



# Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT  
RCDTS CODE: 123456789012345

GRADE: 03  
TEST DATE: 03/10

## MATHEMATICS

## RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items	# of Items	Assessment Objective*	SCHOOL	DISTRICT	STATE
<b>State Goal 6: Number Sense</b> Standard 6A: Representations and Ordering	<b>23</b> 10	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	<b>13</b> 5 1 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	<b>0</b>				
<b>State Goal 7: Measurement</b> Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	<b>12</b> 12	7.3.01 7.3.02 7.3.03 7.3.05 7.3.06 7.3.07			
<b>State Goal 8: Algebra</b> Standard 8A: Representations, Patterns, and Expressions	<b>6</b> 4 3 1	8.3.01 8.3.02			
Standard 8B: Connections Using Tables, Graphs, and Symbols	<b>0</b>				
Standards 8C, 8D: Writing, Interpreting, and Solving Equations	<b>2</b> 1 1	8.3.03 8.3.04			



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Results from Multiple-Choice Items (cont.)	# of Items	Assessment Objective*	SCHOOL	DISTRICT	STATE
<b>State Goal 9: Geometry</b>	<b>14</b>				
Standard 9A: Properties of Single Figures and Coordinate Geometry	<b>10</b>				
	2	9.3.01			
	2	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	<b>4</b>				
	1	9.3.07			
	1	9.3.08			
	1	9.3.09			
	1	9.3.11			
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>	<b>10</b>				
Standards 10A, 10B: Data Analysis and Statistics	<b>6</b>				
	3	10.3.01			
	2	10.3.02			
	1	10.3.03			
Standard 10C: Probability	<b>4</b>				
	2	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>	Score Range	Assessment Objective*	SCHOOL	DISTRICT	STATE
<b>Item 1</b> <b>State Goal 6: Number Sense</b> Standard 6A: Representations and Ordering Students are asked to write a number in standard form and locate the tens digit.	2 1 0	6.3.02			
<b>Item 2</b> <b>State Goal 8: Algebra</b> Standards 8C, 8D: Writing, Interpreting, and Solving Equations Students are asked to fill in a correct number and a correct operation sign to make the number sentences true.	2 1 0	8.3.04			
Results from Extended-Response Item <i>4 = Highest Score; 0 = Lowest Score</i>	Score Range	Assessment Objective*	SCHOOL	DISTRICT	STATE
<b>State Goal 7: Measurement</b> Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications Students are asked to draw a different figure with the same area as the one shown.		7.3.04			
<b>Mathematical Knowledge</b> Knowledge of mathematical principles and concepts that result in a correct solution to a problem.	4 3 2 1 0				
<b>Strategic Knowledge</b> Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	4 3 2 1 0				
<b>Explanation</b> 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>