



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 03
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 6: Number Sense (total includes CCSS items) Standard 6A: Representations and Ordering	28 10				
	1	6.3.01			
	1	6.3.02			
	1	6.3.03			
	1	6.3.04			
	1	6.3.05			
	2	6.3.06			
	1	6.3.07			
	2	6.3.08			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	10				
	2	6.3.09			
	1	6.3.10			
	3	6.3.11			
	2	6.3.13			
	2	6.3.14			
Standard 6D: Ratios, Proportions, and Percents	0				
State Goal 7: Measurement (total includes CCSS items) Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	11 8				
	1	7.3.01			
	1	7.3.02			
	1	7.3.03			
	1	7.3.04			
	2	7.3.05			
	2	7.3.07			
State Goal 8: Algebra (total includes CCSS items) Standard 8A: Representations, Patterns, and Expressions	9 3				
	2	8.3.01			
	1	8.3.02			
Standard 8B: Connections Using Tables, Graphs, and Symbols	0				
Standards 8C, 8D: Writing, Interpreting, and Solving Equations	4				
	2	8.3.03			
	1	8.3.04			
	1	8.3.05			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 03
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 9: Geometry	7				
Standard 9A: Properties of Single Figures and Coordinate Geometry	5				
	1	9.3.02			
	2	9.3.03			
	1	9.3.04			
	1	9.3.05			
Standard 9B: Relationships Between and Among Multiple Figures	2				
	1	9.3.07			
	1	9.3.10			
Standard 9C: Justifications of Conjectures and Conclusions	0				
Standard 9D: Trigonometry	0				
State Goal 10: Data Analysis, Statistics, and Probability (total includes CCSS items)	10				
Standards 10A, 10B: Data Analysis and Statistics	6				
	3	10.3.01			
	3	10.3.02			
Standard 10C: Probability	3				
	2	10.3.04			
	1	10.3.05			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 03
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
CCSS 3.OA: Operations and Algebraic Thinking Represent and solve problems involving multiplication and division	4				
	2				
	1	3.OA.3			
	1	3.OA.4			
Understand properties of multiplication and the relationship between multiplication and division	1				
	1	3.OA.5			
Solve problems involving the four operations, and identify and explain patterns in arithmetic	1				
	1	3.OA.8			
CCSS 3.NBT: Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic	3				
	3				
	2	3.NBT.1			
	1	3.NBT.2			
CCSS 3.NF: Numbers and Operations - Fractions Develop understanding of fractions as numbers	3				
	3				
	1	3.NF.2b			
	1	3.NF.3b			
	1	3.NF.3d			
CCSS 3.MD: Measurement and Data Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	4				
	1				
	1	3.MD.2			
Represent and interpret data	1				
	1	3.MD.4			
Geometric measurement: understand concepts of area and relate area to multiplication and to addition	2				
	1	3.MD.7a			
	1	3.MD.7b			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 03
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% AT EACH SCORE POINT)

Results from Short-Response Items			SCHOOL	DISTRICT	STATE
Score Range	Item Classification*				
Item 1 State Goal 9: Geometry Standard 9B: Relationships Between and Among Multiple Figures Students are asked to place and label two different points on a number line a certain distance from a given point.	2 1 0	9.3.11			
Item 2 State Goal 9: Geometry Standard 9A: Properties of Single Figures and Coordinate Geometry Students are asked to identify a line of symmetry for a shape and to draw a line of symmetry on a different shape.	2 1 0	9.3.04			
Results from Extended-Response Item			SCHOOL	DISTRICT	STATE
Score Range	Item Classification*				
State Goal 8: Algebra Standards 8C, 8D: Writing, Interpreting, and Solving Equations Students are asked to solve a problem involving total weight using different combinations of given weights, show work and explain in words how they found the answer.		8.3.05			
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				

*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm>
 Scores based on normative data copyright © 2003 by NCS Pearson, Inc. All rights reserved.



