Pre-Formatted Reports: Benchmark Test Item Analysis - New Format

Data Selections

Institution(s): All School Types,All Schools
Benchmark Administration: 10/28/14, 2014-2015 Benchmark 1 Math1
Trend Profile: 2014-2015
Subject: Mathematics
Test Focus: Mathematics
Test Level: All Benchmark Test Levels
Test Category: District Benchmark
Grade: All Grade Levels
Enrollment: Current

Number of questions: 23
Number of test-taking students: 1472

Student Responses

Question - Type	Correct		Incorrect	Most Common Mistake		Point Value	Points Achieved / Possible	P-Value/ Item Mean	Discrimination
	Rate	Value	Total Rate	Rate	Value				
1 - Multiple Choice	70%	A	30%	29%	B	1	1034 / 1472	0.67	0.63
2 - Multiple Choice	86%	A	14%	14%	B	1	1263 / 1472	0.85	0.65
3 - Multiple Choice	56%	A	44%	43%	B	1	830 / 1472	0.54	0.62
4 - Multiple Choice	80%	A	20%	19%	B	1	1184 / 1472	0.76	0.76
5 - Multiple Choice	79%	A	21%	21%	B	1	1165 / 1472	0.74	0.70
6 - Multiple Choice	79%	A	21%	21%	B	1	1161 / 1472	0.76	0.49
7 - Multiple Choice	90%	A	10%	10%	B	1	1320 / 1472	0.89	0.55
8 - Multiple Choice	76%	A	24%	24%	B	1	1114 / 1472	0.74	0.53
9 - Multiple Choice	95%	A	5%	5%	B	1	1392 / 1472	0.93	0.51
10 - Multiple Choice	95%	A	5%	4%	B	1	1404 / 1472	0.94	0.44
11 - Multiple Choice	63%	A	37%	37%	B	1	930 / 1472	0.60	0.62
12 - Multiple Choice	87%	A	13%	12%	B	1	1287 / 1472	0.84	0.43
13 - Multiple Choice	78%	A	22%	22%	B	1	1150 / 1472	0.72	0.68
14 - Multiple Choice	79%	A	21%	20%	B	1	1170 / 1472	0.74	0.58

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15 - Multiple Choice	**76%**	**A**	**24%**	**24%**	**B**	1	1122 / 1472	0.70	0.69
16 - Multiple Choice	**83%**	**A**	**17%**	**17%**	**B**	1	1222 / 1472	0.77	0.67
17 - Multiple Choice	**83%**	**A**	**17%**	**17%**	**B**	1	1223 / 1472	0.79	0.67
18 - Multiple Choice	**82%**	**A**	**18%**	**17%**	**B**	1	1214 / 1472	0.81	0.60
19 - Multiple Choice	**77%**	**A**	**23%**	**23%**	**B**	1	1133 / 1472	0.71	0.67
20 - Multiple Choice	**88%**	**A**	**12%**	**12%**	**B**	1	1299 / 1472	0.86	0.59
21 - Multiple Choice	**67%**	**A**	**33%**	**33%**	**B**	1	984 / 1472	0.65	0.66
22 - Multiple Choice	**82%**	**A**	**18%**	**18%**	**B**	1	1203 / 1472	0.79	0.55
23 - Multiple Choice	**70%**	**A**	**30%**	**29%**	**B**	1	1030 / 1472	0.67	0.65
Summary	**79%**		**21%**				**1167 / 1472**		

P-value represents an item's difficulty as evaluated by dividing the total number of correct responses by the total number of students tested. P-value is calculated for true/false, multiple choice, gridded or hot spot-single response items.

Item Mean is the average score for student responses to an open response question or to a multi-part question. Item Mean is calculated for inline response, matching or hot spot-multiple selections items.

Discrimination or Item Total Score Correlation is the correlation between the question score and the overall test score and indicates the extent to which success on an item corresponds to success on the test.

Standards Alignment to NC Standards

Question	ID	Standard Description
1 - Multiple Choice	**CCSS.Math.Content.1.NBT.A.1**	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
2 - Multiple Choice	**CCSS.Math.Content.1.NBT.A.1**	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
3 - Multiple Choice	**CCSS.Math.Content.1.NBT.A.1**	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
4 - Multiple Choice	**CCSS.Math.Content.1.NBT.B.2**	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
5 - Multiple Choice	**CCSS.Math.Content.1.NBT.B.2**	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
6 - Multiple Choice	**CCSS.Math.Content.1.NBT.B.2**	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
7 - Multiple Choice	**CCSS.Math.Content.1.NBT.B.2**	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
8 - Multiple Choice	**CCSS.Math.Content.1.NBT.A.1**	Count to 120, starting at any number less than 120. In this range, read

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		and write numerals and represent a number of objects with a written numeral.
9 - Multiple Choice	**CCSS.Math.Content.1.NBT.A.1**	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
10 - Multiple Choice	**CCSS.Math.Content.1.NBT.A.1**	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
11 - Multiple Choice	**CCSS.Math.Content.1.NBT.A.1**	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
12 - Multiple Choice	**CCSS.Math.Content.1.NBT.B.3**	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
13 - Multiple Choice	**CCSS.Math.Content.1.NBT.B.3**	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
14 - Multiple Choice	**CCSS.Math.Content.1.NBT.B.3**	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
15 - Multiple Choice	**CCSS.Math.Content.1.NBT.B.3**	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
16 - Multiple Choice	**CCSS.Math.Content.1.NBT.B.2**	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
17 - Multiple Choice	**CCSS.Math.Content.1.NBT.B.2**	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
18 - Multiple Choice	**CCSS.Math.Content.1.NBT.A.1**	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
19 - Multiple Choice	**CCSS.Math.Content.1.NBT.B.2**	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
20 - Multiple Choice	**CCSS.Math.Content.1.OA.C.5**	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
21 - Multiple Choice	**CCSS.Math.Content.1.OA.C.5**	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
22 - Multiple Choice	**CCSS.Math.Content.1.OA.C.6**	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
23 - Multiple Choice	**CCSS.Math.Content.1.OA.C.6**	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

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