NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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 Math2
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: 26
Number of test-taking students: 1506

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	87%	D	13%	9%	A	1	1314 / 1506	0.86	0.38
2 - Multiple Choice	56%	A	44%	42%	B	1	847 / 1506	0.55	0.48
3 - Multiple Choice	87%	B	13%	5%	A	1	1315 / 1506	0.87	0.53
4 - Multiple Choice	66%	D	34%	27%	B	1	994 / 1506	0.67	0.49
5 - Multiple Choice	90%	B	10%	4%	A	1	1352 / 1506	0.91	0.36
6 - Multiple Choice	89%	C	11%	6%	A	1	1335 / 1506	0.92	0.43
7 - Multiple Choice	88%	B	12%	6%	A	1	1329 / 1506	0.89	0.50
8 - Multiple Choice	67%	C	33%	16%	A	1	1008 / 1506	0.69	0.61
9 - Multiple Choice	85%	B	15%	9%	A	1	1279 / 1506	0.84	0.62
10 - Multiple Choice	40%	A	60%	27%	D	1	601 / 1506	0.39	0.25
11 - Multiple Choice	78%	C	22%	16%	D	1	1179 / 1506	0.79	0.49
12 - Multiple Choice	90%	D	10%	4%	B	1	1361 / 1506	0.90	0.45
13 - Multiple Choice	66%	C	34%	15%	A	1	997 / 1506	0.67	0.46
14 - Multiple Choice	55%	D	45%	32%	C	1	834 / 1506	0.55	0.44
15 - Multiple Choice	64%	B	36%	17%	A	1	966 / 1506	0.63	0.50

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16 - Multiple Choice	90%	D	10%	4%	A	1	1357 / 1506	0.90	0.54
17 - Multiple Choice	75%	B	25%	21%	A	1	1133 / 1506	0.75	0.59
18 - Multiple Choice	83%	B	17%	6%	D	1	1245 / 1506	0.83	0.35
19 - Multiple Choice	88%	C	12%	6%	A	1	1325 / 1506	0.88	0.55
20 - Multiple Choice	88%	A	12%	5%	C	1	1330 / 1506	0.89	0.53
21 - Multiple Choice	60%	D	40%	20%	C	1	903 / 1506	0.62	0.44
22 - Multiple Choice	54%	C	46%	25%	D	1	807 / 1506	0.52	0.46
23 - Multiple Choice	71%	D	29%	17%	B	1	1072 / 1506	0.72	0.45
24 - Multiple Choice	78%	B	22%	11%	A	1	1174 / 1506	0.79	0.47
25 - Multiple Choice	78%	A	22%	8%	D	1	1182 / 1506	0.79	0.44
26 - Multiple Choice	48%	C	52%	34%	A	1	724 / 1506	0.44	0.46
Summary	**74%**		**26%**				**1114 / 1506**		

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.2.NBT.A.1**	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
2 - Multiple Choice	**CCSS.Math.Content.2.NBT.A.1**	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
3 - Multiple Choice	**CCSS.Math.Content.2.NBT.A.2**	Count within 1000; skip-count by 5s, 10s, and 100s.
4 - Multiple Choice	**CCSS.Math.Content.2.NBT.A.2**	Count within 1000; skip-count by 5s, 10s, and 100s.
5 - Multiple Choice	**CCSS.Math.Content.2.OA.B.2**	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.
6 - Multiple Choice	**CCSS.Math.Content.2.OA.B.2**	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.
7 - Multiple Choice	**CCSS.Math.Content.2.OA.C.3**	Determine whether a group of objects (up to 20) has an odd or even

		number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
8 - Multiple Choice	CCSS.Math.Content.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
9 - Multiple Choice	CCSS.Math.Content.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
10 - Multiple Choice	CCSS.Math.Content.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
11 - Multiple Choice	CCSS.Math.Content.2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
12 - Multiple Choice	CCSS.Math.Content.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
13 - Multiple Choice	CCSS.Math.Content.2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
14 - Multiple Choice	CCSS.Math.Content.2.OA.B.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.
15 - Multiple Choice	CCSS.Math.Content.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
16 - Multiple Choice	CCSS.Math.Content.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
17 - Multiple Choice	CCSS.Math.Content.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
18 - Multiple Choice	CCSS.Math.Content.2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
19 - Multiple Choice	CCSS.Math.Content.2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
20 - Multiple Choice	CCSS.Math.Content.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
21 - Multiple Choice	CCSS.Math.Content.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
22 - Multiple Choice	CCSS.Math.Content.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
23 - Multiple Choice	CCSS.Math.Content.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
24 - Multiple Choice	CCSS.Math.Content.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
25 - Multiple Choice	CCSS.Math.Content.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
26 - Multiple Choice	CCSS.Math.Content.2.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

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