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 04
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 6: Number Sense (total includes CCSS items) Standard 6A: Representations and Ordering	33 10				
	1	6.4.01			
	2	6.4.02			
	1	6.4.03			
	2	6.4.05			
	2	6.4.06			
	2	6.4.09			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	13				
	2	6.4.10			
	2	6.4.11			
	1	6.4.12			
	2	6.4.13			
	2	6.4.14			
	1	6.4.15			
	3	6.4.16			
Standard 6D: Ratios, Proportions, and Percents	0				
State Goal 7: Measurement (total includes CCSS items) Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	12 9				
	2	7.4.01			
	4	7.4.02			
	2	7.4.03			
	1	7.4.06			
State Goal 8: Algebra Standard 8A: Representations, Patterns, and Expressions	6 3				
	1	8.4.01			
	1	8.4.02			
	1	8.4.03			
Standard 8B: Connections Using Tables, Graphs, and Symbols	1				
	1	8.4.04			
Standards 8C, 8D: Writing, Interpreting, and Solving Equations	2				
	1	8.4.06			
	1	8.4.07			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 04
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 9: Geometry (total includes CCSS items)	7				
Standard 9A: Properties of Single Figures and Coordinate Geometry	6				
	1	9.4.01			
	1	9.4.02			
	2	9.4.04			
	1	9.4.05			
	1	9.4.07			
Standard 9B: Relationships Between and Among Multiple Figures	0				
Standard 9C: Justifications of Conjectures and Conclusions	0				
Standard 9D: Trigonometry	0				
State Goal 10: Data Analysis, Statistics, and Probability	7				
Standards 10A, 10B: Data Analysis and Statistics	4				
	2	10.4.01			
	2	10.4.03			
Standard 10C: Probability	3				
	2	10.4.04			
	1	10.4.05			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 04
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
CCSS 4.OA: Operations and Algebraic Thinking Use the four operations with whole numbers to solve problems Gain familiarity with factors and multiples	3	4.OA.3			
	1				
	2	4.OA.4			
	2				
CCSS 4.NBT: Number and Operations in Base Ten Use place value understanding and properties of operations to perform multi-digit arithmetic	3				
	3				
	2				
CCSS 4.NF: Numbers and Operations - Fractions Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers Understand decimal notation for fractions, and compare decimal fractions	2	4.NBT.4			
	1				
	1	4.NF.4b			
	2				
1	4.NF.6				
1					
CCSS 4.MD: Measurement and Data Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit Geometric measurement: understand concepts of angle and measure angles	3	4.MD.2			
	2				
	2				
	1	4.MD.6			
1					
CCSS 4.G: Geometry Draw and identify lines and angles, and classify shapes by properties of their lines and angles	1	4.G.2			
	1				
	1				



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 04
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% AT EACH SCORE POINT)

Results from Short-Response Items <i>2 = Completely correct response</i> <i>1 = Partially correct response</i> <i>0 = Incorrect or no response</i>	Score Range	Item Classification*	SCHOOL	DISTRICT	STATE
Item 1 State Goal 10: Data Analysis, Statistics, and Probability Standards 10A, 10B: Data Analysis and Statistics Students are asked to determine the mode and range of a set of numbers, show work, and label each answer.	2 1 0	10.4.03			
Item 2 State Goal 10: Data Analysis, Statistics, and Probability Standard 10C: Probability Students are asked to determine the probability of choosing chips of a specific color from a given set of chips and show work.	2 1	10.4.05			
Results from Extended-Response Item <i>4 = Highest Score; 0 = Lowest Score</i>	Score Range	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 8: Geometry Standards 8C, 8D: Writing, Interpreting, and Solving Equations Students are asked to determine the total value of coins, show work and explain in words how they found the answer.		8.4.08			
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				

*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm>
 Scores based on normative data copyright © 2003 by NCS Pearson, Inc. All rights reserved.



