

## 06.A.3. How to Use the Item Analysis Report

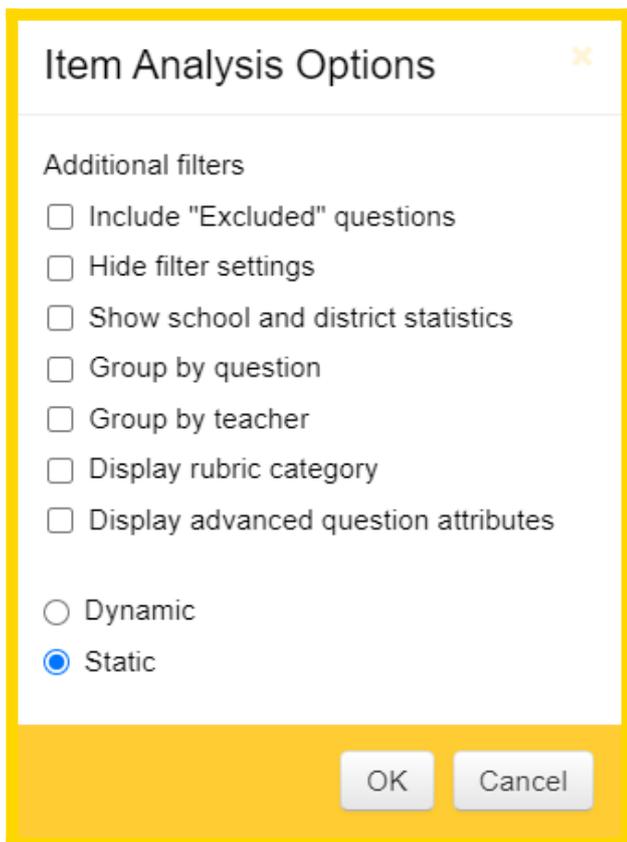
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Click here to view the [Help Video](#)

The Item Analysis report displays the distribution of recorded student responses on a per question basis. Usage of this report will present educators with important information about assessment questions that is often overlooked. For example, if a teacher sees that all students provided a correct response for a question, there is no need to spend any extra time on the concepts covered within the question. On the contrary, if a question has a high variability of responses, it could be an indication that the topic needs to be revisited to reinforce student knowledge. If the Item Analysis Report shows that many students got a single question wrong on the assessment, this report may provide supporting information for "excluding" the question from the students' grades.

This report can be accessed from the Teacher Dashboard. Before generating the report, it is important to select the subset of students to be included in the analysis and, of course, the assessment(s) in question. This report can be generated for one or many courses, classes, or students.

Once the desired subset of students and assessment(s) are selected, select the "Item Analysis" button. A pop-up containing the "Item Analysis Options" will appear.



Item Analysis Options

Additional filters

- Include "Excluded" questions
- Hide filter settings
- Show school and district statistics
- Group by question
- Group by teacher
- Display rubric category
- Display advanced question attributes

Dynamic

Static

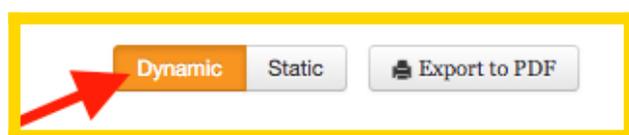
OK Cancel

- **Include "Excluded" Questions:** By default, questions that have been marked as "excluded"

within the assessment will not be included in this report. Select this option if the student responses for excluded questions should be displayed.

- **Hide Filter Settings:** By default, the Item Analysis Report displays the filters that were selected to generate each report. Some cases require that this information be removed to ensure confidentiality. Enable this option to only show data relevant to student responses.
- **Show school and district statistics:** This option allows teachers to view the distribution of student responses for the entire district. All that is required when generating an Item Analysis like this is selection of the assessment in question.
- **Group by question:** Selecting this option will display the questions by Question ID rather than by their position in the selected assessment(s). This option is best utilized when there are multiple assessments selected that share identical questions.
- **Group by teacher:**  
This option will break down the Item Analysis report by teacher of the selected class section(s).
- **Display rubric category:**  
This option will display the title of the rubric category for any teacher scored question with a rubric data setup.
- **Display advanced question attributes:**  
The "attributes" are considered to be the linked metadata that is tied to the question. If applicable, enable this option to display, for each question, the Bloom's Taxonomy, Webb's Depth of Knowledge, Difficulty Level, Question Tags, and other relevant question details.
- **Dynamic or Static?:**
  - Dynamic View: will open the report and then automatically update every 3 seconds to reflect the most current changes. This is a great tool for monitoring online assessments.
  - Static View: will open the report based upon the current data at the time of running the report and it will not change, unless the report is run again.

