Iowa Assessments:
Class Item Analysis Report

Purpose: This report provides a class's performance on the assessed skills within each domain, subtest, and content area. The scores identify student strengths and growth areas within the standards, and they allow for an overall look by skill at the need for whole group, small group, or individual instruction. Lesson plan ideas for targeted instruction can begin based on class results.

Reading

Number Tested = 54   N = 53   159

Item No.	Item Description	Item Count	Class %C	Bldg. %C	Nat. %C	Diff.
Vocabulary		**4**	**32**	**32**	**58**	**-26**
8	Use context to determine meaning		68	68	66	2
25	Use context to determine meaning		36	36	66	-30
34	Use context to determine meaning		17	17	50	-33
40	Use context to determine meaning		6	6	50	-44
Explicit Meaning		**16**	**50**	**50**	**57**	**-7**
1	Recognize stated information		96	96	88	8
4	Understand stated information		85	85	88	-3
5	Recognize stated information		81	81	77	4
6	Recognize stated information		75	75	46	29
7	Recognize stated information		72	72	76	-4
11	Recognize stated information		60	60	44	16
12	Recognize stated information		58	58	62	-4
16	Understand stated information		51	51	33	18
17	Recognize stated information		49	49	38	11
22	Understand stated information		42	42	69	-27
23	Recognize stated information		40	40	47	-7
27	Understand stated information		30	30	67	-37
33	Understand stated information		19	19	52	-33
35	Recognize stated information		15	15	39	-24
36	Understand stated information		13	13	52	-39
39	Understand stated information		8	8	38	-30
Implicit Meaning		**9**	**49**	**49**	**61**	**-12**
2	Discern traits/feelings/motives		92	92	75	17
3	Draw conclusions/make inferences		89	89	85	4
13			57	57	51	6
	...s/motives		47	47	49	-2
	inferences		43	43	59	-16
	...ferences		38	38	49	-11
	...es		28	28	74	
	...s		26			

Class/Nation Difference: -20 -10   0 +10 +20

Class %C – The class's average percent correct for the specified question and skill assessed. The domain percentage is the average of the percentages correct for each skill.

Bldg. %C – The grade level's average percent correct for the specified question and skill assessed. The domain percentage is the average of the percentages correct for each skill, for the grade level/all content classes combined.

The question number in which the particular skill was assessed. For example, item 34 on the Vocabulary subtest assessed using context to determine meaning.

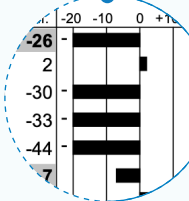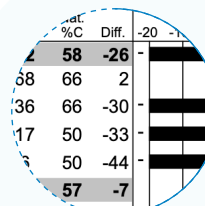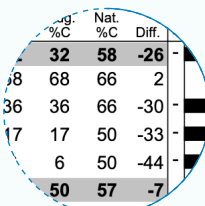**N = Item Count** – The total number of items assessed in each domain.

- For which skills should I create a whole group lesson?
- Which skills should I teach/reteach first?
- Which skills might be spiraled for maintenance, but don't need formal instruction?

Nat. %C – The average percent correct for the specified question and skill assessed, for all students in the grade level across the nation. These students took the same assessment at the same time of year. The domain percentage is the average of the percentages correct for each skill, for the students in the nation.

Diff. – The difference between the class percentage and the national percentage correct for each specified question and skill assessed. The domain difference is the average of the differences for each question and skill assessed.

Reading (Continued)

Tested = 54

		N =	53	159			Class/Nation
	Item Description	Item Count	Class %C	Bldg. %C	Nat. %C	Diff.	-20 -10 0
		7	**37**	**37**	**52**	**-15**	
	Central ideas & their support		55	55	75	-20	
	Connecting/extending ideas		53	53	38	15	
	Central ideas & their support		45	45	59	-14	
	Connecting/extending ideas		43	43	62	-19	
	Central ideas & their support		32	32	62	-30	
	Connecting/extending ideas		21	21	22	-1	
	Central ideas & their support		9	9	46	-37	
Author's Craft		**5**	**33**	**33**	**54**	**-21**	
9	Purpose/viewpoint; fact/opinion		64	64	80	-16	
10	Nonliteral language		62	62	64	-2	
31	Literary devices & elements		23	23	49	-26	
37	Text features/struct./style/tone		11	11	27	-16	
41	Literary devices & elements		4	4	51	-47	

Class/Nation Difference – A graph of the "Diff" column, to illustrate the difference between the class's percent correct and the national percentage correct for each specified question and skill assessed. The "+" or "-" symbol at the far right indicates that the difference in percentages is greater than +/- 20

How to access this report in *DataManager™:*

- Assessment: ***Iowa Assessments***
- Select the test admin date
- Report Type: Group Item Analysis (Scoring Service Print Style)
- Select the grade, click "Apply"
- Include students coded in office use
- Select District, Building, Class, & Group Population
- Optional Filters: Population
- Run Report in Background

Riverside Insights

This report best answers

- For which skills should I create a whole group lesson?
- Which skills should I teach/reteach first?
- Which skills might be spiraled for maintenance, but don't need formal instruction?

Comparable Reports:

District/Diocese: Group Item Analysis (Region, District)

School: Group Item Analysis (Building)

Next Reports for Review:

Class Item Response Record – Displays student responses to each question

Student Profile Narrative – Shows and describes the individual student's scores for each subject and domain assessed

Questions for Investigation:

- On which question & skill in each domain did the class perform the highest? How does the score compare to the building average and the national average?

- On which question & skill in each domain did the class perform the lowest? How does the score compare to the building average and the national average?

- What skills within each subject area need further explicit instruction? What additional resources (colleagues included) & lesson strategies would support the growth of these skills?

- On which skills did your students perform above the building percent correct? What content lesson suggestions could you provide your colleagues, to help their students master the particular skills?

Key insights

Teachers will discover the particular skills in each domain that their students understand well, and those skills that need some further teaching.

Teachers will see how their students performed compared to the other classes in the grade level as well as within the nation.

From this report, teachers can rank order the skills to incorporate in their lesson plans and next determine the resources that are needed to teach such concepts.