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 05
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 6: Number Sense (total includes CCSS items) Standard 6A: Representations and Ordering	30 6				
	1	6.5.01			
	1	6.5.04			
	2	6.5.08			
	2	6.5.11			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	10				
	4	6.5.12			
	2	6.5.13			
	1	6.5.14			
	1	6.5.15			
	2	6.5.16			
Standard 6D: Ratios, Proportions, and Percents	3				
	1	6.5.17			
	1	6.5.18			
	1	6.5.19			
State Goal 7: Measurement Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	10 10				
	1	7.5.01			
	2	7.5.02			
	2	7.5.03			
	1	7.5.04			
	1	7.5.05			
	1	7.5.06			
	2	7.5.07			
State Goal 8: Algebra (total includes CCSS items) Standard 8A: Representations, Patterns, and Expressions	9 2				
	1	8.5.02			
	1	8.5.04			
Standard 8B: Connections Using Tables, Graphs, and Symbols	3				
	1	8.5.05			
	2	8.5.06			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 05
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 8: Algebra (cont.) Standards 8C, 8D: Writing, Interpreting, and Solving Equations	3 1 1 1	 8.5.07 8.5.08 8.5.09			
State Goal 9: Geometry (total includes CCSS items) Standard 9A: Properties of Single Figures and Coordinate Geometry	9 3 1 1 1	 9.5.02 9.5.07 9.5.09			
Standard 9B: Relationships Between and Among Multiple Figures	4 1 1 1 1	 9.5.11 9.5.12 9.5.13 9.5.15			
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	7 5 2 2 1	 10.5.01 10.5.02 10.5.03			
Standard 10C: Probability	2 1 1	 10.5.04 10.5.05			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 05
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
CCSS 5.OA: Operations and Algebraic Thinking Write and interpret numerical expressions Analyze patterns and relationships	2	5.OA.1			
	1				
	1				
CCSS 5.OA: Operations and Algebraic Thinking Write and interpret numerical expressions Analyze patterns and relationships	1	5.OA.3			
	1				
	1				
CCSS 5.NBT: Number and Operations in Base Ten Understand the place value system	3	5.NBT.2 5.NBT.3b			
	3				
	2				
	1				
CCSS 5.NF: Numbers and Operations - Fractions Use equivalent fractions as a strategy to add and subtract fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions	7	5.NF.1			
	3				
	3				
	4	5.NF.4a 5.NF.5b 5.NF.7a 5.NF.7c			
	1				
	1				
	1				
	1				
CCSS 5.G: Geometry Graph points on the coordinate plane to solve real-world and mathematical problems	2	5.G.1			
	2				
	2				



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 05
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% AT EACH SCORE POINT)

Results from Short-Response Items			SCHOOL	DISTRICT	STATE
Score Range	Item Classification*				
Item 1 State Goal 7: Measurement Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications Students are asked to find the height of a prism given the volume and show work.	2 1 0	7.5.05			
Item 2 State Goal 7: Measurement Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications Students are asked to measure and determine the perimeter of a quadrilateral and show work.	2 1 0	7.5.03			
Results from Extended-Response Item			SCHOOL	DISTRICT	STATE
Score Range	Item Classification*				
State Goal 6: Number Sense Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to solve a problem using a set of data, show work and explain in words how they found the answer.		6.5.12			
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				

*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm>
 Scores based on normative data copyright © 2003 by NCS Pearson, Inc. All rights reserved.



