



# Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT  
RCDTS CODE: 123456789012345

GRADE: 06  
TEST DATE: 03/09

## MATHEMATICS

## RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items	# of Items	Assessment Objective*	SCHOOL	DISTRICT	STATE
<b>State Goal 6: Number Sense</b>	<b>16</b>				
Standard 6A: Representations and Ordering	<b>4</b>				
	1	6.6.02			
	1	6.6.04			
	1	6.6.05			
	1	6.6.11			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	<b>9</b>				
	1	6.6.12			
	2	6.6.13			
	1	6.6.14			
	1	6.6.15			
	2	6.6.16			
	2	6.6.17			
Standard 6D: Ratios, Proportions, and Percents	<b>3</b>				
	1	6.6.18			
	1	6.6.20			
	1	6.6.21			
<b>State Goal 7: Measurement</b>	<b>10</b>				
Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	<b>10</b>				
	1	7.6.01			
	2	7.6.02			
	2	7.6.03			
	1	7.6.04			
	2	7.6.05			
	2	7.6.06			
<b>State Goal 8: Algebra</b>	<b>17</b>				
Standard 8A: Representations, Patterns, and Expressions	<b>6</b>				
	2	8.6.01			
	2	8.6.02			
	2	8.6.03			
Standard 8B: Connections Using Tables, Graphs, and Symbols	<b>5</b>				
	2	8.6.04			
	1	8.6.05			
	2	8.6.06			



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Results from Multiple-Choice Items (cont.)	# of Items	Assessment Objective*	SCHOOL	DISTRICT	STATE
<b>State Goal 8: Algebra (cont.)</b> Standards 8C, 8D: Writing, Interpreting, and Solving Equations	<b>6</b> 2 3 1	8.6.08 8.6.09 8.6.10			
<b>State Goal 9: Geometry</b> Standard 9A: Properties of Single Figures and Coordinate Geometry	<b>12</b> 6 1 1 2 1 1	9.6.01 9.6.05 9.6.06 9.6.07 9.6.08			
Standard 9B: Relationships Between and Among Multiple Figures	<b>6</b> 1 1 2 2	9.6.09 9.6.10 9.6.12 9.6.13			
Standard 9C: Justifications of Conjectures and Conclusions	<b>0</b>				
Standard 9D: Trigonometry	<b>0</b>				
<b>State Goal 10: Data Analysis, Statistics, and Probability</b> Standards 10A, 10B: Data Analysis and Statistics	<b>10</b> 7 4 2 1	10.6.01 10.6.02 10.6.04			
Standard 10C: Probability	<b>3</b> 2 1	10.6.05 10.6.06			



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## RESPONSE ANALYSIS (% AT EACH SCORE POINT)

Results from Short-Response Items			SCHOOL	DISTRICT	STATE
Score Range	Assessment Objective*				
<b>Item 1</b> <b>State Goal 9: Geometry</b> Standard 9A: Properties of Single Figures and Coordinate Geometry Students are asked to draw and label a circle and then draw a radius on that same circle.					
<b>Item 2</b> <b>State Goal 6: Number Sense</b> Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to determine how much money will be saved given two different shopping scenarios, show work, and label the answer.					
<b>Results from Extended-Response Item</b> 4 = Highest Score; 0 = Lowest Score			SCHOOL	DISTRICT	STATE
<b>State Goal 7: Measurement</b> Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications Students are asked to determine, in hours and minutes, how much time a team spent practicing basketball. Students are also asked to show work.					
<b>Mathematical Knowledge</b> Knowledge of mathematical principles and concepts that result in a correct solution to a problem.					
<b>Strategic Knowledge</b> Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.					
<b>Explanation</b> Written explanation and rationales that translate into words the steps of the solution process and provide a justification for each step.					

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