



# Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT  
RCDTS CODE: 123456789012345

GRADE: 04  
TEST DATE: 03/11

## 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> 11				
	1	6.4.01			
	2	6.4.02			
	1	6.4.03			
	1	6.4.04			
	3	6.4.05			
	1	6.4.06			
	1	6.4.08			
	1	6.4.09			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	<b>12</b>				
	4	6.4.10			
	1	6.4.11			
	1	6.4.13			
	1	6.4.14			
	5	6.4.16			
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>13</b> 13				
	3	7.4.01			
	3	7.4.02			
	3	7.4.03			
	2	7.4.04			
	1	7.4.05			
	1	7.4.06			
<b>State Goal 8: Algebra</b> Standard 8A: Representations, Patterns, and Expressions	<b>6</b> 3				
	1	8.4.01			
	2	8.4.03			
Standard 8B: Connections Using Tables, Graphs, and Symbols	<b>1</b>				
	1	8.4.05			
Standards 8C, 8D: Writing, Interpreting, and Solving Equations	<b>2</b>				
	1	8.4.06			
	1	8.4.07			



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## RESPONSE ANALYSIS (% CORRECT)

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>				
	1	9.4.01			
	1	9.4.02			
	2	9.4.03			
	2	9.4.04			
	1	9.4.05			
	1	9.4.06			
	1	9.4.07			
	1	9.4.08			
Standard 9B: Relationships Between and Among Multiple Figures	<b>4</b>				
	1	9.4.09			
	1	9.4.11			
	2	9.4.13			
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>	<b>9</b>				
Standards 10A, 10B: Data Analysis and Statistics	<b>6</b>				
	4	10.4.01			
	2	10.4.03			
Standard 10C: Probability	<b>3</b>				
	1	10.4.04			
	2	10.4.05			



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## MATHEMATICS

## 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 10: Data Analysis, Statistics, and Probability</b> Standards 10A, 10B: Data Analysis and Statistics Students are asked to use a bar graph to determine how many more pears than melons were sold and to show work.	2 1 0	10.4.01			
<b>Item 2</b> <b>State Goal 8: Algebra</b> Standard 8A: Representations, Patterns, and Expressions Students are asked to identify a rule for the pattern shown and write the next two terms in the pattern.	2 1 0	8.4.01			
Results from Extended-Response Item			SCHOOL	DISTRICT	STATE
Score Range	Assessment Objective*				
<b>State Goal 6: Number Sense</b> Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to determine the number of students that will enter a writing contest using given information and a chart.		6.4.10			
<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>

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