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 06
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 6: Number Sense (total includes CCSS items)	18				
Standard 6A: Representations and Ordering	4				
	1	6.6.05			
	1	6.6.08			
	1	6.6.10			
	1	6.6.11			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	9				
	2	6.6.12			
	1	6.6.13			
	2	6.6.15			
	2	6.6.16			
	2	6.6.17			
Standard 6D: Ratios, Proportions, and Percents	2				
	1	6.6.18			
	1	6.6.20			
State Goal 7: Measurement	7				
Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	7				
	1	7.6.01			
	1	7.6.02			
	1	7.6.03			
	1	7.6.04			
	2	7.6.05			
	1	7.6.06			
State Goal 8: Algebra (total includes CCSS items)	15				
Standard 8A: Representations, Patterns, and Expressions	4				
	2	8.6.01			
	1	8.6.02			
	1	8.6.03			
Standard 8B: Connections Using Tables, Graphs, and Symbols	3				
	2	8.6.06			
	1	8.6.07			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 06
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 8: Algebra (cont.) Standards 8C, 8D: Writing, Interpreting, and Solving Equations	5				
	1	8.6.08			
	1	8.6.09			
	3	8.6.10			
State Goal 9: Geometry (total includes CCSS items) Standard 9A: Properties of Single Figures and Coordinate Geometry	13				
	5				
	1	9.6.01			
	1	9.6.04			
	1	9.6.05			
	1	9.6.06			
	1	9.8.08			
Standard 9B: Relationships Between and Among Multiple Figures	5				
	2	9.6.09			
	1	9.6.10			
	2	9.6.12			
Standard 9C: Justifications of Conjectures and Conclusions	0				
Standard 9D: Trigonometry	0				
State Goal 10: Data Analysis, Statistics, and Probability (total includes CCSS items) Standards 10A, 10B: Data Analysis and Statistics	12				
	5				
	2	10.6.01			
	2	10.6.02			
	1	10.6.04			
Standard 10C: Probability	2				
	1	10.6.05			
	1	10.6.06			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 06
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
CCSS 6.NS: The Number System Apply and extend previous understandings of multiplication and division to divide fractions by fractions	6				
	1				
	1	6.NS.1			
Compute fluently with multi-digit numbers and find common factors and multiples	1				
	1	6.NS.4			
Apply and extend previous understandings of numbers to the system of rational numbers	4				
	1	6.NS.6a			
	1	6.NS.6b			
	1	6.NS.7b			
	1	6.NS.8			
CCSS 6.EE: Expressions and Equations Apply and extend previous understandings of arithmetic to algebraic expressions	2				
	1				
	1	6.EE.4			
Reason about and solve one-variable equations and inequalities	1				
	1	6.EE.5			
CCSS 6.G: Geometry Solve real-world and mathematical problems involving area, surface area, and volume	1				
	1				
	1	6.G.3			
CCSS 6.SP: Statistics and Probability Develop understanding of statistical variability	5				
	2				
	1	6.SP.1			
	1	6.SP.3			
Summarize and describe distributions	3				
	2	6.SP.5a			
	1	6.SP.5c			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 06
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% AT EACH SCORE POINT)

Results from Short-Response Items			SCHOOL	DISTRICT	STATE
Score Range	Item Classification*				
2 = Completely correct response 1 = Partially correct response 0 = Incorrect or no response					
Item 1 State Goal 7: Measurement Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications Students are asked to draw a rectangle with a given area and label the length and width.	2 1 0	7.6.02			
Item 2 State Goal 6: Number Sense Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to use estimation to solve a problem involving money and show work.	2 1 0	6.6.17			
Results from Extended-Response Item			SCHOOL	DISTRICT	STATE
Score Range	Item Classification*				
4 = Highest Score; 0 = Lowest Score					
State Goal 6: Number Sense Standard 6D: Ratios, Proportions, and Percents Students are asked to solve a problem to determine the difference between the highest and lowest prices, show work and explain in words how they found the answer.		6.6.19			
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				

*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm>
 Scores based on normative data copyright © 2003 by NCS Pearson, Inc. All rights reserved.



