

8.0 Item Analysis Report

8.1 Description of Item Analysis Report – CMAS Science and Social Studies

An Item Analysis Report is available at the school and district level for CMAS science and social studies for each assessed grade level and content area. The report includes item level score information at the school, district, and state levels. The back of the report includes item map information.

Information included on the Item Analysis Report can be used to identify patterns of items (and aligned CAS) where a school is performing better or worse than the district or state or where a district is performing better or worse than the state. For example, within a particular Grade Level Expectation (GLE), a school within a district may be out-performing the district and the state while the school may be performing worse than the district and the state in another GLE. In combination with other evidence and data, schools and districts can use the information in the Item Analysis Report to identify patterns across standards, GLEs, and PGCs that may be indicative of potential areas of strength or weakness. A sample Item Analysis Report is in Section 8.2.

8.1.1 General Information

Refer to page 1 of the Item Analysis Report.

A. Test Date

The administration season and year.

B. Identification Information

The school and district name and code.

C. Subject Area

The subject area of the report (either science or social studies).

D. Grade

The grade level of the assessment.

8.1.2 Item Analysis Information

Refer to page 1 of the Item Analysis Report.

E. Number of Students with Valid Scores

Reportable or valid scores are records that met attemptedness, are non-voided, and are without suppression codes that excluded them from aggregations (e.g., expelled and home schooled students or when a misadministration or irregularity occurred during testing). The number of valid scores does not include students with “no score” on the assessment.

F. Graph Key

Explanatory text for the symbols and lines in the graph: state and district for the district level report and state, district, and school for the school level report.

G. Average Percent of Points Earned

The average percent of points earned is graphed by state, district, and school to show performance by item in order from most to least difficult. Items that were more difficult for students across the

state have a lower average percent of points earned. For 1-point selected response items, the percent of students who correctly responded is recorded. For 2- and 3-point constructed response items, the average of points earned is divided by 2 or 3, respectively, in creating the percentage.

H. Numbered Items

Items are identified by numbers in blue text at the bottom of the graph and are ordered from most difficult to least difficult based on the state level, such that the most difficult item is labeled as 1.

I. Standard and Grade Level Expectation (GLE)/Prepared Graduate Competency (PGC)

On elementary and middle school item analysis reports, the corresponding standard and GLE are listed below each item. On the high school item analysis report, the corresponding standard and PGC are listed below each item.

J. Graphical Representation of State, District, and School Level Performance by Item

The graphical representation shows how the state, district, and school performed on each operational item. The state is represented as a blue line with squares, the district is represented as a green line with circles, and the school is represented by an orange line with triangles.

K. Document Process Number

A number unique to each administration, found in the bottom-right corner of the report, assigned by the testing contractor.

8.1.3 Item Map Information

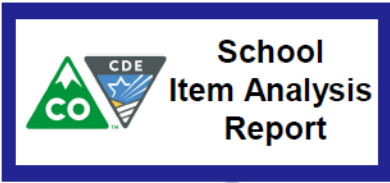
Refer to page 2 of the Item Analysis Report.

L. Item Map Information

Page 2 of the Item Analysis Report includes information for all the operational items included on the assessment. Items are ordered from most to least difficult, as they were on page 1 of the report. For each item, the following information is included:

- Difficulty order from most to least (matches page 1)
- Standard and GLE numbers (for grades 4, 5, 7, and 8 only—high school has Standard and PGC number)
- Location on the test (unit number and item number)
- Standard by name
- Prepared Graduate Competency (PGC)
- Grade Level Expectation (GLE) (elementary and middle school only)
- Item type (Selected Response (SR); 2-point Constructed Response (CR-2); 3-point Constructed Response (CR-3))

8.2 Sample Item Analysis Report – CMAS Science and Social Studies



Colorado Measures of Academic Success

A Spring 2019

School: SAMPLE SCHOOL NAME (4444)
District: SAMPLE DISTRICT NAME (5555)

B

C Social Studies

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D Grade 4

Purpose: This report presents the average percent of points earned by item for the school, district, and state.

Students with Valid Scores (54)