*NOTE: If the Dynamic View is selected, the option to toggle between Dynamic and Static will be available in the top-right corner of the HTML version of the report.*



## Report Details

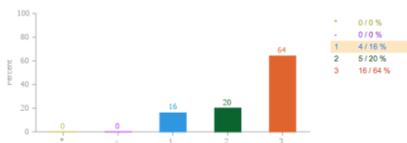
Once the report settings have been selected, run the report by selecting the **OK** button. The report will be initially generated in HTML format. If desired, a PDF can be generated by selecting the **Export to PDF** button in the top-right corner.

# HTML Format

**Assessment:** Unit 03 End of Unit Assessment (#6668)

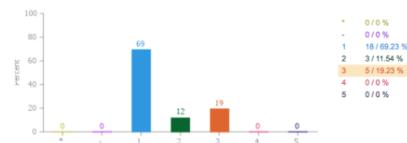
**District:** Key West Central School District, **School:** Coral Reef School, **Course:** Gr 4 Math, **Class:** Grade 4 Math Section 4 Jones, **Subject:** Mathematics, **Grade Level:** 4, **Type(s):** Teacher, **Date:** 10/07/2016, **Excluded questions:** not included

**Question 1 (Numeric (1, 2, 3, ...)), correct answer: 1**



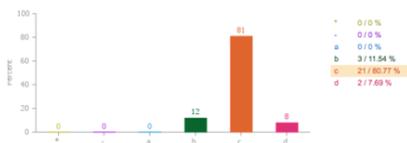
4.A.03 Find the value or values that will make an open sentence true, if it contains < or >  
I can give examples of the important geometric shapes I see everyday

**Question 2 (Numeric (1, 2, 3, ...)), correct answer: 3**



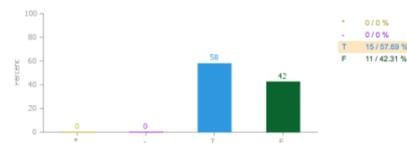
I can use the symbols <, >, = to compare whole numbers

**Question 3 (Letter (A, B, C, ...)), correct answer: c**



I can evaluate and express relationships using open sentences with one operation  
I can use the symbols <, >, = to compare decimals

**Question 4 (T, F), correct answer: T**



I can use the symbols <, >, = to compare decimals

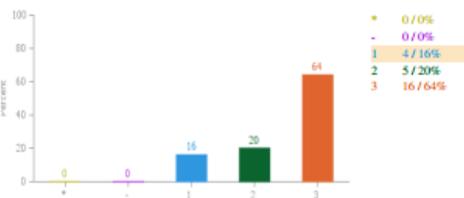
# PDF Format

## Item Analysis Report

**Assessment:** Unit 03 End of Unit Assessment (#6668)

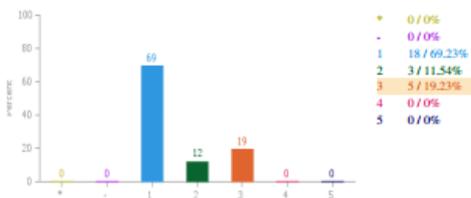
**District:** Key West Central School District, **School:** Coral Reef School, **Course:** Gr 4 Math, **Class:** Grade 4 Math Section 4 Jones, **Subject:** Mathematics, **Grade Level:** 4, **Type(s):** Teacher, **Date:** 10/07/2016, **Excluded questions:** not included

**Question 1 (Numeric (1, 2, 3, ...)), correct answer : 1**



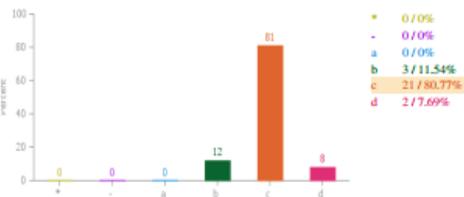
4.A.03 Find the value or values that will make an open sentence true, if it contains < or >  
I can give examples of the important geometric shapes I see everyday

**Question 2 (Numeric (1, 2, 3, ...)), correct answer : 3**



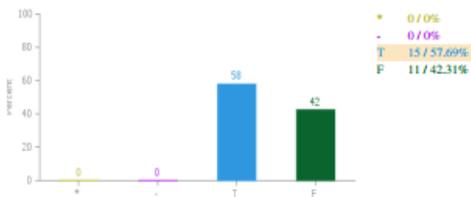
I can use the symbols , = to compare whole numbers

**Question 3 (Letter (A, B, C, ...)), correct answer : c**



I can evaluate and express relationships using open sentences with one operation  
I can use the symbols , = to compare decimals

