



# Item Analysis Summary - NEWTOWN ELEMENTARY

DISTRICT: NEWTOWN  
RCDTS CODE: 123456789012345

GRADE: 04  
TEST DATE: 03/07

## MATHEMATICS

## RESPONSE ANALYSIS (% CORRECT)

Results from Multiple-Choice Items	# of Items	Assessment Objective	SCHOOL	DISTRICT	STATE
<b>State Goal 6: Number Sense</b> Standard 6A: Representations and Ordering	<b>22</b> <b>10</b> 1 1 2 1 1 1 1 1 1	6.4.01 6.4.02 6.4.03 6.4.04 6.4.05 6.4.06 6.4.07 6.4.08 6.4.09			
Standards 6B, 6C: Computation, Operations, Estimation, and Properties	<b>12</b> 4 2 1 1 1 3	6.4.10 6.4.11 6.4.12 6.4.14 6.4.15 6.4.16			
Standard 6D: Ratios, Proportions, and Percents	<b>0</b>		N/A	N/A	N/A
<b>State Goal 7: Measurement</b> Standards 7A, 7B, 7C: Units, Tools, Estimation, and Applications	<b>13</b> <b>13</b> 3 2 3 4 1	7.4.01 7.4.02 7.4.03 7.4.04 7.4.05			
<b>State Goal 8: Algebra</b> Standard 8A: Representations, Patterns, and Expressions	<b>7</b> <b>3</b> 2 1	8.4.01 8.4.02			
Standard 8B: Connections Using Tables, Graphs, and Symbols	<b>1</b> 1	8.4.05			
Standards 8C, 8D: Writing, Interpreting, and Solving Equations	<b>3</b> 1 2	8.4.06 8.4.07			

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Results from Multiple-Choice Items (cont.)	# of Items	Assessment Objective	SCHOOL	DISTRICT	STATE
<b>State Goal 9: Geometry</b> Standard 9A: Properties of Single Figures and Coordinate Geometry	<b>14</b>				
	<b>10</b>				
	2	9.4.01			
	2	9.4.03			
	2	9.4.04			
	1	9.4.05			
	1	9.4.06			
	1	9.4.07			
	1	9.4.08			
Standard 9B: Relationships Between and Among Multiple Figures	<b>4</b>				
	1	9.4.09			
	2	9.4.11			
	1	9.4.12			
Standard 9C: Justifications of Conjectures and Conclusions	<b>0</b>		N/A	N/A	N/A
Standard 9D: Trigonometry	<b>0</b>		N/A	N/A	N/A
<b>State Goal 10: Data Analysis, Statistics, and Probability</b> Standards 10A, 10B: Data Analysis and Statistics	<b>9</b>				
	<b>6</b>				
	5	10.4.01			
	1	10.4.03			
Standard 10C: Probability	<b>3</b>				
	2	10.4.04			
	1	10.4.05			

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## MATHEMATICS

## 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				
<b>Item 1</b> <b>State Goal 6: Number Sense</b> Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to determine how many slices of pizza one friend ate and show their work. The total number of pizza slices, the number of slices the other friend ate, and the number of slices left over is given.	2 1 0	6.4.13			
<b>Item 2</b> <b>State Goal 10: Data Analysis, Statistics, and Probability</b> Standard 10C: Probability Students are asked to answer two questions pertaining to the probability of choosing a gumball, given a picture of different colored gumballs.	2 1 0	10.4.05			
Results from Extended-Response Item <i>4 = Highest Score; 0 = Lowest Score</i>			SCHOOL	DISTRICT	STATE
Score Range	Assessment Objective				
<b>State Goal 6: Number Sense</b> Standards 6B, 6C: Computation, Operations, Estimation, and Properties Students are asked to determine one combination of sports cards a person can buy using exactly \$20.		6.4.11			
<b>Mathematical Knowledge</b> Knowledge of mathematical principles and concepts that result in a correct solution to a problem.	4 3 2 1 0				
<b>Strategic Knowledge</b> Identification of important problem elements and the use of models and/or algorithms to systematically represent and integrate concepts.	4 3 2 1 0				
<b>Explanation</b> 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				