

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

### Data Selections

**Institution(s):** All School Types,All Schools  
**Benchmark Administration:** 10/27/14, 2014-15 Mid-Semester Eng II  
**Trend Profile:** 2014-2015  
**Subject:** English Language and Literature  
**Test Focus:** ELA  
**Test Level:** All Benchmark Test Levels  
**Test Category:** District Benchmark  
**Grade:** All Grade Levels  
**Enrollment:** Current

Number of questions: 25  
 Number of test-taking students: 659

### 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	81%	B	19%	7%	A	1	533 / 659	0.81	0.42
2 - Multiple Choice	63%	D	37%	15%	B	1	417 / 659	0.63	0.40
3 - Multiple Choice	43%	A	57%	28%	D	1	286 / 659	0.43	0.37
4 - Multiple Choice	55%	D	45%	22%	B	1	360 / 659	0.55	0.36
5 - Multiple Choice	82%	B	18%	6%	C	1	538 / 659	0.82	0.46
6 - Multiple Choice	28%	C	72%	53%	D	1	187 / 659	0.28	0.40
7 - Multiple Choice	67%	B	33%	14%	C	1	438 / 659	0.66	0.47
8 - Multiple Choice	74%	A	26%	10%	D	1	490 / 659	0.74	0.57
9 - Multiple Choice	55%	C	45%	17%	B	1	365 / 659	0.55	0.62
10 - Multiple Choice	69%	A	31%	11%	D	1	452 / 659	0.69	0.47
11 - Open Response						2	40 / 1318	0.06	0.26
12 - Multiple Choice	72%	C	28%	10%	A	1	473 / 659	0.72	0.62
13 - Multiple Choice	61%	D	39%	13%	B	1	402 / 659	0.61	0.57
14 - Multiple Choice	43%	D	57%	23%	C	1	280 / 659	0.42	0.40
15 - Multiple Choice	37%	A	63%	45%	C	1	244 / 659	0.37	0.42
16 - Multiple Choice	66%	B	34%	16%	C	1	431 / 659	0.66	0.55
17 - Open Response						2	35 / 1318	0.05	0.26
18 - Multiple Choice	27%	C	73%	30%	A	1	176 / 659	0.27	0.37
19 - Multiple Choice	30%	A	70%	45%	B	1	200 / 659	0.30	0.29
20 - Multiple Choice	29%	B	71%	24%	C	1	192 / 659	0.29	0.35

# NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION PreFormatted Reports

21 - Multiple Choice	52%	C	48%	24%	A	1	342 / 659	0.52	0.49
22 - Multiple Choice	20%	C	80%	34%	A	1	132 / 659	0.20	0.18
23 - Multiple Choice	25%	D	75%	39%	B	1	165 / 659	0.25	0.35
24 - Multiple Choice	30%	B	70%	33%	A	1	200 / 659	0.31	0.41
25 - Multiple Choice	44%	B	56%	22%	A	1	287 / 659	0.44	0.46
<b>Summary</b>	<b>50%</b>		<b>50%</b>				<b>307 / 712</b>		

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
<b>1 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RI.9-10.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>2 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>3 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>4 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>5 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>6 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.W.9-10.1b</b>	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
<b>7 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RI.9-10.2</b>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>8 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RI.9-10.3</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>9 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RI.9-10.2</b>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<b>10 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RI.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>11 - Open Response</b>	<b>CCSS.ELA-Literacy.RI.9-10.6</b>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>12 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

<b>13 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>14 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<b>15 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.5</b>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>16 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.5</b>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>17 - Open Response</b>	<b>CCSS.ELA-Literacy.RL.9-10.9</b>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<b>18 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RI.9-10.6</b>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>19 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RI.9-10.3</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>20 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RI.9-10.5</b>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<b>21 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RI.9-10.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>22 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>23 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.6</b>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<b>24 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<b>25 - Multiple Choice</b>	<b>CCSS.ELA-Literacy.RL.9-10.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.