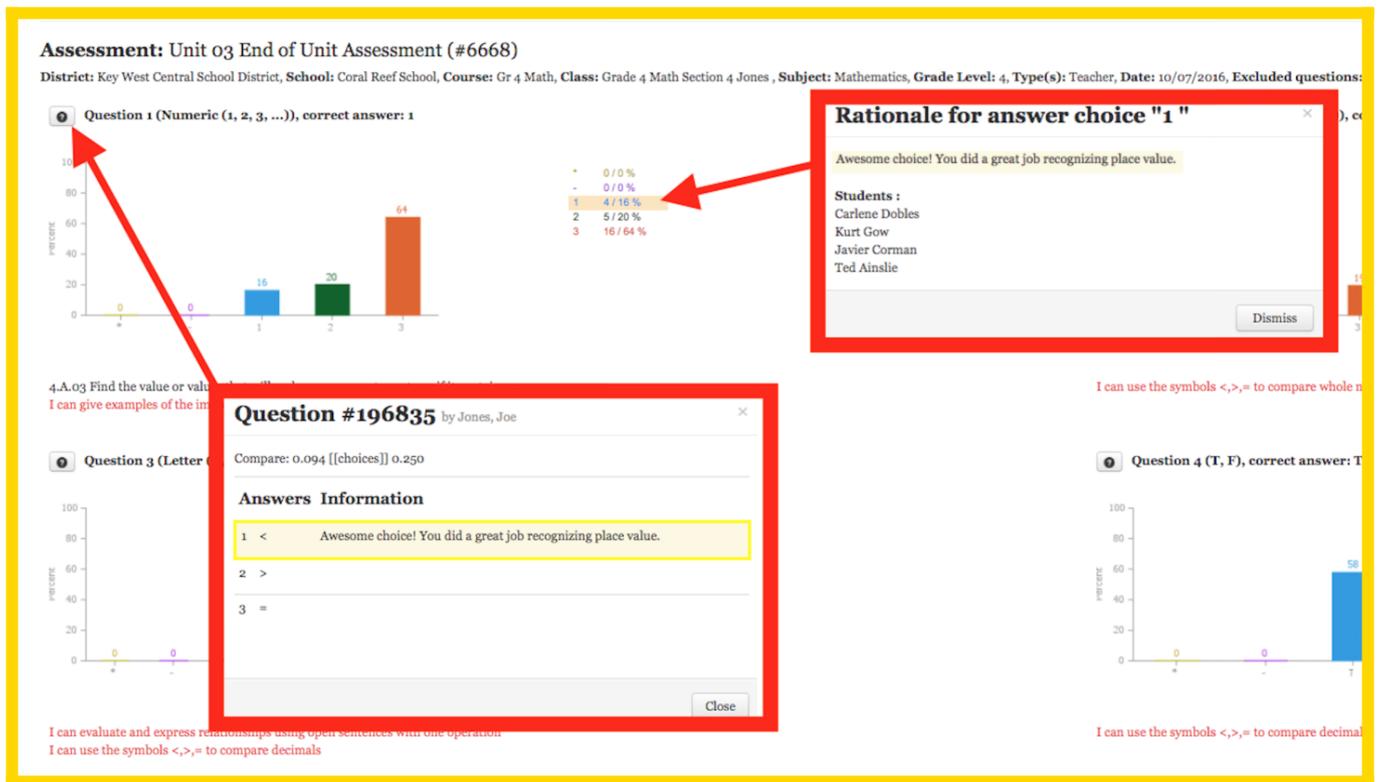
**Question 4 (T, F), correct answer : T**



I can use the symbols , = to compare decimals

The PDF Format has been cleaned up to be more presentable as a printed report, but it does not provide the utility that the HTML Format offers. Within the HTML Format of the Item Analysis Report is the option to view the question (*not applicable to Answer Key Only assessments*) by

selecting the corresponding  button. It is also possible to view the students that responded to each answer choice of all the questions by clicking the corresponding hyperlink next to the question.



**Assessment: Unit 03 End of Unit Assessment (#6668)**  
District: Key West Central School District, School: Coral Reef School, Course: Gr 4 Math, Class: Grade 4 Math Section 4 Jones, Subject: Mathematics, Grade Level: 4, Type(s): Teacher, Date: 10/07/2016, Excluded questions:

**Question 1 (Numeric (1, 2, 3, ...)), correct answer: 1**

Answer Choice	Percentage
1	4 / 16 %
2	5 / 20 %
3	10 / 64 %

**Rationale for answer choice "1"**  
Awesome choice! You did a great job recognizing place value.  
**Students :**  
Carlene Dobles  
Kurt Gow  
Javier Corman  
Ted Ainslie  
Dismiss

**Question #196835** by Jones, Joe  
Compare: 0.094 [[choices]] 0.250  
**Answers Information**  
1 < Awesome choice! You did a great job recognizing place value.  
2 >  
3 =  
Close

**Question 3 (Letter)**  
Compare: 0.094 [[choices]] 0.250  
I can evaluate and express relationships using open sentences with one operation.  
I can give examples of the im  
I can use the symbols <,> to compare decimals

**Question 4 (T, F), correct answer: T**  
I can use the symbols <,> to compare whole n  
I can use the symbols <,> to compare decimal

If the questions have been built in eDoctrina or pulled from a Question Bank, a "?" button will appear next to the Question number. When the "?" is clicked, a pop-up will appear that shows the question and answer(s)- as shown above.