



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
RCDTS CODE: 123456789012345

GRADE: 03
TEST DATE: 03/09

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items	# of Items	Assessment Objective*	SCHOOL	DISTRICT	STATE
State Goal 6: Number Sense Standard 6A: Representations and Ordering	24 10 3 1 1 2 2 1	6.3.01 6.3.02 6.3.04 6.3.05 6.3.06 6.3.07			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	14 5 2 2 1 1 3	6.3.09 6.3.10 6.3.11 6.3.12 6.3.13 6.3.14			
Standard 6D: Ratios, Proportions, and Percents	0				
State Goal 7: Measurement Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	13 13 3 3 3 1 2 1	7.3.01 7.3.02 7.3.03 7.3.04 7.3.06 7.3.07			
State Goal 8: Algebra Standard 8A: Representations, Patterns, and Expressions	6 3 3	8.3.01			
Standard 8B: Connections Using Tables, Graphs, and Symbols	0				
Standards 8C, 8D: Writing, Interpreting, and Solving Equations	3 1 1 1	8.3.03 8.3.04 8.3.05			



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Results from Multiple-Choice Items (cont.)	# of Items	Assessment Objective*	SCHOOL	DISTRICT	STATE
State Goal 9: Geometry	14				
Standard 9A: Properties of Single Figures and Coordinate Geometry	10				
	3	9.3.01			
	1	9.3.02			
	2	9.3.03			
	1	9.3.04			
	2	9.3.05			
	1	9.3.06			
Standard 9B: Relationships Between and Among Multiple Figures	4				
	1	9.3.07			
	1	9.3.08			
	1	9.3.09			
	1	9.3.11			
Standard 9C: Justifications of Conjectures and Conclusions	0				
Standard 9D: Trigonometry	0				
State Goal 10: Data Analysis, Statistics, and Probability	8				
Standards 10A, 10B: Data Analysis and Statistics	5				
	4	10.3.01			
	1	10.3.03			
Standard 10C: Probability	3				
	1	10.3.04			
	2	10.3.05			



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RESPONSE ANALYSIS (% AT EACH SCORE POINT)

Results from Short-Response Items <i>2 = Completely correct response 1 = Partially correct response 0 = Incorrect or no response</i>			SCHOOL	DISTRICT	STATE
Score Range	Assessment Objective*				
Item 1 State Goal 10: Data Analysis, Statistics, and Probability Standard 10C: Probability Students are asked to label crayons in one bag so it is certain a red crayon will be chosen and label the crayons in another bag so it is equally likely a blue or green crayon will be chosen.	2 1 0	10.3.04			
Item 2 State Goal 10: Data Analysis, Statistics, and Probability Standards 10A, 10B: Data Analysis and Statistics Students are given a pictograph and asked to determine how many more trees there are of one kind compared to another kind. Students are also asked to show work.	2 1 0	10.3.01			
Results from Extended-Response Item <i>4 = Highest Score; 0 = Lowest Score</i>			SCHOOL	DISTRICT	STATE
Score Range	Assessment Objective*				
State Goal 8: Algebra Standard 8A: Representations, Patterns, and Expressions Students are given a pattern and asked to determine the time it will be when the last of the children leave a pool. Students are also asked to show work.		8.3.01			
Mathematical Knowledge Knowledge of mathematical principles and concepts that result in a correct solution to a problem.	4 3 2 1 0				
Strategic Knowledge Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	4 3 2 1 0				
Explanation Written explanation and rationales that translate into words the steps of the solution process and provide a justification for each step.	4 3 2 1 0				

*Assessment Objective descriptions are online at <http://www.isbe.net/assessment/IAFindex.htm>