DEPARTMENT OF EDUCATION

PAWS
Mathematics
Grade 8

Released Items
With Data

The Number System

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Mathematics Released Items with Data
Introduction Page / Data Definitions

This Released Items with Data document provides a subset of items from the 2015 administration of the PAWS test. The data for an item is on the page that follows that item. The following provides definitions for the data fields on the data page.

Item Information

Title: Title of the passage/stimulus the item belongs to

2012 WyCPS Domain: The reporting category of the state content standards

2012 WyCPS Standard: State content standard

Item Code: Identification code assigned to the item

Admin: The year an item is administered

Item Type: The mode in which a student responds (MC means multiple-choice)

Correct Answer: The option letter (A, B, C, or D) that corresponds to the correct answer

Item Dok: The item's Depth of Knowledge designation, also called Cognitive Complexity;
1 - Recall and reproduction
2 - Skills and concepts
3 - Strategic and extended thinking

Total N-count: Number of students counted as taking the test in which the item appears during the listed administration (Includes item omissions)

Pvalue/Mean Score: For a multiple-choice item, the percent of students choosing the correct answer

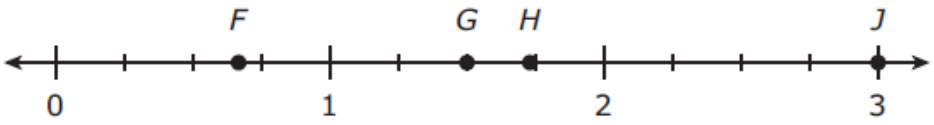
Score Analysis

MC Row: Answer options available for students to choose from (including those who do not choose any option); an asterisk designates the correct answer

%Choosing Row: Percent of students choosing an option (or omitting)

Item Notes: Area where user can make notes

00 **Which point on the number line shown best represents $\sqrt{3}$?**



A) Point *F*

B) Point *G*

C) Point *H*

D) Point *J*

Item Information	
Common Core Domain:	The Number System
Common Core Cluster:	Know that there are numbers that are not rational, and approximate them by rational numbers.
Common Core Standard:	8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.
Item Code:	VF492880

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2013	MC	C	2	670	0.19

Score Analysis					
MC	**A**	**B**	**C***	**D**	**Omit**
%Choosing	14.03	37.91	18.955	28.955	0.149

00 **A list of numbers is shown.**

$$-\sqrt{49},\ -\frac{4}{7},\ \sqrt{20},\ \frac{5}{13}$$

Which statement is true about this list of numbers?

A) Only $-\frac{4}{7}$ is an irrational number.

B) Only $\sqrt{20}$ is an irrational number.

C) $-\frac{4}{7}$ and $\frac{5}{13}$ are both irrational numbers.

D) $-\sqrt{49}$ and $\sqrt{20}$ are both irrational numbers.

Item Information	
2012 WyCPS Domain:	The Number System
2012 WyCPS Cluster:	Know that there are numbers that are not rational, and approximate them by rational numbers.
2012 WyCPS Standard:	8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
Item Code:	VF823406

Admin:	Item Type:	Correct Answer:	Item Dok:	Total N-count:	Pvalue/Mean Score:
Spring 2014	MC	B	1	652	0.181

Score Analysis					
MC	**A**	**B***	**C**	**D**	**Omit**
%Choosing	11.196	18.098	44.325	26.227	0.153