



Item Analysis Summary - SAMPLE SCHOOL

DISTRICT: SAMPLE DISTRICT
RCDTS CODE: 123456789012345

GRADE: 08
TEST DATE: 03/12

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	12 3				
	1	6.8.02			
	1	6.8.04			
	1	6.8.07			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	6				
	2	6.8.10			
	2	6.8.13			
	2	6.8.14			
Standard 6D: Ratios, Proportions, and Percents	3				
	1	6.8.15			
	2	6.8.18			
State Goal 7: Measurement Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	10 10				
	1	7.8.01			
	3	7.8.02			
	2	7.8.03			
	1	7.8.04			
	1	7.8.05			
	2	7.8.06			
State Goal 8: Algebra Standard 8A: Representations, Patterns, and Expressions	20 7				
	2	8.8.01			
	1	8.8.02			
	2	8.8.04			
	2	8.8.05			
Standard 8B: Connections Using Tables, Graphs, and Symbols	6				
	1	8.8.06			
	1	8.8.07			
	1	8.8.08			
	1	8.8.09			
	2	8.8.10			



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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	7 1 3 3	8.8.11 8.8.12 8.8.13			
State Goal 9: Geometry Standard 9A: Properties of Single Figures and Coordinate Geometry	13 7 3 1 1 1 1	9.8.02 9.8.03 9.8.04 9.8.05 9.8.08			
Standard 9B: Relationships Between and Among Multiple Figures	6 2 2 2	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 Standards 10A, 10B: Data Analysis and Statistics	10 6 2 1 1 2	10.8.01 10.8.03 10.8.04 10.8.05			
Standard 10C: Probability	4 1 3	10.8.07 10.8.08			



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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>			SCHOOL	DISTRICT	STATE
	Score Range	Assessment Objective*			
Item 1 State Goal 6: Number Sense Standard 6D: Ratios, Proportions, and Percents Students are asked to represent a percent as a decimal and fraction and to show work.	2 1 0	6.8.17			
Item 2 State Goal 7: Measurement Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications Students are asked to use perimeter to solve for the measures of two sides of a triangle, show work, and label answer.	2 1 0	7.8.02			
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 Standard 6D: Ratios, Proportions, and Percents Students are asked to solve a problem to determine the amount of money from buying items at different stores.		6.8.18			
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>