reading. These examples represent what students may see on the state assessments in Grade 4 Reading.

The descriptions are examples of what students may know or be able to do at each score point. Some descriptions include a released test question and answer options to further show what the student would *most likely answer correctly* if they achieved at or above that score point. This information, along with a student's test results, may be used to plan conversations with families, determine intervention strategies to strengthen student understanding, or establish a plan to accelerate learning.

Match the student's score to the closest number in the left column. In the right column is a description of an item the student would *most likely answer correctly*, based on their score. The student would also most likely correctly answer questions at all score points below the score they achieved.

Students who scored in the range 1589 – 1920 are well prepared for learning new grade-level content.

Score	Description of Test Item
1765	Create a summary with supporting details by selecting and sequencing three steps in a process. (Nonfiction)
1708	Complete a cause-and-effect chart based on information from the text. (Nonfiction)
1667	Use graphics to help predict the meaning of words and phrases. (Nonfiction)
1620	Select the phrase that shows the resolution. (Fiction)

1603	Identify the cause for a given effect. (Fiction)
	What is the most important reason Miss Cotter tells Benjamin about Mr. Peters? ○ A. She must return the books Benjamin wants to read. ○ B. She wonders if Benjamin has been to the library. ○ C. She thinks Benjamin could help him start a book wagon. ○ D. She wants Benjamin to wait for him to arrive.
1592	Identify plot development. (Fiction)

Students who scored in the range 1454 – 1588 are at risk for needing additional support with learning grade-level content.

Score	Description of Test Item
1578	Select two sentences in the text that contain opinions. (Nonfiction)
1548	Identify relevant details in order to summarize the text. (Nonfiction)

1513	Choose a sentence directly from the text to support an inference. (Nonfiction)
	Which sentence from the article supports the idea that the project was likely expensive? ○ A. He wondered whether it might be possible to find the ship. ○ B. Curious, he went to libraries and gathered information. ○ C. Recovering the steamboat was a massive task. ○ D. Hawley's brother, father, and friends worked with him.
1491	Explain the impact of a character's action on the plot. (Fiction)
1471	Identify the cause for a given effect. (Fiction)
	Why does Papa tell Benjamin that he can pack two books on the wagon? ○ A. The trip is too short to read more than a couple of books. ○ B. The family has a small space to fit the books. ○ C. Benjamin is encouraged to bring books for his sister. ○ D. Papa will buy books when they arrive at their new home.

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Students who scored in the range 950 – 1453 need additional support with prior knowledge and foundational skills while learning grade-level content.

Score	Description of Test Item
1409	Draw conclusions or make inferences about a character's feelings based on information from the text. (Fiction) **After Benjamin reads the letter, he most likely feels —** ○ A. amazed that Mr. Peters sent a reply ○ B. thrilled that the book wagon is coming to his town ○ C. honored that Mr. Peters is coming to visit him ○ D. relieved that the wagon has many books
1360	Draw conclusions or make inferences about two characters based on information from the text. (Fiction)
1316	Identify the cause of a given effect. (Fiction)
1288	Choose the best definition for an unfamiliar word. (Nonfiction)
1247	Draw conclusions or make inferences based on information given about an activity. (Nonfiction)

4