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 07
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 6: Number Sense (total includes CCSS items)	17				
Standard 6A: Representations and Ordering	4				
	1	6.7.02			
	2	6.7.03			
	1	6.7.06			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	7				
	1	6.7.08			
	1	6.7.09			
	1	6.7.10			
	1	6.7.11			
	2	6.7.12			
	1	6.7.13			
Standard 6D: Ratios, Proportions, and Percents	2				
	1	6.7.15			
	1	6.7.17			
State Goal 7: Measurement (total includes CCSS items)	7				
Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	6				
	1	7.7.01			
	1	7.7.02			
	1	7.7.03			
	2	7.7.05			
	1	7.7.06			
State Goal 8: Algebra (total includes CCSS items)	17				
Standard 8A: Representations, Patterns, and Expressions	3				
	1	8.7.01			
	1	8.7.03			
	1	8.7.05			
Standard 8B: Connections Using Tables, Graphs, and Symbols	4				
	1	8.7.07			
	1	8.7.08			
	2	8.7.09			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 07
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 8: Algebra (cont.) Standards 8C, 8D: Writing, Interpreting, and Solving Equations	5				
	2	8.7.10			
	2	8.7.11			
	1	8.7.12			
State Goal 9: Geometry (total includes CCSS items) Standard 9A: Properties of Single Figures and Coordinate Geometry	11				
	6				
	1	9.7.04			
	1	9.7.06			
	1	9.7.07			
	1	9.7.08			
	1	9.7.09			
	1	9.7.10			
Standard 9B: Relationships Between and Among Multiple Figures	4				
	2	9.7.11			
	1	9.7.12			
	1	9.7.13			
Standard 9C: Justifications of Conjectures and Conclusions	0				
Standard 9D: Trigonometry	0				
State Goal 10: Data Analysis, Statistics, and Probability (total includes CCSS items) Standards 10A, 10B: Data Analysis and Statistics	13				
	6				
	2	10.7.01			
	2	10.7.02			
	2	10.7.05			
Standard 10C: Probability	4				
	2	10.7.06			
	1	10.7.07			
	1	10.7.08			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 07
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
CCSS 7.RP: Ratios and Proportional Relationships Analyze proportional relationships and use them to solve real-world and mathematical problems	3 3 1 1 1	7.RP.1 7.RP.2c 7.RP.2d			
CCSS 7.NS: The Number System Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers	2 2 1 1	7.NS.1a 7.NS.1c			
CCSS 7.EE: Expressions and Equations Use properties of operations to generate equivalent expressions Solve real-life and mathematical problems using numerical and algebraic expressions and equations	3 1 1 2 1 1	7.EE.1 7.EE.4a 7.EE.4b			
CCSS 7.G: Geometry Solve real-life and mathematical problems involving angle measure, area, surface area, and volume	2 2 1 1	7.G.4 7.G.5			
CCSS 7.SP: Statistics and Probability Use random sampling to draw inferences about a population Draw informal comparative inferences about two populations Investigate chance processes and develop, use, and evaluate probability models	4 1 1 1 1 2 1 1	7.SP.2 7.SP.4 7.SP.6 7.SP.8c			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 07
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% AT EACH SCORE POINT)

Results from Short-Response Items			SCHOOL	DISTRICT	STATE
Score Range	Item Classification*				
2 = Completely correct response 1 = Partially correct response 0 = Incorrect or no response					
Item 1 State Goal 9: Geometry Standard 9A: Properties of Single Figures and Coordinate Geometry Students are asked to determine the missing angle measure in a triangle and show work.	2 1 0	9.7.03			
Item 2 State Goal 6: Number Sense Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to solve a problem involving money, to make change and show work.	2 1 0	6.7.08			
Results from Extended-Response Item			SCHOOL	DISTRICT	STATE
Score Range	Item Classification*				
4 = Highest Score; 0 = Lowest Score					
State Goal 10: Data Analysis, Statistics, and Probability Standards 10A, 10B: Data Analysis and Statistics Students are asked to determine a missing test score using given information about the other test scores and the mean, show work and explain in words how they found the answer.		10.7.05			
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				

*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm>
 Scores based on normative data copyright © 2003 by NCS Pearson, Inc. All rights reserved.



