

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

Data Selections

Institution(s): All School Types, All Schools
Benchmark Administration: 09/03/14, 2014-15 Baseline Eng III
Trend Profile: 2014-2015
Subject: English Language and Literature
Test Focus: All Test Focuses
Test Level: 11
Test Category: District Benchmark
Grade: 11
Enrollment: Any year

Number of questions: 25
 Number of test-taking students: 511

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	41%	D	59%	45%	A	1	208 / 511	0.28	0.09
2 - Multiple Choice	43%	C	57%	23%	B	1	222 / 511	0.36	0.23
3 - Multiple Choice	79%	C	21%	10%	D	1	406 / 511	0.72	0.35
4 - Multiple Choice	29%	B	71%	29%	A	1	149 / 511	0.27	0.26
5 - Multiple Choice	85%	C	15%	7%	B	1	433 / 511	0.82	0.33
6 - Multiple Choice	54%	D	46%	32%	A	1	275 / 511	0.47	0.33
7 - Multiple Choice	30%	B	70%	33%	C	1	152 / 511	0.23	0.29
8 - Multiple Choice	53%	A	47%	26%	C	1	272 / 511	0.53	0.17
9 - Multiple Choice	35%	C	65%	26%	D	1	178 / 511	0.39	0.35
10 - Multiple Choice	67%	B	33%	13%	D	1	343 / 511	0.66	0.46
11 - Open Response						2	14 / 1022	0.00	
12 - Multiple Choice	39%	A	61%	24%	C	1	200 / 511	0.30	0.33
13 - Multiple Choice	35%	C	65%	27%	B	1	181 / 511	0.33	0.20
14 - Multiple Choice	30%	C	70%	39%	D	1	153 / 511	0.20	0.21
15 - Multiple Choice	43%	D	57%	26%	B	1	221 / 511	0.35	0.52
16 - Multiple Choice	24%	B	76%	30%	A	1	125 / 511	0.19	0.23
17 - Multiple Choice	29%	A	71%	31%	B	1	149 / 511	0.19	0.26
18 - Multiple Choice	34%	D	66%	36%	B	1	174 / 511	0.36	0.20
19 - Multiple Choice	15%	C	85%	46%	D	1	78 / 511	0.15	0.10
20 - Multiple Choice	43%	D	57%	24%	A	1	222 / 511	0.46	0.34

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION PreFormatted Reports

21 - Multiple Choice	31%	C	69%	37%	D	1	160 / 511	0.29	0.18
22 - Multiple Choice	33%	B	67%	32%	A	1	168 / 511	0.24	0.27
23 - Multiple Choice	37%	A	63%	28%	C	1	189 / 511	0.33	0.20
24 - Multiple Choice	25%	C	75%	19%	A	1	128 / 511	0.14	0.38
25 - Open Response						2	34 / 1022	0.10	0.10
Summary	41%		59%				193 / 552		

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 Common Core State Standards

Question	ID	Standard Description
1 - Multiple Choice	CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
2 - Multiple Choice	CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
3 - Multiple Choice	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
4 - Multiple Choice	CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
5 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
6 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
7 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
8 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
9 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

10 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
11 - Open Response	CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
12 - Multiple Choice	CCSS.ELA-Literacy.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
13 - Multiple Choice	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
14 - Multiple Choice	CCSS.ELA-Literacy.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
15 - Multiple Choice	CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
16 - Multiple Choice	CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
17 - Multiple Choice	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
18 - Multiple Choice	CCSS.ELA-Literacy.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
19 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
20 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
21 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
22 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
23 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
24 - Multiple Choice	CCSS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
25 - Open Response	CCSS.ELA-Literacy.CCRA.W	Writing

