



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
RCDTS CODE: 123456789012345

GRADE: 06
TEST DATE: 03/10

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	15 4 1 1 1 1	 6.6.02 6.6.04 6.6.05 6.6.11			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	9 2 1 1 2 1 2	 6.6.12 6.6.13 6.6.14 6.6.15 6.6.16 6.6.17			
Standard 6D: Ratios, Proportions, and Percents	2 1 1	 6.6.18 6.6.21			
State Goal 7: Measurement Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	11 11 1 2 2 2 2 2	 7.6.01 7.6.02 7.6.03 7.6.04 7.6.05 7.6.06			
State Goal 8: Algebra Standard 8A: Representations, Patterns, and Expressions	16 6 2 2 2	 8.6.01 8.6.02 8.6.03			
Standard 8B: Connections Using Tables, Graphs, and Symbols	5 2 1 2	 8.6.04 8.6.05 8.6.06			



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Results from Multiple-Choice Items (cont.)	# of Items	Assessment Objective*	SCHOOL	DISTRICT	STATE
State Goal 8: Algebra (cont.) Standards 8C, 8D: Writing, Interpreting, and Solving Equations	5 2 1 2	 8.6.08 8.6.09 8.6.10			
State Goal 9: Geometry Standard 9A: Properties of Single Figures and Coordinate Geometry	7 1 1 1 2 1 1	 9.6.01 9.6.04 9.6.05 9.6.06 9.6.07 9.6.08			
Standard 9B: Relationships Between and Among Multiple Figures	6 1 1 3 1	 9.6.09 9.6.11 9.6.12 9.6.13			
Standard 9C: Justifications of Conjectures and Conclusions	0				
Standard 9D: Trigonometry	0				
State Goal 10: Data Analysis, Statistics, and Probability Standards 10A, 10B: Data Analysis and Statistics	10 7 3 2 2	 10.6.01 10.6.02 10.6.04			
Standard 10C: Probability	3 2 1	 10.6.05 10.6.06			



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MATHEMATICS

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 6: Number Sense Standard 6D: Ratios, Proportions, and Percents Students are asked to determine the percent shaded of two different figures.	2 1 0	6.6.20			
Item 2 State Goal 8: Algebra Standards 8C, 8D: Writing, Interpreting, and Solving Equations Students are asked to solve a problem to determine how much one coupon book costs and to show work.	2 1 0	8.6.09			
Results from Extended-Response Item <i>4 = Highest Score; 0 = Lowest Score</i>			SCHOOL	DISTRICT	STATE
	Score Range	Assessment Objective*			
State Goal 6: Number Sense Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to solve a problem to determine how much money was collected for goods sold.		6.6.13			
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>