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 08
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 6: Number Sense Standard 6A: Representations and Ordering	12 3 1 1 1	 6.8.02 6.8.04 6.8.07			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	6 2 2 2	 6.8.10 6.8.13 6.8.14			
Standard 6D: Ratios, Proportions, and Percents	3 1 2	 6.8.15 6.8.18			
State Goal 7: Measurement (total includes CCSS items) Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	10 9 1 3 1 1 1 2	 7.8.01 7.8.02 7.8.03 7.8.04 7.8.05 7.8.06			
State Goal 8: Algebra (total includes CCSS items) Standard 8A: Representations, Patterns, and Expressions	21 5 1 1 2 1	 8.8.01 8.8.02 8.8.04 8.8.05			
Standard 8B: Connections Using Tables, Graphs, and Symbols	4 1 1 1 1	 8.8.06 8.8.07 8.8.09 8.8.10			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 08
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
State Goal 8: Algebra (cont.) Standards 8C, 8D: Writing, Interpreting, and Solving Equations	3 1 2	8.8.12 8.8.13			
State Goal 9: Geometry (total includes CCSS items) Standard 9A: Properties of Single Figures and Coordinate Geometry	11 5 2 1 1 1	9.8.02 9.8.03 9.8.04 9.8.05			
Standard 9B: Relationships Between and Among Multiple Figures	4 2 1 1	9.8.10 9.8.11 9.8.12			
Standard 9C: Justifications of Conjectures and Conclusions	0				
Standard 9D: Trigonometry	0				
State Goal 10: Data Analysis, Statistics, and Probability (total includes CCSS items) Standards 10A, 10B: Data Analysis and Statistics	11 5 2 1 2	10.8.01 10.8.04 10.8.05			
Standard 10C: Probability	4 1 3	10.8.07 10.8.08			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 08
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items (cont.)	# of Items	Item Classification*	SCHOOL	DISTRICT	STATE
CCSS 8.EE: Expressions and Equations Analyze and solve linear equations and pairs of simultaneous linear equations	7				
	7				
	2	8.EE.7b			
	1	8.EE.8a			
	2	8.EE.8b			
	2	8.EE.8c			
CCSS 8.F: Functions Define, evaluate, and compare functions	2				
	1				
	1	8.F.2			
Use functions to model relationships between quantities	1				
	1	8.F.4			
CCSS 8.G: Geometry Understand congruence and similarity using physical models, transparencies, or geometry software	3				
	1				
	1	8.G.3			
	1				
	1	8.G.7			
	1				
Understand and apply the Pythagorean Theorem	1				
	1	8.G.9			
	1				
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres	1				
	1	8.G.9			
	1				
CCSS 8.SP: Statistics and Probability Investigate patterns of association in bivariate data	2				
	2				
	1	8.SP.2			
	1	8.SP.4			



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
 RCDTS CODE: 123456789012345

GRADE: 08
 TEST DATE: 03/13

MATHEMATICS

RESPONSE ANALYSIS (% AT EACH SCORE POINT)

Results from Short-Response Items			SCHOOL	DISTRICT	STATE
2 = Completely correct response 1 = Partially correct response 0 = Incorrect or no response	Score Range	Item Classification*			
Item 1 State Goal 6: Number Sense Standard 6A: Representations and Ordering Students are asked to graph a point on a number line that represents a given rational number and show work.	2 1 0	6.8.07			
Item 2 State Goal 9: Geometry Standard 9B: Relationships Between and Among Multiple Figures Students are asked to determine the perimeter of a triangle using given information about similar triangles and show work.	2 1 0	9.8.11			
Results from Extended-Response Item			SCHOOL	DISTRICT	STATE
4 = Highest Score; 0 = Lowest Score	Score Range	Item Classification*			
State Goal 8: Algebra Standards 8C, 8D: Writing, Interpreting, and Solving Equations Students are asked to determine the number of adult tickets purchased using given information about the number of total tickets purchased and the total amount of money spent on tickets, show work, and explain how they found the answer.		8.8.13			
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				

*More information on item classification can be found online at <http://www.isbe.net/assessment/isat.htm>
 Scores based on normative data copyright © 2003 by NCS Pearson, Inc. All rights reserved.