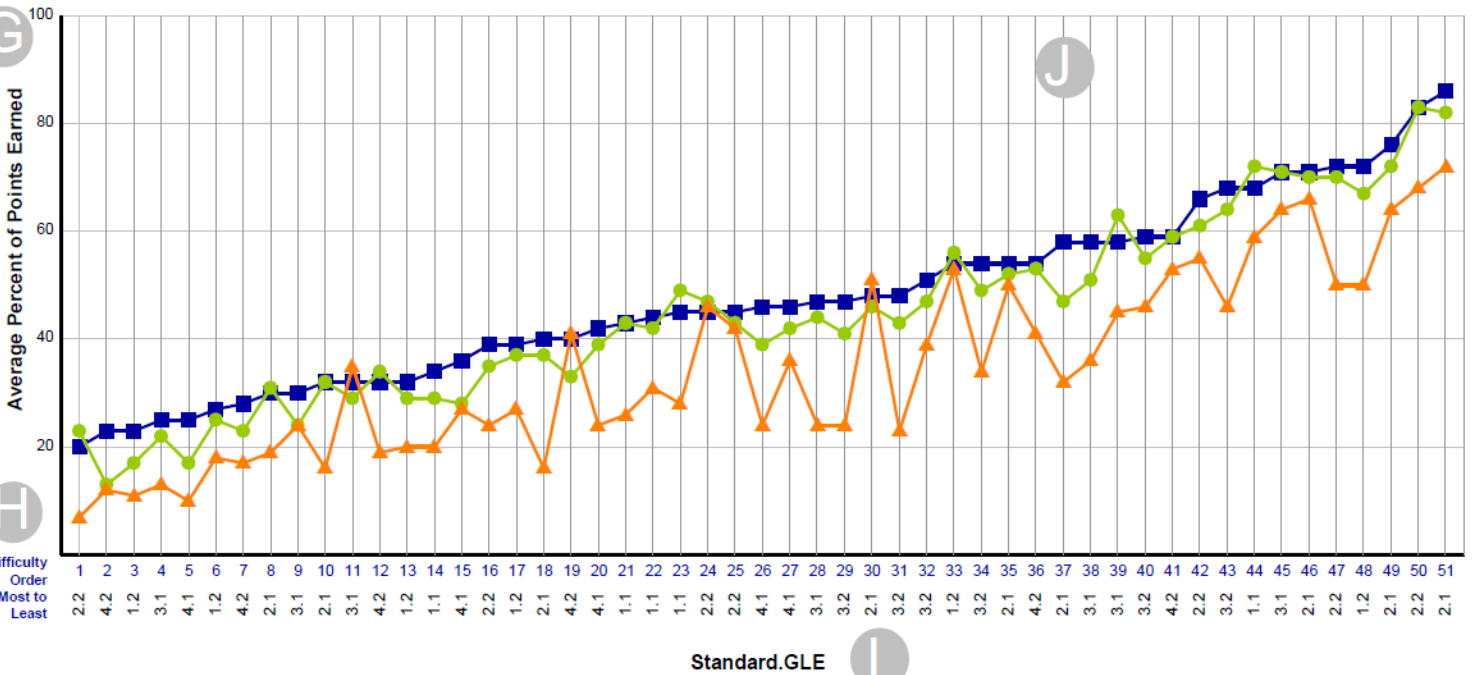
E

F State District School

F

G

H

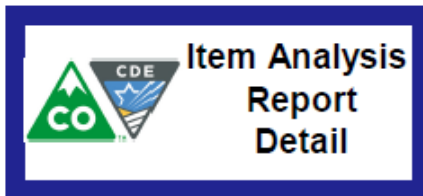


J

I

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K



This report shows the operational items for the given grade and subject sorted by difficulty.

Social Studies

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Grade 4

Difficulty Order Most to Least	Standard.GLE	Unit-Item Number	Standard	Prepared Graduate Competency (PGC)	Grade Level Expectation (GLE)	Item Type Selected Response (SR) Constructed Response (CR)
1	2.2	1-008	Geography	PGC2	GLE2	SR
2	4.2	1-006	Civics	PGC2	GLE2	CR-3
3	1.2	1-010	History	PGC2	GLE2	SR
4	3.1	1-014	Economics	PGC1	GLE1	CR-3
5	4.1	3-019	Civics	PGC1	GLE1	CR-3
6	1.2	3-012	History	PGC2	GLE2	CR-3
7	4.2	2-019	Civics	PGC2	GLE2	CR-3
8	2.1	3-009	Geography	PGC1	GLE1	SR
9	3.1	3-017	Economics	PGC1	GLE1	SR
10	2.1	1-012	Geography	PGC1	GLE1	CR-3
11	3.1	2-020	Economics	PGC1	GLE1	SR
12	4.2	3-007	Civics	PGC2	GLE2	SR
13	1.2	3-014	History	PGC2	GLE2	CR-3
14	1.1	3-013	History	PGC1	GLE1	CR-3
15	4.1	2-002	Civics	PGC1	GLE1	SR
16	2.2	1-013	Geography	PGC2	GLE2	CR-3
17	1.2	2-007	History	PGC2	GLE2	SR
18	2.1	1-011	Geography	PGC1	GLE1	SR
19	4.2	3-015	Civics	PGC2	GLE2	SR
20	4.1	1-019	Civics	PGC1	GLE1	CR-3
21	1.1	1-009	History	PGC1	GLE1	SR
22	1.1	3-006	History	PGC1	GLE1	CR-3
23	1.1	1-015	History	PGC1	GLE1	SR
24	2.2	2-021	Geography	PGC2	GLE2	SR
25	2.2	3-018	Geography	PGC2	GLE2	SR
26	4.1	1-021	Civics	PGC1	GLE1	SR
27	4.1	3-023	Civics	PGC1	GLE1	SR
28	3.1	2-005	Economics	PGC1	GLE1	SR
29	3.2	3-001	Economics	PGC2	GLE2	SR
30	2.1	2-017	Geography	PGC1	GLE1	SR
31	3.2	3-008	Economics	PGC2	GLE2	SR
32	3.2	3-021	Economics	PGC2	GLE2	SR
33	1.2	2-001	History	PGC2	GLE2	SR
34	3.2	2-006	Economics	PGC2	GLE2	CR-3
35	2.1	3-010	Geography	PGC1	GLE1	SR
36	4.2	3-016	Civics	PGC2	GLE2	SR
37	2.1	1-020	Geography	PGC1	GLE1	SR
38	3.1	3-011	Economics	PGC1	GLE1	SR
39	3.1	3-022	Economics	PGC1	GLE1	SR
40	3.2	1-001	Economics	PGC2	GLE2	SR
41	4.2	1-002	Civics	PGC2	GLE2	SR
42	2.2	3-003	Geography	PGC2	GLE2	SR
43	3.2	1-016	Economics	PGC2	GLE2	SR
44	1.1	1-017	History	PGC1	GLE1	SR
45	3.1	1-007	Economics	PGC1	GLE1	SR
46	2.1	3-004	Geography	PGC1	GLE1	SR
47	2.2	2-004	Geography	PGC2	GLE2	SR
48	1.2	2-018	History	PGC2	GLE2	SR
49	2.1	1-003	Geography	PGC1	GLE1	SR
50	2.2	1-005	Geography	PGC2	GLE2	SR
51	2.1	3-002	Geography	PGC1	GLE1	SR

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