

## Creating an Item Response report

The Item Response report is designed to provide diagnostic information to teachers about their student's performance on specific assessment items. The report displays the responses that each student gave for each item on an assessment and highlights the most frequently chosen incorrect responses. You can use this report to help you identify the standards that students find most challenging and design reteaching strategies that address students' strengths and weaknesses.

### To create an Item Response report:

- 1 Click the **Benchmark Exams** tab. Click the link or icon for **Item Analysis**.
- 2 Click the **Item Response Report** link or icon.
- 3 Choose a folder and an assessment, and click **Continue**.
- 4 In the General Report Options area, click **All students** to see all selected students combined into one report, or click **Each period** to see a separate report for each selected period.
- 5 Choose how to sort students (by student last name or performance) and questions (in numeric order or by standard).
- 6 Select question types to include. Select whether to include a student ID, and what type of ID.
- 7 Select whether to include highlighting and select a highlighting threshold. Click **Continue**.
- 8 Select one or more schools (depending on your access), periods, and students to include. Click **Continue**.
- 9 In the Choose a Report Format page, choose how to display the completed report:
  - **Web page** to see the report in your browser window
  - **Spreadsheet** to see the report as a Microsoft® Excel® spreadsheet
  - **Printer-friendly** to see the report in a PDF file

## About Item Response reports

The Item Response report has several sorting options that help you identify areas of student need. You can make three choices to customize this report: First, you can organize the report by all students or by period. Second, you can sort the report by student name or by performance. Third, you can sort questions in numerical order, by standards, or by question groups (if the assessment was designed with question groups).

### Item Response Report for: Benchmark #1 Geometry 2004-2005 Spring

#### Report Options

<b>Schools:</b>	Oak Hill High School	<b>Grades:</b>	All	<b>Teachers:</b>	All	<b>Ethnicities:</b>	All
<b>Ed Programs:</b>	All	<b>Custom Groups:</b>	All	<b>Gender:</b>	All	<b>Roster:</b>	All
<b>Period:</b>	All	<b>Course:</b>	Geometry	<b>School Groups:</b>	All	This area shows the student selection options you chose.	

Teacher: D., Spencer Period: Geometry Period 1 # of Students: 35			Section 1 - Multiple Choice										Section 2 - Short Answer				Section 3 - Long Answer
Question #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
% of Correct Responses	80%	66%	74%	63%	77%	69%	63%	60%	69%	69%	66%	71%	71%	69%	86%	76%	
Total Points Possible	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	10	
Correct Response	B	C	A	D	B	A	D	A	D	C	-	-	-	-	-	-	
Student Name	Raw Score	% Correct															
A., Amber	22	73%	A	✓	✓	✓	✓	✓	✓	✓	C	D	×	✓	✓	✓	7
A., Ericka	20	67%	✓	A	✓	✓	✓	✓	✓	✓	B	✓	×	×	✓	×	8
A., Jessica	24	80%	✓	✓	✓	B	✓	✓	A	C	✓	B	✓	✓	✓	✓	8
A., Kim	24	80%	A	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	×	8

The per-student breakdown shows you each student's response to each question. A raw score and percent correct only appear for assessments set to show overall performance on reports.

The summary area shows the percent correct, and number of possible points for each question. For multiple choice, you also see the correct answer. Highlighting shows the questions that fewer than a selected percentage of students answered correctly.

For multiple choice, incorrect answers are listed. Highlighting shows the *most commonly selected* incorrect answer for the period or group of students.

#### Legend

- ✓ Correct Answer
- ×
- No response
- Score is less than the performance threshold.
- Most common incorrect response

Each standard on the assessment is listed along with the questions aligned to the standard.

**CCS--Math--Geometry--1.0**  
Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.  
Section 1 Questions: 1, 2, 3, 7, 9; Section 2 Questions: 13, 14, 15; Section 3 Questions: 16

**CCS--Math--Geometry--2.0**  
Students write geometric proofs, including proofs by contradiction.  
Section 1 Questions: 1, 4, 5, 6, 8, 10; Section 2 Questions: 11, 12, 13; Section 3 Questions: 17, 18, 19

These are the questions aligned to this standard.